



WAYNE STATE
UNIVERSITY

**Wayne State University
Academic Program Review
Self-Study**

**[Department Name]
[Year]
[Authors]
[Department website]**

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EXECUTIVE SUMMARY

Include an executive summary of the self-study.

SECTION 1: DEPARTMENTAL OVERVIEW AND MISSION

1. State the department's mission, goals, and objectives. How were these determined? How does the mission guide the unit's academic activities, strategic planning, and budgeting? How has program assessment data informed or changed the program's mission, strategic planning, and budgeting? How does the mission align with the University's [mission and strategic plan](#)?
2. Describe the governance, structure, and organization of your unit. Explain how it allows your unit to achieve its mission.
3. Describe how your unit interacts with other university units or similar units in other universities.
4. How is program assessment structured and carried out? Who participates? Who is responsible for ensuring that assessment is carried out and is of sufficient quality for making programmatic decisions?
5. Departmental ranking:
 - a. Was your department nationally ranked at the time of the last review?
 - b. Is your department currently ranked?
 - c. Through what organization was the department ranked?
 - d. What was the ranking (rank/number)?

SECTION 2: FACULTY

1. Please provide a roster of the unit's full-time faculty, both tenure and non-tenure track. Please indicate whether the faculty member has graduate faculty status. Provide curricula vitae for all full-time faculty as an appendix.
2. Describe the practices, policies, goals, and achievements with regard to faculty:
 - a. Recruitment
 - b. Retention
 - c. Mentoring
 - d. Evaluation of teaching
 - e. Diversity
 - f. Tenure and promotion

3. How many faculty does the department expect to recruit in the next 7 years (assume retirements, empty lines, etc)?
4. Describe the challenges the department faces in recruiting and retaining high quality faculty.
5. How do you expect these challenges to change in the next 7 years?
6. Describe the national and international impact of faculty on the discipline.
7. Describe faculty participation in issues relating to our urban location (research, scholarship, creative works, community engagement).
8. Describe faculty involvement in alumni and development activities.
9. Faculty pursue the following professional development opportunities:
 - a. Workshops by the Office for Teaching and Learning
 - b. Workshops by the Division of Research
 - c. Workshops by the Director of Assessment
 - d. Department or College sponsored workshops
 - e. Pre-reviews of grant proposals
 - f. Workshops by national organizations (specify)
 - g. Other(describe)

Comments:

10. Provide the tenure and promotion factors the department uses as an appendix. Indicate the last time they were reviewed and describe the outcome of this review.

11. Please provide the following information for all full-time faculty starting with the year of the last review through the most recently completed semester:

Faculty General Summary Data							
	Year	Year	Year	Year	Year	Year	Most Recent Semester
New appointments							
Terminations							
Retirements							

Resignations							
Percent of undergraduate courses taught by full-time faculty							
Percent of undergraduate courses taught by other instructional staff (part-time faculty, visiting, GTAs)							

SECTION 3: THE DOCTORAL PROGRAM

PART 1: COMPARABLE AND ASPIRATIONAL PROGRAMS

1. Choose two comparable programs at research universities. For each program, indicate which of the following factors were used to determine comparability:

Doctoral: Comparable Programs		
CRITERIA	[Insert name of comparable university 1]	[Insert name of comparable university 2]
Produce a similar number of Ph.D. graduates		
Ph.D. graduates similar in quality to WSU		
Place Ph.D. graduates in similar types of positions		
Ph.D. program is organized into similar divisions		
Ph.D. training curriculum is similar		
Students are drawn from a similar national pool		
Students are drawn from a similar local pool		
Students are drawn from a similar international pool		
Faculty publish in similar journals		
Number of faculty		
Generate about the same amount of external funds		

Receive funding from the same types of external sources		
Are part of an urban university		
Are ranked similarly to WSU/department(indicate ranking and index)		
Faculty have similar research interests		
Faculty publish similar number of books		
Faculty members perform or exhibit creative works similarly		
Faculty members have similar numbers and types of awards in the profession		
Faculty members participate to a similar extent in national professional organizations		
Faculty members' scholarly quality is similar		
Other (please specify)		

Comments:

- How have you used these programs to benchmark performance in your program?
- Choose a program at a research university that your program realistically aspires to be in the next 7 years. Indicate which of the following factors were used to select the program.

