

**Academic Program Review (APR) Guidelines**

**Revised by the**

**Degree Program Assessment Committee (DPAC)**

**Spring 2021**

# About Academic Program Reviews (APRs)

The Academic Program Review (APR) is a process in which a department and its academic programs[[1]](#footnote-1) conduct a self-study on its status and effectiveness for the purpose of strengthening itself.

The purposes of the APR are to:

* Assess the quality and effectiveness of academic programs regarding student learning, including relevance to industry standards and transferability.
* Examine the adequacy of human resources and student support services.
* Stimulate program planning and improvement.
* Promote effective and equitable allocation of academic resources.
* Inform the College’s planning and budgeting processes.
* Respond systematically and efficiently to the requirements for self-assessment from CUNY and accrediting agencies (such as Middle States), thus informing overall institutional effectiveness.

Therefore, the APR is intended to provide departments and programs with an opportunity to review and reflect on the totality of their work over the course of the last four academic years.  It is also a time for the department, as a group, to identify their strengths and challenges and to begin to plan the future direction of the department and implement any necessary changes. While the APR is a time for the department to reflect on its work, activities, and future aspirations, the APR is also is an opportunity for a department or program to provide the Provost with complete information about itself as it moves forward in concert with the overall mission, goals, and objectives of the college.

# Processes and Responsibilities of an APR

The self-study is completed by the full-time faculty affiliated with the department or program, as faculty members are the individuals who think about the effectiveness of what they are doing as they teach and advise their students. The implications of what they learn provide the information necessary to continually fine-tune courses and make modifications to programs whenever evidence suggests such changes.

The self-study report is reviewed by the Provost in the Office of Academic Affairs (OAA), and then submitted to an external peer reviewer, whose task is to make further recommendations for improvement. The recommendations for improvement are then utilized by the full-time faculty, under the guidance of the department chair or program coordinator, in developing plans for the department or program to implement over the subsequent four years. The APR for each department or program is a continuous process that is performed every five (5) years on a schedule determined by the Provost in the Office of Academic Affairs. The time between each completed APR is designed to provide sufficient time to implement the proposed plan and conduct ongoing assessment before the next APR.

CUNY Requirements Related to this Section:

* 3.3: APRs must include self-study and external review / assessment
* 3.4: Periodic review of academic departments and programs, under the leadership of the president in accordance with college governance



## **Initiation (April / May of the previous year)**

The Initiation Phase is led by the Director of Assessment and Provost. The Director of Assessment will:

* Notify the chairs and program coordinators for departments and programs that are scheduled to conduct the APR the following academic year.
* Organize and plan an initial meeting between the department chairs, program coordinators, and the Provost to review the APR timeline for the APR process, including dates for benchmarks as outlined in these guidelines.
* Compile a contact list with the names of all participating department chairs, program coordinators, and at least one additional faculty member to be part of each of the working groups.

## **Self-Study (September – March)**

The Self-Study Phase is led by the working group members, primarily led by the department chair, with the support of the Director of Assessment and Academic Assessment Task Force. Working group members will be supported through a series of meetings to:

* Collect and organize the previous four years of Academic Planning and Assessment Reports (A-PARTs), review the sample documents and guiding questions for discussion at meetings, and request any further data needed to complete the APR.
* Meet with staff from the Office of Academic Affairs, the Office of Institutional Effectiveness, Research, and Assessment, and other relevant offices to obtain guidance on the standard data forms available for departments and programs.
* Write the initial draft of the self-study report – the first draft should be completed by the end of the fall semester and reviewed and commented on by ***all*** the full-time faculty in the department by the start of the spring semester.
* Submit the self-study report to the Office of Academic Affairs by \_\_\_\_/\_\_\_\_/\_\_\_\_\_ as a draft for review and comments.

CUNY Requirements: See the body of the self-study format below.

