Academic Program Report Template

Revised August 2024

This self-evaluation is intended for four audiences: for your own program, for your department, for the outside evaluators, and for internal use by the Academic Dean.

Please note the following formatting and submission guidelines:

1. Please submit your Program Report as a single Word document, if possible.
2. Please do not submit documents as part of this report that are scanned pdf versions of other documents.
3. Please include page numbers on your report and refer to items in the addenda by page number in your narrative.
4. The written review should include contributions from all members within the program.

Simpson College's Mission & Philosophy

In the Spring of 2018, Simpson College began a campus-wide process to review and update the college's mission, vision and value statements. To facilitate this important work, feedback from students, staff, faculty and alumni was sought. This process resulted in the development of themes from the community about who Simpson College is and why the vital work we do matters to our community, state, region and world. The following statements went through multiple rounds of community feedback and were approved by the Board of Trustees at their February 2020 meeting.

Our Mission

Through **innovative** learning opportunities, **individual** student attention, and an unwavering commitment to **inclusive** educational access, Simpson College cultivates a diverse community of learners to lead lives of meaning and purpose.

Our Vision Statement

To be nationally recognized as the quintessential liberal arts college of the Greater Des Moines area, transforming students through welcoming communities, exceptional programs, and distinctive opportunities.

Our Core Values

Grounded in the liberal arts tradition and drawing from our Methodist heritage, Simpson College affirms these values as guiding principles that create our cultural foundation.

Discovery - We design learning opportunities in which curiosity and creativity flourish, where students venture outside their comfort zone to explore their identity and place in the world.

Access - We extend higher education opportunities to all types of learners, empowering students to pursue intellectual, personal, and professional growth.

Citizenship - We prepare students for global and local leadership through broad liberal arts education, experiential and service-learning, and civic engagement.

Belonging - We engender communities of radical hospitality where all are welcome and unique identities are embraced.

Justice - We defend the dignity and worth inherent in all human beings, creating an atmosphere where equity and inclusion are hallmarks of our community.

Integrity - We recognize a moral responsibility to respond to ethical challenges through our religious, secular, and spiritual identities.

Approved by the Board of Trustees on February 7th, 2020.

Our Diversity and Inclusion Statement

We, the members of the Simpson College community, recognize as an essential component of its mission and history that Simpson College is committed to creating and maintaining a creative, diverse, just and inclusive community in which all develop their abilities to live and thrive in a complex and interconnected world.

Consistent with our educational mission, we recognize ourselves as a community that respects individual identities linked to varying socio-cultural characteristics including, but not limited to: race, ethnicity, gender identity and expression, sexual orientation, national origin, citizenship, first language, religious or spiritual tradition, age, functional ability, socioeconomic status, physical attributes or familial status.

Further, we recognize that diversity of identities exists in a context of differential power and privilege that we as a community must critically evaluate and engage.

At Simpson College, we strive to create a socially just world that honors the dignity and worth of each, and we seek to build a community centered on equality, mutual respect, and openness to ideas - one in which individuals value cultural and intellectual diversity and share the responsibility for creating an affirming safe and inclusive environment. We recognize that our community is most inclusive when all participate to their full capacity in the spirited, and sometimes challenging, conversations that are at the center of the College's educational mission to develop personal integrity, moral responsibility, social justice, and global citizenship.

SIMPSON COLLEGE

SIMPSON COLLEGE

Title Page (include title, date, department chair, lead author of report, and contributors)

Section I: Program's Role within the Institution

A. Program's mission statement and its relationship to the college's mission statement.
B. Relationship between the program's mission and the college's strategic plan.
C. General information on the program (division membership, majors and minors offered, special departmental programs, personnel with their ranks, date of tenure decision, and years of service).
D. Service provided by the program to other departments / programs / majors.

Section II: Program's Goals

A. Please review and reevaluate the goals listed by the program in its previous review. Note what progress has been made towards these goals and identify which goals are no longer relevant.

B. List your current program goals (e.g., increase number of majors, become more involved in regional research, hold more recruiting events, etc). Discuss how the goals will help the program meet the mission of the college and the program.

Section III: Student Learning Objectives

State all majors, minors, certificates and masters offered by the program. Then, for each major, list all the student learning objectives, as stated in your assessment plan. (e.g., "Graduates with a B.A. in _____will be able to _____", .)

Section IV: Assessment

Please review the annual assessment reports filed by your program since your last review before completing this section.

You should discuss multi-year trends and data as part of this review. Extensive data tables, if necessary, should be placed in Addendum 1.

A. Student Learning
    1. Provide a narrative summarizing the program's recent efforts to assess student learning. This narrative should include, but is not limited to, the following:
        a. How each student learning outcome is supported by the teaching practices of the faculty members of the program.
        b. How the program has used its collected assessment data to make curricular or other program changes to improve student learning. Discuss the extent to which you have carried out improvement plans since the last review and their effect, whether successful or not.
        c. The effectiveness of the program's use of co-curricular activities in meeting the stated goals and learning outcomes of the program (e.g., service learning, internships, practica, student research, conferences, contests, etc.)

        d. Provide a comparison of the program's curriculum, number of

faculty, and major and minor requirements with those at several relevant competing institutions.

e. Describe how the program ensures its course offerings and content remain current, relevant to contemporary thinking in your field, and effective at preparing graduates to be successful.