Doctoral: Aspirational Program	
CRITERIA	[Insert name of aspirational university]
Produces more/less graduates	
Has more/less funding for students	
Places more graduates in academic positions	
Ph.D. program organization differs from WSU	
Ph.D. training curriculum differs from WSU	
Produces higher-quality students	
Has more students nationally who apply to the program	
Enrolls more students from a national pool	
Enrolls more/fewer international students	
Faculty have better publication records	

Has smaller/larger faculty size	
Generates more external funding	
Conducts more research focused on urban issues	
Faculty members more often perform or exhibit creative works	
Has faculty with different research interests (please specify)	
Faculty have more professional awards	
Faculty participate to a greater extent in national professional organizations	
Is higher ranked than WSU/department	
Other (please specify)	

Comments:

4. The comparable programs indicate where the program is now and the aspirational program indicates where the program wants to be in the future.
 - a. What plans does the program have to move from one point to the other?
 - b. What benchmarks will be used to assess progress? How was program assessment data used in the planning process?
 - c. How will existing resources be used to achieve these objectives?
 - d. If additional resources were available, what would be requested and how would it be used?

PART 2: POLICIES AND PROCEDURES

1. Check each process that applies to the program and indicate who is responsible for the process:

Process	Responsible Person			
	Chair	Associate Chair	Graduate Officer	Other (describe)
Conducts an orientation for new students				
Advises students on plan of work				
Approves plans of work				
Chairs graduate committee				
Oversees graduate recruitment				
Oversees graduate admissions				

Approves dissertation/thesis committees				
Distributes fellowship/scholarship information to students				
Oversees information on program website				
Serves as advisor for program graduate student organization				
Distributes information about career options/job placement				
Oversees student record keeping				
Assigns teaching assistantships				
Supervises/evaluates performance of GTAs				
Oversees appointments of GRAs				
Oversees program assessment				
Hears grievances of undergraduates concerning GTAs				
Hears grievances of graduate students involving faculty				
Other				

Comments:

2. What compensation does the graduate officer receive (e.g. release time from teaching, summer salary, travel/research funds, graduate assistant)?

3. Is the graduate officer's appointment 9 month or 12 month?

4. Rank the principal mission of your doctoral program (no tied ranks):
 - a. Training scholars for academic careers ____
 - b. Training practitioners for industry, business, or government ____
 - c. Providing advanced learning opportunities independent of career objectives ____
 - d. Other (please explain) ____

Comments:

5. Are the doctoral degree requirements found online? Have the requirements changed since the last review? Please summarize the changes. Is there a student handbook? Please provide a link to the curriculum online and include a copy of the student handbook as an appendix.

6. The following questions relate to the assessment of student learning:
 - a. What has the program learned about students and about the program's strengths and weaknesses through program assessment?
 - b. How has assessment evidence led to program improvement?
 - c. What are the most important changes to the program driven by program assessment?
 - d. What changes to assessment processes or methods would improve the information gathered or how it is used?

7. List any doctoral level courses:
 - a. Not offered every year but offered at least every two years
 - b. Offered less than once every two years

8. Discuss the relationship of the doctoral program to the master's and undergraduate programs (if applicable).

9. What are the biggest challenges for the doctoral program? What plans does the program have to address these challenges?

PART 3: STUDENT PROFILE

Include Student Profile data which is available from Institutional Research through the APR Dashboard. Please visit <https://provost.wayne.edu/apr/resources>. Please contact the APR office or Institutional Research if you have trouble accessing the data.

PART 4: STUDENT RECRUITMENT

1. List the top five universities from which the department has admitted and enrolled students over the last seven years.

2. The program engages in the following recruitment activities (check all that apply):
 - a. Creating program-specific print recruitment materials
 - b. Advertising program to other faculty in the discipline
 - c. Making information available at conferences
 - d. Sending faculty to give talks at other schools
 - e. Having faculty/students contact prospective students

- f. Inviting prospective students to campus
 - g. Other (please specify)
- Comments:

3. How does the program plan to expand its recruitment activities?
4. When did the program last update recruitment materials (print or electronic)?

