<div align="center">Structure of APR Self-Study Report</div>

When writing your APR Self-Study report, please use the following theme sections/headings within your Self-Study report. Please use the LOU questions as individual sub-headings within each relevant theme section.

1. **Cover page**:
   a. Academic Unit
   b. Dean or Department Chair
   c. Submitted by (Faculty and Staff on the Steering Team)
   d. Semester and Year of Review (e.g., Fall 2024)
   e. Date Submitted

2. **Table of contents**

3. **3A. Department or School Overview Section**:
   a. Provide a brief overview of the department or school's programs 2-3 pages.
      i. include its connection with Loyola's mission and values as context for the self-study report. 2-3 paragraphs
   b. Complete the tables below:

Use the table below to provide a list of all Academic Units and the current total enrollment for each (add rows as needed)

Academic Programs –list all (Undergraduate and Graduate)	Total enrollment for the last AY (using OIE Dashboard Data)

Use the following table to provide the number of full-time TT and NT faculty by rank (add rows as needed). See Faculty Handbook pages 24-30 for assistance.

Full time Faculty by Rank	Total Number
Total Faculty	

Use the following table to provide a list of CORE courses provided by your department/school. (add rows as needed) (if applicable)

Core Courses Provided by Department/School

Use the following table to provide a list of collaborations (e.g., work with interdisciplinary programs, joint degrees, centers) with any outside units. (add rows as needed) (if applicable)

Collaborations with outside units.

3B. **Overview of the Self-study Process**:
   a. Provide a brief overview of the process for carrying out the self-study process and report writing. This will help guide your future self-study steering teams. (1 page)
   b. Relevant contextual factors (e.g., new leadership, addition of new degree programs, retirements, over the previous 3 years) that can provide context for interpreting the self-study. (1 page) (if applicable)

4. **Student Learning and Support**: (Use each LOU question as a sub-heading and provide your data and response for each, the prompts below each LOU question can help guide your answers.)
   a. *What is the manner and interval that the program assesses Program Learning Outcomes for students? What has been learned from these assessments?*
      i. Describe the status of PLO development and/or use within programs.
      ii. Describe any changes or improvements to PLOs that have been made or are in the works.
      iii. Describe the status of curriculum mapping.
      iv. Describe any changes or improvements to curriculum maps that have been made or are in the works.
      v. Describe the department or school plan for assessing PLOs
      vi. Describe what has been learned from the program assessment practices, use data from the unit's Annual Assessment Report on PLOs as evidence of learning
      vii. If appropriate describe what has been learned from assessment data used for outside accreditation and use data from outside accreditation data as evidence of learning.
   b. *How has the information on the department's assessment of Program Learning Outcomes been used to address improvements in the curriculum, learning environment, instructional practices, and assessment?*

i. Explain how the unit has used assessment data to make changes to programs or pedagogical changes (e.g., PLOs, assessment, course content, instructional practices) (if in progress explain how it will be done)
ii. Explain how the unit regularly makes decisions about curriculum, instruction, and assessment and if/how/what data is used to make these decisions (if in progress explain how it will be done)
iii. Describe changes to curriculum, instruction, and assessment that have resulted from the analysis of student assessment.

c. *How does the department provide and assure that their students are receiving the support and building relationships they need in terms of academic advising, engagement with instructors, information from administration, etc.?*
   i. Describe how the unit provides academic support (e.g., advising, instructional support, research activities, mentoring, etc.) for students using specific examples.
   ii. Describe how the unit engages students in the field or discipline (e.g., practicums, internships, community engagement, career planning, etc.) using specific examples.
   iii. Describe how the unit engages students in co-curricular or extracurricular activities (e.g., student organizations, student events, diversity equity, and inclusion activities, etc.) using specific examples.
   iv. Provide available unit-level data on student support (e.g., number of student events conducted, number of students involved in community projects, number of students involved in research, etc.).

5. **Strategic Issues and Resources (**Use each LOU question as a sub-heading and provide your data and response for each, the prompts below each LOU question can help guide your answers.)
   a. *How does the department and its faculty support Loyola's mission, vision, and promise of becoming a more diverse and inclusive environment in which to learn, teach, research and serve?*
      i. Present OIE provided data on the diversity of students in programs (e.g., enrollment, completion).
      ii. Present any unit-level data related to policies, and practices within the department to engage with diverse students (e.g., learning, research, service, mentoring, etc.)
      iii. Describe how the unit engages in DEI efforts related to student enrollment, completion, and engagement to meet Loyola's mission, vision, and promise.
   b. *How does the department use the information on student enrollment, course size, retention, and completion of programs to understand and make improvements in programs or decisions regarding program resources (e.g., personnel, allocation of school or department funds, use of space, use of department resources)?*

      i. Present OIE provided data on enrollment, and degree completion of students in programs (e.g., enrollment, completion, retention).

      ii. Present any unit-level data related to policies, and practices within the department to engage students (e.g., learning, research, service, mentoring, etc.)

      iii. Describe how data suggest how program resources are being used and could be changed to improve program enrollment, retention, completion, and student engagement and learning.

c. *How does the department use the information on faculty teaching loads, credit hours taught, number of full-time and part-time faculty to make improvements in programs, allocation of resources, and decisions regarding program operations?*

      i. Present data on the number of full-time (TT, NTT) and rank, number of part-time faculty, faculty teaching loads, credit hours taught, research productivity, and service (e.g., department, school, university community, outside university). If your unit has outside accreditation, please describe any full-time faculty requirements associated with accreditation.

      ii. Describe how resources are allocated given the type of programs, and program delivery.

      iii. Describe how data suggest how program resources are being used and could be changed to improve the delivery of the program (e.g., teaching loads, credit hours, use of full-time and part-time faculty, research productivity service).

d. *Given careful review of data, how can the department and school most effectively allocate or re-allocate resources to improve programs?*

      i. Provide evidence and discuss how the unit/program's resources can be used or are used to sustain, shape, and change programs to meet Loyola's mission vision promise of becoming a more diverse and inclusive environment in which to learn, teach, research, and serve.

      ii. Provide evidence and discuss how the unit/program's resources can be used or are used to sustain, shape, and change programs to support student enrollment, retention, completion, engagement, and learning.

      iii. Provide evidence and discuss how the unit/program's resources can be used or are used to sustain, shape, and change the program (e.g., teaching loads of full-time, and part-time faculty, credit hours taught, program types, and delivery)

6. **Size, Type, Changes, Sustainability of Programs** (Use each LOU question as a sub-heading and provide your data and response for each, the prompts below each LOU question can help guide your answers.)

a. *Using assessment evidence, OIE-provided data, and other evidence presented in the Self-Study report, what would you project to be the 'right' size for each*

graduate and undergraduate program three to five years from the completion of your self-study?

      i.   How many students?

      ii.   How would faculty be allocated/assigned across the teaching of programs – and across responsibilities for research and service?

b. *Using assessment evidence, OIE provided data and other evidence presented in the Self-Study report, for each graduate program and for each undergraduate program offering, how does the evidence support the department's decisions to either:*

      i.   Grow it given its potential and alignment with LUC mission?

      ii.   Sustain it as it is currently?

      iii.   Change it substantially to be more effective?

      iv.   Sunset it, following good practices to teach-out currently enrolled students?

7. **Proposed Actions Based on Self-Study**

    a. Describe major learnings from the self-study, and how the process has informed decisions around actions being proposed.

    b. Identify and describe specific actions the department could take moving forward related to 1) Student Learning and Success, 2) Strategic Issues and Resources 3) Size, Type, Changes, and Sustainability of Programs.

      i.   Describe specific objectives related to the identified and described actions