ACADEMIC PROGRAM REVIEW:

College of Arts and Sciences

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Workshop Outcomes

- **Understand stages and timeline of program review**
- **Consider ways of engaging the process of a self-study**
- **Become familiar with the key components of a self-study**
- **Review steps needed to organize a site visit**
- **Plan an effective site visit**
- **Organize a departmental response to the PRT report**

APR Four Stage Process

1. Department self study
2. External site visit and the Program Review Team (PRT) report
3. Recommendations of the Academic Review Committee (ARC)
4. Discussion with department and key administrators

Stage 1: Self Study Process

- **Initiation phase**
- **Resources:**
  - **Guidelines, templates, consulting**
  - **Funding**
  - **IRP data tables:**

  http://www.sandiego.edu/irp/statbook/deptprofiles/

- **Conducting S-S**
  - **Template format**
  - **Length**
  - **Samples**
  - **Timetable:**
    - **One semester**
    - **Fall: Dec. 20th**
    - **Spring: May 20th**
  - **Submitted to dean's office (for the dean and PRT)**

Program Self Study: Five Components

1. Introduction and Context

2. Evidence of Excellence and Program Accountability

3. Program Sustainability and Support

4. Strengths and Opportunities for Improvement

5. Program Plan for Improvement

1) Introduction & Context

Some points to consider:

- Situate the program within the institution (e.g., how its mission and goals are aligned with institution)

- Describe program development since its inception

- Address special issues or concerns arising out of program identity

- Explaining special needs met by program

2) Evidence of Excellence and Program Accountability

Points/Evidence to consider

1. **Students:** **Data:** number, gender, ethnicity, average GPAs, standardized test scores, memberships, etc.

2. **Faculty:** **Data:** specializations in relation to program mission/goals, proportion with terminal degrees, diversity, awards, scholarship & professional practice, etc.

2) Evidence of Excellence and Program Accountability, cont.

Points/Evidence to consider

3. **Curriculum & Learning Environment:** Alignment & currency of curriculum?

   Data: comparison/contrast of other programs, curricular maps & plans, etc.

   Teaching quality & effectiveness?

   Data: peer/self evals, student evals, faculty development, special programs—CSL, etc.

3. **Student Learning:** outcome achievement levels? **Data:** direct/indirect measures—exit surveys, retention/ graduation rates, post-graduation placement, etc.

3) Program Sustainability & Support

a. **Demand for program:**
   - Trends in numbers of student major declarations reflected over a 3 to 5 year period
   - Comparison of program with peer programs
   - Unique elements
   - Discipline standards or criteria for excellence

3) Program Sustainability & Support (cont.)

b. Allocation of Resources:

i. **Faculty:** Sufficient numbers; development supported. Evidence: ratio of FT to PT faculty, student-faculty ratio, faculty workload, mentoring processes/ programs, professional development opportunities/resources, etc.

ii. **Student support:** Sufficient support for achieving academic goals. Evidence: listing academic programs and resources, tutoring and supplemental instruction, basic skills remediation, support for connecting general learning requirements to discipline requirements, orientation and transition programs, financial support, support for engagement across the community, support for non-cognitive variables of success.

3) Program Sustainability & Support (cont.)

iii. **Information and technology services:** IT resources used and needed? Data: library print and electronic holdings in the teaching and research areas of the program, information literacy outcomes for graduates, technology resources available to support pedagogy and research in the program, technology resources available to support students' program needs.

iv. **Facilities:** Facilities, unique space or equipment used and needed? Data: classroom space, instructional laboratories, research laboratories, office space, student study spaces, access to classrooms suited for IT purposes, and access to classrooms designed for alternative learning styles/universal design.

3) Program Sustainability & Support (cont.)

v. **Financial resources:** Operational budget trends (revenues and expenditures)? **Data:** increasing or decreasing revenues in areas directly related to sustainability issues (e.g., no increases or replacements in tenure lines with rising numbers of students, or little funding available for necessary equipment to keep students current in the practice of their fields).

4. Strengths and Opportunities for Improvement

Main focus of section: analysis or interpretation of the evidence for program excellence and effectiveness, and support for sustainability.

Purpose: overview of the program's strengths, weaknesses, and opportunities for improvement.

Question examples:

Are the curriculum, practices, processes, and resources properly aligned with the goals of the program? Are the department/ program goals aligned with the goals of the constituents that the program serves? Are program goals being achieved? Are student learning outcomes being achieved at the expected level?

5. Program Plan for Improvement

Purposes of program review:

- provides a foundation for evidence-based plans and decisions to promote effective change and improvements at all levels of the institution.

- provides transition to the next review cycle.

Information to consider:

What are the program goals for the next few years? How will the program specifically address any of the identified weaknesses? How will the program build on existing strengths? What internal improvements are possible with existing resources (through reallocation)? What improvements can only be addressed through additional resources? Where can the formation of collaborations improve program quality?

Stage 2: Site Visit and the PRT

1. Features of external review: based on self-study, site visit, dean's response, and materials requested.

2. Composition: two external reviewers from peer institutions, one USD faculty member from another program.

3. Choosing reviewers in consultation with dean's and provost's offices: check for availability, identify honorarium, ask for cvs

4. Timeline:

    a. Selection process begins mid-term and is finalized end-of-term (Oct. 20th; March 20th)

    b. PRT gets SS 1 month before visit

    c. PRT submits report 3 weeks following site visit

Site Visit and PRT criteria

1. Site visit coordinated by department, dean, provost's office (important information in *Guidelines* appendices).

2. Use visit template for planning (e.g., dean's bookend meetings).

3. Plan 2-3 days and 1-2 nights (stipends).

4. PRT criteria:

    a. Program expertise

    b. Administrative experience

    c. WASC experience: local

    d. Professionally acquainted (has to pass the NSF familiarity test)

Self Study and PRT Timeline

First Month (Sept/Feb)	**Appoint PR coordinator(s); contact dean's office**	**Organize departmental tasks**	**Collect and organize data for each section**
Second Month (Oct/Mar)	**Send dean's office list of external reviewers (PRT)**	**Construct a preliminary draft of SS**	**Collect and organize data for each section**
Third Month (Nov/Apr)	**Finalize list of external reviewers (PRT)**	**Revise and refine drafts of SS**	**Collect and organize data for each section**
Fourth Month (Dec/May)	**Confirm visit dates with reviewers and dean's office**	**Construct final draft of SS**	Submit SS on 20th day.

Academic Program Review Timeline

First Phase	Self Study Completed	PRT selected	Dean's response to SS
Second Phase	PRT site visit	PRT report	Progam and Dean's response
Third Phase	Self Study, PRT Report, and Dean's responses to Academic Review Committee		ARC recommen-dations
Fourth Phase	Responses to recommendations and program plans via a discussion with the associate provost, dean, and program administrator.		