PART 5: TEACHING

1. The program supports graduate teaching assistants by (check all that apply):
 - a. Conducting an orientation for GTAs
 - b. Observing GTAs in the classroom at least once a semester
 - c. Providing written feedback on classroom performance
 - d. Discussing teaching evaluations with GTAs
 - e. Offering a departmental teaching award for GTAs
 - f. Nominating students for the Heberlein award
 - g. Offering a course on teaching in the discipline
 - h. Providing teaching mentors for GTAs
 - i. Encouraging the use of the Office for Teaching and Learning
 - j. Other (please specify)

Comments:

2. How does the program plan to expand its activities in this area?
3. For each semester in the last three academic years, list the percentage of lecture sections (not including lab, discussion, or quiz sections) that have been taught by doctoral students:

Sections Taught by GTAs			
Semester	[insert year]	[insert year]	[insert year]
Fall			
Winter			
Spring/Summer			

PART 6: STUDENT SUPPORT

1. How many Ph.D. students have been supported in each of the following categories during the review period?

Doctoral Student Support

Type of Support	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Current
Graduate Research Assistantships							
Graduate Teaching Assistantships							
Fellowships							
Not supported							
Other (describe)							

Comments:

- How does the number of supported Ph.D. students compare with the comparable and aspirational universities listed above? How does the program plan to develop student support?

PART 7: STUDENT MENTORING

- The program supports student socialization and professionalization by (check all that apply):
 - Encouraging students to attend conferences
 - Encouraging students to present at conferences
 - Having a graduate student organization
 - Having a graduate research day
 - Encouraging students to give talks at departmental seminars
 - Conducting a workshop on grant writing
 - Conducting a workshop on publishing
 - Conducting a workshop on how to prepare a CV
 - Conducting a workshop on interviewing

Comments:

- How does the program plan to expand its activities in this area?
- How often does the program offer organized seminars, colloquia, or sponsored conferences at which doctoral students can present their work?
- Describe procedures used to conduct an annual student review. Indicate the areas of performance that are evaluated, who provides the review, and how the information is

communicated to the student (if a form or template is used, please attach a sample as an appendix).

PART 8: EMPLOYMENT

1. Describe procedures used to aid students in obtaining employment (e.g. practice job talks, posting positions on listservs).

2. Describe the current and future job market in the discipline.

3. During the review period, indicate the number of graduates who found employment in the following categories:
 - a. Postdoctoral fellowship/training at an academic institution:
 - b. Research associate at an academic institution:
 - c. Tenure-track faculty position:
 - d. Non-tenure track faculty position:
 - e. Private researcher:
 - f. Other non-academic position:

4. How does graduate placement compare to the principal missions of the doctoral program identified in part 2 question 4?

SECTION 4: THE MASTER'S PROGRAM

PART 1: COMPARABLE AND ASPIRATIONAL PROGRAMS

1. Choose two comparable programs at research universities. For each program, indicate which of the following factors were used to determine comparability:

Master's: Comparable Programs		
CRITERIA	[Insert name of comparable university 1]	[Insert name of comparable university 2]
Produce a similar number of Master's. graduates		
Graduates similar in quality to WSU		
Place Master's graduates in similar types of positions		
Master's program is organized into similar divisions		
Master's training curriculum is similar		
Students are drawn from a similar national pool		
Students are drawn from a similar local pool		

Students are drawn from a similar international pool		
Faculty publish in similar journals		
Number of faculty		
Generate about the same amount of external funds		
Receive funding from the same types of external sources		
Are part of an urban university		
Are ranked similarly to WSU/department(indicate ranking and index)		
Faculty have similar research interests		
Faculty publish similar number of books		
Faculty members perform or exhibit creative works similarly		
Faculty members have similar numbers and types of awards in the profession		
Faculty members participate to a similar extent in national professional organizations		
Faculty members' scholarly quality is similar		
Other (please specify)		

Comments:

- How have you used these programs to benchmark performance in your program?
- Choose a program at a research university that your program realistically aspires to be in the next 7 years. Indicate which of the following factors were used to select the program.