B. Pedagogy and Effective Teaching

1. Indicate the ways each of the faculty members in the program demonstrates effective teaching and pedagogical practices in their courses.
2. Evaluate the methods the program employs to ensure that students understand the ethical implications of their discipline.
3. Detail how the program's faculty members engage with a wider, off-campus professional audience in order to keep current in both the content of their discipline and the best practices of teaching within their discipline (e.g., professional contacts with colleagues at other institutions, conferences, performances, workshops).

C. Alumni

1. Provide a table summarizing the following information about the past five years' alumni of the program:
    a. how many have gone on to graduate or professional school, and where;
    b. how many are working in the field, and in which positions;
    c. how many are working outside of the field;
    d. unknown
    e. other

2. Please **reflect** on the above data. Consider questions such as, but not limited to, the following: Does the program feel its content and teaching are appropriate to where its alumni are going? Do you receive feedback from your alumni or their employers suggesting making changes to your curriculum or teaching practices? What conclusions can you draw based on the data you provide for your alumni?

Section V: Resources

A. Evaluate how the resources at the disposal of the program are allocated to deliver the program's curriculum (e.g. budget, brief descriptions of labs, dedicated classrooms or specialized equipment).
B. Evaluate how the current faculty and staff load affects the program 's ability to fulfill its mission.
C. Evaluate the program's use of general college learning resources (e.g. classroom and laboratory facilities, Dunn Library, Center for Academic Resources, Career Development, Information Technology Services, work-study and undergraduate assistantships, residence life, etc.).
D. Evaluate the d program's use of computer and information technology to meet its goals and objectives.
E. List additional resources, in order of priority, that the program feels it needs in order to fulfill its mission.

F. Looking to the Future

1. Provide a plan for the upcoming 8-year review cycle for achieving your d program goals with resources at the current level. Please list specific goals, and for each goal list its rationale, the time frame for accomplishing the goal, and a brief sketch of how you will accomplish it.
2. What enrollment trends are predicted for the future and how will the program respond to them? Information about employment trends can be obtained from the Bureau of Labor Statistics at https://www.bls.gov/emp/ . (Other sources may be used if you prefer – please provide appropriate references.)
3. Discuss how faculty and staff structure will impact future plans for the program. If appropriate, include plans for collaboration with other departments or programs.
4. What pedagogical or content developments in your discipline merit consideration in future planning?
5. What institutional support will be needed to meet program goals and learning outcomes?
6. Identify any changes needed in the program's assessment plan.

G. Questions for Outside Reviewers.

List five or six specific questions or issues that you would like to ask the outside evaluators to address in addition to the general review of your program. These items should cover areas in which you would like the evaluators' targeted advice.

NOTE: Addendums 1 and 2 are required. Addendum 3 is optional – consider what could be especially useful for external audiences.

Addendum 1

(Data can be obtained by the department chair through ODS Reports and from the Registrar's Office)

1. List of current full-time faculty (include ranks, dates of hire, and tenure decisions). Also provide a **brief** resume for each faculty member.

2. Departmental or program support staff
    i. Status (full or part time)
    ii. Job description

3. Curriculum
    i. Undergraduate
        a. Majors and minors offered. For each major or minor state all requirements (including required classes, electives, and other requirements).
    ii. Service courses (courses required by other programs).
        a. General education offerings (i.e. which courses offered by the program carry ECC designations).

iii. Post-baccalaureate (certificates or masters)
   a. List all certificates or masters offered. Include all requirements. Make sure to indicate if a particular class can be taken for both undergraduate or masters credit.

4. Offerings in Continuing and Graduate Programs (CGP).
   i. List which majors, minors, certificates or masters are offered in the Continuing and Graduate Program.

5. Frequency of course offerings.
   i. List every course with how often it is taught and where (i.e. day program, CGP program, or both).

6. Enrollment

   Provide a summary of enrollment information in all majors, minors, and programs since the previous review. Identify and **reflect** on any major trends in and concerns with the enrollment data. Show information for:
   i. Traditional undergraduate students.
   ii. CGP undergraduate students.
   iii. Post-baccalaureate students (certificates, masters, etc).

7. Number of Graduates

   Provide, for each major, the number of graduates per year since the last review. Show information for:
   i. Traditional undergraduate students.
   ii. CGP undergraduate students.
   iii. Post-baccalaureate students (certificates, masters, etc).

8. Teaching Loads

   Give the teaching loads for individual faculty in the current and previous year; include regular load, overloads, and course releases. Show information for:
   i. Full-time tenured or tenure-track faculty.
   ii. Full-time visiting faculty.
   iii. Affiliate faculty.
   iv. Adjuncts teaching in the day program.
   v. Adjuncts teaching in the CGOE program.

9. Advising Loads

   Give the number of advisees for each faculty member who advised students in the current year.

10. Work-study students and undergraduate assistants

i. Total hours of work-study and undergraduate employment for the program.
ii. Job descriptions.

11. Budget
    i. Annual operating program budget.
    ii. Endowment income.
    iii. Earned income.

12. Assessment Data.
    If needed, place any extensive data tables relevant to Section IV (Assessment) here.

Addendum 2: Relevant Documents

A. A copy of the previous Program Review (including the response of the program).

Addendum 3: Other documents as necessary to provide a well-rounded view of your program, its curriculum, and its activities. (Addendum 3 is optional – consider what could be especially useful for external audiences.)

When the external reviewers' report becomes available, it will be forwarded to your department chair. The program faculty should prepare a step-by-step evaluation of the reviewers' comments. This evaluation should be submitted in a timely manner to administrative assistant of the Academic Dean.