## **External Review (March – April)**

The External Review Phase is led by the department chair or program coordinator. The department chair or program coordinator will:

* Submit the draft of the self-study report to the Provost in the Office of Academic Affairs by \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_, including the names of between three and five individuals who have agreed to serve as external reviewers.
* Meet with the Provost by \_\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_\_ to review and discuss final comments on the draft of the self-study report, selecting the external reviewer(s) for the required site visit(s) by the end of \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_\_, and discussing decisions regarding honoraria.
* Finalize the self-study report and submit it to the external reviewer at least ten (10) days prior to the visit, while copies will be sent to the Provost and the Director of Assessment as well.
* Arrange all scheduling, travel, and itinerary of the external reviewer’s site visit. The site visit includes:
	+ Meetings with
		- Full-time faculty
		- Department leadership
		- Provost and the Office of Academic Affairs leadership
		- Group of up to 10 students at different stages in their college experience
	+ Tour of appropriate departmental and college-wide facilities
	+ Classroom observations covering a range of courses
* Obtain the report from the external reviewer, who must submit the report no more than three (3) weeks immediately following the final site visit. This report (of no greater than 10 pages) should include:
	+ Brief analysis of the self-study report, focusing on strengths and weaknesses
	+ Brief summary of the site visit
	+ Overall impression of the department or program, highlighting strengths and weaknesses
	+ Recommendation for areas of improvement
* Provide copies of the external reviewer’s report to the Provost, department leadership, and the Director of Assessment

CUNY Requirement:

* 3.7 External Review: Site visit conducted by a team of external peers in discipline, cluster, or program area, selected from appropriate institutions and professional organizations that results in a written report

## **Action Plan (May – October)**

The Action Plan Phase is led by the Director of Assessment and the Academic Assessment Task Force. The Director of Assessment will:

* Facilitate a meeting with the working groups and the Provost to review the final self-study and external reviewer reports to identify possible areas for improvements.
* Support the working groups in developing and aligning activities in the current academic year Annual Planning and Assessment Report Template that reflect the plan for improvement developed in the meeting.

CUNY Requirement

* 3.8 Plan of Action: Developed in response to the reviews – possible forms below
	+ faculty members might prepare written responses to the report of the external peers, correcting factual inaccuracies and responding in detail to the recommendations of the external committee.
	+ At the college level, this plan of action might include written responses to the self-study and external report, as well as the preparation—based on the external report and the program’s response—of an academic plan for the program, with a proposed timetable, prepared by the college’s chief academic officer in consultation with the appropriate faculty, chairperson, and deans.

## **Implementation (4 years)**

The Implementation Phase consists of four years of execution of the plans laid out in the Annual Planning and Assessment Reporting Template (A-PARTs). While each academic year will not address each activity listed in the Action Plan, the culmination of four years of A-PARTs will document the progress made across all such activities.

CUNY Requirement

* 3.9 Reports on Reviewed Programs: President should inform Chancellor of programs reviewed each year, providing a statement summarizing the major points of the self-studies, the college’s plans of action, and external review reports (while this sounds optional, reports must be sent if requested)

# Self-Study Report Structure

To ensure consistency across the departments and programs conducting Academic Program Reviews, there are specific items that must be included. The components of an Academic Program Review are as follows:

Title Page

* Department name or academic program name
* Dates (the period from the last APR to the current year - a five-year span)
* College name and logo (Hostos Community College, The City University of New York)
* Date of submission of the finalized self-study document
* Date of the external reviewer site visit and report
* Date of completion of the finalized Academic Program Review

Table of Contents

Executive Summary (not to exceed five pages)

Self-Study Body

* Mission and Goals
* Departmental Faculty
* Curriculum
* Student Progress
* Co-curriculum
* Facilities and Resources
* Assessment
* Strengths, Challenges, and Opportunities
* Recommendations

Appendices

* Catalog Descriptions, Curriculum, Curriculum Maps, and Degree Maps
* Faculty Profile (CVs and demographics)
* Enrollment, retention, and graduation
* Academic assessment analysis
* Budget

# Self-Study Report – Guiding Questions

## Mission and Goals:

Each academic department has a mission that relates its work to the mission of the college. This statement should be included in this section, with clarity of the relationship across the two.

Furthermore, every academic department has the same standard six goals every academic year that are included in the A-PART. These six goals are listed below with the alignment between these six goals to the college’s current cross-cutting commitments of the 2017 – 2022 Strategic Plan (SP):

1. Faculty will maintain a desired quality of teaching, research, and service as outlined by the departmental guidelines for reappointment, tenure, and promotion.