Master's: Aspirational Program	
CRITERIA	[Insert name of aspirational university]
Produces more/less graduates	
Has more/less funding for students	
Places more graduates in academic positions	
Master's. program organization differs from WSU	
Master's. training curriculum differs from WSU	

Produces higher-quality students	
Has more students nationally who apply to the program	
Enrolls more students from a national pool	
Enrolls more/fewer international students	
Faculty have better publication records	
Has smaller/larger faculty size	
Generates more external funding	
Conducts more research focused on urban issues	
Faculty members more often perform or exhibit creative works	
Has faculty with different research interests (please specify)	
Faculty have more professional awards	
Faculty participate to a greater extent in national professional organizations	
Is higher ranked than WSU/department	
Other (please specify)	

Comments:

4. The comparable programs indicate where the program is now and the aspirational program indicates where the program wants to be in the future.
 - a. What plans does the program have to move from one point to the other?
 - b. What benchmarks will be used to assess progress? How was program assessment data used in the planning process?
 - c. How will existing resources be used to achieve these objectives?
 - d. If additional resources were available, what would be requested and how would it be used?

PART 2: POLICIES AND PROCEDURES

1. Check each process that applies to the program and indicate who is responsible for the process:

Process	Responsible Person			
	Chair	Associate Chair	Graduate Officer	Other (describe)
Conducts an orientation for new students				
Advises students on plan of work				
Approves plans of work				

Chairs graduate committee				
Oversees graduate recruitment				
Oversees graduate admissions				
Approves dissertation/thesis committees				
Distributes fellowship/scholarship information to students				
Oversees information on program website				
Serves as advisor for program graduate student organization				
Distributes information about career options/job placement				
Oversees student record keeping				
Assigns teaching assistantships				
Supervises/evaluates performance of GTAs				
Oversees appointments of GRAs				
Oversees program assessment				
Hears grievances of undergraduates concerning GTAs				
Hears grievances of graduate students involving faculty				
Other				

Comments:

2. What compensation does the graduate officer receive (e.g. release time from teaching, summer salary, travel/research funds, graduate assistant)?

3. Is the graduate officer's appointment 9 month or 12 month?

4. Rank the principal mission of your master's program (no tied ranks):
 - a. Training scholars for academic careers ____
 - b. Training practitioners for industry, business, or government ____
 - c. Providing advanced learning opportunities independent of career objectives ____
 - d. Other (please explain) ____

Comments:

5. Are the master's degree requirements found online? Have the requirements changed since the last review? Please summarize the changes. Is there a student handbook? Please provide a link to the curriculum online and include a copy of the student handbook as an appendix.
6. The following questions relate to the assessment of student learning:
 - a. What has the program learned about students and about the program's strengths and weaknesses through program assessment?
 - b. How has assessment evidence led to program improvement?
 - c. What are the most important changes to the program driven by program assessment?
 - d. What changes to assessment processes or methods would improve the information gathered or how it is used?
7. List any master's level courses:
 - a. Not offered every year but offered at least every two years
 - b. Offered less than once every two years
8. Discuss the relationship of the master's program to the doctoral and undergraduate programs (if applicable).
9. What are the biggest challenges for the master's program? What plans does the program have to address these challenges?

PART 3: STUDENT PROFILE

Include Student Profile data which is available from Institutional Research through the APR Dashboard. Please visit <https://provost.wayne.edu/apr/resources>. Please contact the APR office or Institutional Research if you have trouble accessing the data.

PART 4: STUDENT RECRUITMENT

1. List the top five universities from which the department has admitted and enrolled students over the last seven years.
2. The program engages in the following recruitment activities (check all that apply):

- a. Creating program-specific print recruitment materials
- b. Advertising program to other faculty in the discipline
- c. Making information available at conferences
- d. Sending faculty to give talks at other schools
- e. Having faculty/students contact prospective students
- f. Inviting prospective students to campus
- g. Other (please specify)

Comments:

3. How does the program plan to expand its recruitment activities?
4. When did the program last update recruitment materials (print or electronic)?

PART 5: TEACHING

1. The program supports graduate teaching assistants by (check all that apply):
 - a. Conducting an orientation for GTAs
 - b. Observing GTAs in the classroom at least once a semester
 - c. Providing written feedback on classroom performance
 - d. Discussing teaching evaluations with GTAs
 - e. Offering a departmental teaching award for GTAs
 - f. Nominating students for the Heberlein award
 - g. Offering a course on teaching in the discipline
 - h. Providing teaching mentors for GTAs
 - i. Encouraging the use of the Office for Teaching and Learning
 - j. Other (please specify)

Comments:

2. How does the program plan to expand its activities in this area?
3. For each semester in the last three academic years, list the percentage of lecture sections (not including lab, discussion, or quiz sections) that have been taught by master's students:

Sections Taught by GTAs			
Semester	[insert year]	[insert year]	[insert year]
Fall			
Winter			
Spring/Summer			

PART 6: STUDENT SUPPORT

1. How many master’s students have been supported in each of the following categories during the review period?

Doctoral Student Support							
Type of Support	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Current
Graduate Research Assistantships							
Graduate Teaching Assistantships							
Fellowships							
Not supported							
Other (describe)							

Comments:

2. How does the number of supported master’s students compare with the comparable and aspirational universities listed above? How does the program plan to develop student support?

