# RAD SELF-STUDY TEMPLATE

* 1. **Executive Summary** (no more than 1 page)

A one-page executive summary drawing excerpts from the completed self-study, and normally written last.

* 1. **Introduction to the Department** (no more than 2 pages)

An introduction to the department including its purpose, organization, brief history, and relationship to the college, division, and/or the university, and alignment with the university’s mission and strategic plan.

* 1. **Academic Program(s) of Study** (no more than 3 pages)

List all academic programs under review within the Self-Study in a table:

|  |  |  |
| --- | --- | --- |
| **Program Title** | **Degree Level or Certificate** | **Instructional Modality** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

***Do not include undergraduate minors in the table as they are not included in the RAD.***

Any additional programs that are not under review in this Self-Study should be mentioned in a separate paragraph.

Include the following information in the discussion of academic programs:

* + - For each undergraduate program: list “Requirements for the Major”; in an Appendix, provide the “Four-Year Plan of Study” from the TU academic catalog.
    - For each graduate program: list all degree requirements; in an Appendix, list the courses offered, including online and off-site courses.
    - For each certificate program: list all program requirements; in an Appendix, list the courses offered, including online and off-site courses.
    - For all programs: detail the overarching program goals/objectives and student learning outcomes.
  1. **Faculty Profile** (no more than 5 pages)

Using data from the Standard Data Set, and other relevant data sources, include a description of:

* + - The full-time and part-time/adjunct faculty members employed in the department over the last five years, including faculty hired, promoted, retired, or no longer with the department.

Present the number of faculty at each rank for the last five years in a table:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Faculty Rank** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Professor |  |  |  |  |  |
| Associate Professor |  |  |  |  |  |
| Assistant Professor |  |  |  |  |  |
| **Total Tenured/Tenure-Track Faculty** |  |  |  |  |  |
| Visiting Professor |  |  |  |  |  |
| Lecturer |  |  |  |  |  |
| Clinical |  |  |  |  |  |
| Other Full-time Faculty |  |  |  |  |  |
| **Total Full-time Faculty** |  |  |  |  |  |
| Adjunct Faculty |  |  |  |  |  |
| **Total Faculty** |  |  |  |  |  |

* + - The program(s)/department’s needs and how they are met by the mix of tenured/tenure-track faculty and non-tenured faculty in the department.
    - Departmental efforts to achieve and support increased faculty diversity.
    - Existing faculty mentoring procedures and highlight what has been beneficial.

In an Appendix, include CVs of all current full-time faculty members (lecturers, visiting, clinical, tenured/tenure-track).

* 1. **Student Profile** (no more than 5 pages)

Using data from the Standard Data Set, and other relevant data sources, include a description of:

* + - Undergraduate/graduate student enrollment in each program (part-time students, full-time students, gender, race/ethnicity).
    - How well the department’s programs meet the needs of students.
    - Student research, creative inquiry, and internship opportunities.
    - Scholarships and awards made available to students both inside and outside the department.
    - Methods employed in recruiting, evaluating, admitting, and advising undergraduate and/or graduate students.
    - Practices that have been successful, and unsuccessful, for recruiting or retaining students in undergraduate and/or graduate programs and an analysis of what made the practices successful/unsuccessful.
    - Analysis of the success of recruitment/retention practices in supporting underrepresented students in the department’s programs.

Include a table of “Annual Degrees”; correlate this information to your evaluation of how well students are served by the department’s programs.

In addition, those departments serving other majors or the core curriculum may wish to elaborate on that contribution to the university using the provided student credit hour data.

* 1. **Program Assessment** (no more than 10 pages)

Provide a description of:

* + - The sufficiency of student learning opportunities for each program.
    - Curricular and/or operational changes made to improve each program since the last Self-Study (for example: addition of new courses, discontinuation of existing courses, and/or revisions to existing courses; changes in course sequencing; revisions to program or course student learning outcomes or assessment plans/practices; changes to admissions or graduation requirements; etc.); the data/evidence used as the basis for implementing these changes (for example, student learning outcome achievement data, annual assessment reports, course evaluations, stakeholder feedback, etc.); the internal and, where applicable, external stakeholders involved in these various deliberations (i.e., faculty; students; administrators; alumni; advisory boards; employers; professional associations/governmental agencies; professional practitioners in the field, etc.); and how decisions were communicated to stakeholders.
    - The extent to which the curricular and/or operational changes implemented (as described per the previous bullet) contributed to program improvement; the data/evidence to support this; and how the results/outcomes of the actions taken were communicated to stakeholders.
    - The extent to which the department’s programs remain current and pertinent relative to its alignment with disciplinary trends, and the evidence to support this critique.

Using a table, provide a review of annual academic program assessments that includes summary evidence from student learning outcome assessment trends. A representative table summarizing annual student learning assessments is shown below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Goals** | **Learning Outcomes** | **Measures** | **Student Achievement (% meets expectations by year)** |
| Goal # 1 | Outcome A | Measures i & ii | Year 1 |
|  | Outcome B | Measures iii & iv | Year 2 |
|  | Outcome C | Measures v & vi | Year 3 |
|  |  |  | Year 4 |
|  |  |  | Year 5 |

Include the following as appendices:

* Current curriculum map for each program showing the alignment (for required courses only, not electives) of course-level student learning outcomes to program-level student learning outcomes and, in turn, the alignment of program-level student learning outcomes to [TU’s six institutional student learning outcomes](https://www.towson.edu/about/mission/).
* Current assessment plan for each program.
* Annual assessment reports for each program for the past five academic years.
  1. **Program/Department Action Plan** (no more than 10 pages)

This action plan should tie the actions taken over the past seven years during the preceding RAD cycle to the goals for each program for the next seven years:

* + - Include the action plan(s) included in the corresponding Self-Study(ies) and USM Report(s) from the last RAD cycle. [*Note this action plan(s) can be attached as an appendix.*]
    - Provide a narrative describing actions taken since the last review for each program, and elaborate on whether the intended programmatic trajectory(ies) continue to fit each program.
    - Provide an executive level summary of the new or updated goals for each academic program and strategic or long-range plans regarding teaching, research, and service.
    - Give an outline of intended changes in the scope and/or direction of each academic program and of how the department and/or program plans to make these changes.
    - Describe internal and/or external influences, if applicable, that might propel or inhibit the ability of the department or a program to achieve its goals.
    - Articulate an action plan for continuous improvement for each academic program in consultation with stakeholders (program faculty, the department chair/unit head, College Dean, Dean of Graduate Studies (if applicable), etc.), that identifies the initiative(s) designed to help each program achieve its goals. For each initiative, identify a timeline and responsible parties who will coordinate and complete the initiative.
  1. **Appendices** (no page limit)

The Self-Study should abide by the following guidelines:

* + - Be no longer than 35 pages, excluding executive summary and appendices.
    - Have normal margins.
    - Use a 12 pt. ADA compliant font.
    - Be 1.5 line spaced.