

Stony Brook University

Department/Program Review

Self-Study Template

Department or Program Executive Summary

1. Provide an overview of the department or program, including the academic programs it delivers, areas of focus or recognition, or other points of pride
2. Summarize recommendations made in the previous review and actions taken as a result, if applicable. Include the previous self-study, if available, and external reviewer comments as an appendix.
3. Summarize from information provided in the current self-study the total number of students, faculty, etc.
4. Summarize findings of the self-study and recommendations.

Faculty and Staff Resources

1. [Provided by IRPE] Data table of trends of faculty headcount (tenured/tenure-track by rank and non-tenure track by FT/PT status) and staff by FT/PT status, where possible.
2. Reflect on faculty and staff trends. To what extent are academic and non-academic personnel aligned with activities that carry out instructional, research, service, and administrative operations?

Diversity, Equity, Inclusion

1. [Provided by IRPE] Data table of trends of faculty and staff headcount by gender and by race/ethnicity, as available.
2. Describe department efforts to attract and retain a diverse faculty and staff.
3. Discuss initiatives, training, or committees that promote cultural sensitivity and inclusivity, and prevent bias, among faculty and staff.
4. Discuss actions the department has taken to ensure that faculty, students, and trainees from diverse backgrounds find support within the department

Department/Program Student Credit Hour Activity

1. [Provided by IRPE when possible] Data table of credit hour trends by course subject and level delivered in the department or program.
2. Reflect on trends in relation to focus on undergraduate and graduate programming, staffing levels, and majors.

Teaching and Mentoring

1. Discuss methods for measuring and evaluating the effectiveness of teaching within the department. How has this process led to improvements in student learning?
2. Discuss the department's process for recognizing and showcasing teaching effectiveness. Identify faculty and graduate student instructors and TAs who have been awarded and recognized for teaching effectiveness within the department.
3. For departments with graduate programs, discuss efforts to support and improve the mentoring of students.

Faculty Development

1. Describe professional development activities provided or supported by the department/program for each faculty member or as a group.
2. Identify the steps taken in the department to assure that tenure and tenured track faculty members advance in their discipline
3. Explain the department's process for mentoring junior and associate-level faculty.

Research, Scholarly, and Creative Activities (when appropriate)

1. [Provided by IRPE when requested] Data table of trends from Academic Analytics and any appropriate charts; data table of trends of sponsored research expenditures and proposals.
2. When Academic Analytics data are deemed inappropriate, provide a relevant comparison of research, scholarly, and creative activities to an appropriate comparison group.
3. Reflect on the research, scholarly, and creative activities of the department. What are significant strengths and in what areas could improvements be realized and how? Discuss plans for how the department will position itself in the discipline going forward in areas of emphasis.
4. Reflect on how the department supports and rewards faculty excelling in research, scholarly and creative activities and what mechanisms, incentives and strategies are implemented to improve these activities among faculty.

Financial Information

1. Data table of trends of financial resources and expenses by Fund (State, SBF, IFR, RF, etc.) and Classification (personal services, temporary services, other than personal services) to provide the most reasonable picture of financial support and operations of the department and its programs.
2. Reflect on financial trends of the department/program. To what extent have financial resources kept pace with activity in teaching, research, and service?
3. Reflect on possible revenue strategies for the department

For each program:

Degree/certificate program requirements

1. Summarize the basic requirements of the degree program, and what career or educational paths graduates are prepared to pursue.
2. Provide in an appendix the relevant sections of the bulletin in which program requirements and course descriptions are listed. In this appendix, please provide the date(s) of the last program update submitted to SUNY/NYSED.

Student Learning Assessment

1. [Provided by OEE] Information from annual program assessment reports
2. Reflect on assessment results of student learning for all of the programs within the department.
3. Describe student learning achievements and identify any areas of improvement.
4. Discuss specific plans to improve student learning.
5. Explain how budget decisions reflect student learning data.

Applications, Admissions, and New Enrollments

1. Summarize criteria for admission to the program and the minimum requirements for successful applicants. For undergraduate programs without specific admission requirements, simply indicate that admission to the university allows for admission into the program.
2. [Provided by IRPE] Data table of trends of applications, admissions, new enrollments, admit rates, and yield rates and, as available, test scores and HS or college GPA. Demographics provided where available. Comparisons to School/College and other programs will be provided as available.
3. Reflect on the quality and volume of applications over time; include a discussion of how new enrollments and admit rates have aligned with targets, how the abilities of entering students have met faculty expectations, efforts to recruit a diverse student body, and the goals of the program for future. Supplementary data may optionally be included and discussed.

Enrollment and Retention

1. [Provided by IRPE] Data table of trends of headcount enrollment in the program by enrollment intensity (FT/PT), gender, race/ethnicity, tuition residency, and geographic origin. Data table comparing most recent headcount enrollment to other Stony Brook programs and other institutions, as available..
2. Reflect on enrollment trends and diversity; include a discussion of directional changes, gender balance, racial/ethnic diversity, in-state and out-of-state mix, geographic diversity, and how these trends reflect program goals for the shape of its student body.

Discuss goals for the future. Supplementary data may optionally be included and discussed.

3. [Provided by IRPE] Data table of retention rates within program and within university, as available. Comparisons to School/College and other programs will be provided as available.
4. Reflect on retention rates of students in the program; include a discussion of what factors or program milestones prompt students to leave the program if known, notable differences by gender or race/ethnicity if applicable, how retention rates meet faculty expectations especially in reference to comparison benchmarks, and goals for the future. Supplementary data may optionally be included and discussed.

For Graduate Programs Only

1. Data table of graduate student funding/support
2. Reflect on the sufficiency of funds for students and efforts made to develop additional sources of funding
3. Discuss professional development opportunities provided for graduate students

Graduation Rates

1. [Provided by IRPE] Data table of graduation rates within program and within university, as available; data table of graduation rates by gender and race/ethnicity, as available. Comparisons to School/College and other programs will be provided as available.
2. Reflect on graduation rates of students in the program; include a discussion of what factors or program milestones delay or prompt students not to graduate if known, notable differences by gender or race/ethnicity if applicable, how graduation rates meet faculty expectations especially in reference to comparison benchmarks; and goals for the future. Supplementary data may optionally be included and discussed.

Time-To-Degree

1. [Provided by IRPE] Data table of time to degree, with comparisons to the public AAU, as available.
2. Reflect on the trends for time-to-degree among students completing the program. To what extent are students completing the program in a reasonable amount of time? What barriers or challenges impact time-to-degree and how might they be addressed?

Graduate Outcomes (earnings, graduate school placements, etc., as available)

1. [Provided by IRPE] Data table on trends of undergraduate and graduate degree completions in each program
2. [Provided by IRPE] Data table of earnings of graduates by degree level, proportion pursuing continuing education, and top destinations for graduate school and employment. Comparisons provided when available.

3. When data from IRPE are deemed inappropriate, provide relevant data about student outcomes.
4. Reflect on the outcomes of graduates.

Future Plans & Recommendations

1. Based on a review of data and reflection in the self-study, what is the vision for the department five years from now?
2. What specific action plans that align with the University's mission/strategic plan will be implemented to achieve these goals? What resources will be needed? What are reasonable benchmarks for progress in the next 18 months?

Additional Information Relevant to the Program or Department

1. Provide additional information relevant to the program or Department, as appropriate.

Departments and programs may want to consider a variety of other items, such as

- Who are the program's peers, competitors, and aspirants?
- What does the future look like for program graduates (labor market projections, academic market faculty positions, research trends, etc.)?

A template for external reviewers to prepare their reports will be developed during 2023.