PART 7: STUDENT MENTORING

1. The program supports student socialization and professionalization by (check all that apply):
 - a. Encouraging students to attend conferences
 - b. Encouraging students to present at conferences
 - c. Having a graduate student organization
 - d. Having a graduate research day
 - e. Encouraging students to give talks at departmental seminars
 - f. Conducting a workshop on grant writing
 - g. Conducting a workshop on publishing
 - h. Conducting a workshop on how to prepare a CV
 - i. Conducting a workshop on interviewing

Comments:

2. How does the program plan to expand its activities in this area?

3. How often does the program offer organized seminars, colloquia, or sponsored conferences at which master's students can present their work?

4. Describe procedures used to conduct an annual student review. Indicate the areas of performance that are evaluated, who provides the review, and how the information is communicated to the student (if a form or template is used, please attach a sample as an appendix).

PART 8: EMPLOYMENT

1. Describe procedures used to aid students in obtaining employment (e.g. practice job talks, posting positions on listservs).

2. Describe the current and future job market for master's graduates in the discipline.

SECTION 5: THE UNDERGRADUATE PROGRAM

PART 1: COMPARABLE AND ASPIRATIONAL PROGRAMS

1. Choose two comparable programs at research universities. For each program, indicate which of the following factors were used to determine comparability:

Undergraduate: Comparable Programs		
CRITERIA	[Insert name of comparable university 1]	[Insert name of comparable university 2]
Produce a similar number of undergraduates		
Undergraduates similar in quality to WSU		
Place undergraduates in similar types of positions		
Program is organized into similar divisions		
Undergraduate training curriculum is similar		
Students are drawn from a similar national pool		
Students are drawn from a similar local pool		
Students are drawn from a similar international pool		
Are part of an urban university		
Are ranked similarly to WSU/department(indicate ranking and index)		
Other (please specify)		

2. How have you used these programs to benchmark performance in your program?

3. Choose a program at a research university that your program realistically aspires to be in the next 7 years. Indicate which of the following factors were used to select the program.

Undergraduate: Aspirational Program	
CRITERIA	[Insert name of aspirational university]
Produces more/less undergraduates	
Has more/less funding for students	
Places more undergraduates in graduate programs	
Program organization differs from WSU	
Training curriculum differs from WSU	
Produces higher-quality students	
Has more students nationally who apply to the program	
Enrolls more students from a national pool	
Enrolls more/fewer international students	
Has smaller/larger faculty size	
Conducts more research focused on urban issues	
Is higher ranked than WSU/department	
Other (please specify)	

4. The comparable programs indicate where the program is now and the aspirational program indicates where the program wants to be in the future.
 - a. What plans does the program have to move from one point to the other?
 - b. What benchmarks will be used to assess progress? How was program assessment data used in the planning process?
 - c. How will existing resources be used to achieve these objectives?
 - d. If additional resources were available, what would be requested and how would it be used?

PART 2: POLICIES AND PROCEDURES

1. Check each process that applies to the program and indicate who is responsible for the process:

Process	Responsible Person

	Chair	Associate Chair	Undergraduate Officer	Other (describe)
Conducts an orientation for new students				
Advises students on declaration of major				
Approves declaration of major				
Oversees undergraduate recruitment				
Distributes fellowship/scholarship information to students				
Oversees information on program website				
Serves as advisor for program undergraduate student organization				
Distributes information about career options/job placement				
Distributes information about graduate programs				
Oversees student record keeping				
Oversees program assessment				
Hears grievances of undergraduate students involving faculty/GTAs				
Other				

Comments:

2. Rank the principal mission of your undergraduate program (no tied ranks):
 - a. Training students for continued academic work ____
 - b. Training practitioners for industry, business, or government ____
 - c. Providing advanced learning opportunities independent of career objectives ____
 - d. Other (please explain) ____

Comments:

3. Are the undergraduate degree requirements found online? Have the requirements changed since the last review? Please summarize the changes. Is there a student handbook? Please provide a link to the curriculum online and include a copy of the student handbook as an appendix.

4. The following questions relate to the assessment of student learning:
 - a. What has the program learned about students and about the program's strengths and weaknesses through program assessment?
 - b. How has assessment evidence led to program improvement?
 - c. What are the most important changes to the program driven by program assessment?
 - d. What changes to assessment processes or methods would improve the information gathered or how it is used?

5. List any undergraduate level courses:
 - a. Not offered every year but offered at least every two years
 - b. Offered less than once every two years

6. What are the biggest challenges for the undergraduate program? What plans does the program have to address these challenges?

PART 3: STUDENT PROFILE

Include Student Profile data which is available from Institutional Research through the APR Dashboard. Please visit <https://provost.wayne.edu/apr/resources>. Please contact the APR office or Institutional Research if you have trouble accessing the data.

PART 4: STUDENT RECRUITMENT

1. The program engages in the following recruitment activities (check all that apply):
 - a. Creating program-specific print recruitment materials
 - b. Advertising program to area high schools
 - c. Advertising program to community colleges (CCs)
 - d. Sending faculty to give talks at high schools/CCs
 - e. Having faculty contact prospective students
 - f. Participating in Scholars Day
 - g. Other (please specify)

Comments:

2. How does the program plan to expand its recruitment activities?

3. When did the program last update recruitment materials (print or electronic)?

PART 5: STUDENT MENTORING

1. The program supports student socialization and professionalization by (check all that apply):
 - a. Encouraging students to attend conferences
 - b. Encouraging students to present at conferences
 - c. Having an undergraduate student organization
 - d. Having an undergraduate research day
 - e. Creating opportunities for students to collaborate on research
 - f. Encouraging students to apply for Undergraduate Research funding
 - g. Conducting a workshop on how to prepare a resume
 - h. Conducting a workshop on interviewing

Comments:

2. How does the program plan to expand its activities in this area?
3. How often does the program offer organized seminars, colloquia, or sponsored conferences at which undergraduate students can present their work?

PART 6: EMPLOYMENT

1. Describe procedures used to aid students in obtaining employment (e.g. practice job talks, posting positions on listservs).
2. Describe the current and future job marked for undergraduates in the discipline.

SECTION 6: THE CERTIFICATE PROGRAM

PART 1: MISSION

1. List any certificate programs in the department. What level are the programs (undergraduate, graduate)?
2. What is the mission of the certificate program?
3. Are the students in the program eligible for financial aid? If so, please insert the most recent gainful employment disclosure for the program.

PART 2: STUDENT PROFILE

Include Student Profile data which is available from Institutional Research through the APR Dashboard. Please visit <https://provost.wayne.edu/apr/resources>. Please contact the APR office or Institutional Research if you have trouble accessing the data.

SECTION 7: RESOURCES

1. Describe the adequacy of facilities necessary to your programs, including library holdings, laboratories, computer facilities, studio space, classrooms, and office space.
2. Describe the adequacy of support staff for your program (e.g. academic staff, secretarial, technical).
3. Please identify activities taken to encourage and recognize staff.
4. Overall, do the staff and facilities provide an appropriate environment for the unit?

SECTION 8: SUMMARY

1. Indicate the major strengths of the undergraduate and graduate programs. What assessment data, if any, support your analysis?
2. Indicate the major weaknesses of the undergraduate and graduate programs. What assessment data, if any, support your analysis?
3. Over the next seven years, what changes does the unit plan to make in the programs using existing resources?
4. Over the next seven years, what changes does the unit plan to make in the programs if additional resources become available?
5. Does the unit have a strategic plan? How was that plan formed? Please attach a copy of the plan as an appendix.

APPENDICES

The following appendices should be included, if applicable to the unit under review. Additional appendices may be added if desired.

- A. Faculty CVs
- B. Unit By-laws

- C. Unit Tenure and Promotion Guidelines
- D. Assessment Plan(s)
- E. Strategic Plan
- F. Student Handbook
- G. Other Unit Documents (e.g. Recruitment Plan, Retention Plan, Publicity Materials)