SP Alignment: Professional Development

1. Curricula will support a desired level of student learning.

SP Alignment: Assessment, Systems Alignment

1. Students will progress through their degree program within the desired timeframe, as outlined in the 2017 – 2022 Strategic Plan.

SP Alignment: Communication, Systems Alignment, Assessment

1. Culture will support a sense of belonging for students, staff, and faculty.

SP Alignment: Community Engagement, Communication

1. Space, facilities, and infrastructure will support teaching and research.

SP Alignment: Community Engagement, Systems Alignment

1. The department will continue to refine and improve through self-reflection.

SP Alignment: Assessment, Professional Development

This information should be included in every APR for academic departments as listed here.

Regarding General Education, every academic department contributes to the General Education Learning Outcomes (GELOs) defined by CUNY Pathways. In this section, please include a list of the Pathways outcomes for the buckets in which your courses reside, along with the alignment of the GELOs with the Institutional Learning Outcomes (ILOs) provided by the Director of Assessment.

Regarding academic degree programs, each degree program has a list of Program Learning Outcomes (PLOs) for each program. These PLOs should be included here, along with their alignment to the ILOs, and the curriculum map that relates the PLOs to the courses in which these outcomes are assessed.

CUNY Requirements:

* 3.6: Self-study guidelines produced must:
	+ Encourages members of a department to analyze its curriculum in relation to the goals of the department, the college, and the University
* 3.6: Elements required in self-study:
	+ Discussion of the goals of the program in relation to the mission of the department, college, and University, as well as the perceptions and expectations of students

### Departmental Faculty:

This section of the APR relates to Goal 1 of the A-PART document: *Faculty will maintain a desired quality of teaching, research, and service as outlined by the departmental guidelines for reappointment, tenure, and promotion.*

In this section, you will include demographic statistics regarding the current composition of the full-time faculty in the department.

Guiding questions:

Looking at the faculty composition and activities over the course of the last four years, are there any noticeable trends in...

* Demographics of new faculty? Retained faculty? Non-retained faculty?
* Advancement (tenure / promotion) of faculty?
* Development and implementation of faculty professional development plans?
* Design and implementation of pedagogical innovations and evidence of effective teaching?
* Scholarly growth, as evidenced by publications, presentations, performances, and/or exhibits?
* Submission and awarding of grant funding?
* Levels and types of service to the college?
* Recognition of faculty beyond the college, whether through professional membership / leadership or community collaborations?

Based on the review of faculty work and accomplishments completed over the last four years, what are the greatest strengths evident across these years? What internal and external challenges arose across these years? Based on this analysis, discuss your plans for future recruitment, retention, and professional development of faculty going forward.

CUNY Requirements:

* 3.6: Elements required in self-study:
	+ Discussion of measures of faculty activities in such areas as teaching, research, and professional service
	+ Discussion of a plan for the future to include such topics as faculty recruitment, retention, and development

### Curriculum:

This section of the APR relates to Goal 2 of the A-PART document: *Curricula will support a desired level of student learning.*

In this section, you will include a description of the curriculum, including introductory, major, and elective courses, as well as articulation and collaboration with other programs. Furthermore, you will include a brief discussion of measures of program activity in such areas as courses and sections offered and enrollments across the four years.

Guiding questions:

Looking at the development and revision of curricula and programs over the course of the last four years, was there any...

* Revision of curricula based on the results of assessment?
* New degree programs created by the department based on assessment data indicating possible career or transfer options for students?
* Revised degree programs based on new skills / knowledge needed for success in careers or continuation of transfer of the program?
* New curriculum offered by the department in either support of a degree program or inclusion in the general education (Pathways) offerings?
* Changes to the curriculum map or alignment between PLOs and ILOs for any degree programs?
* Changes to the design or delivery of instruction?

Based on these new offerings and improvements completed over the last four years, what are the greatest developments regarding curricula? What still needs to be done to improve curricula? Based on this analysis, discuss your plans for future curricula and program assessment and development, as well as innovations to instruction in support of such improvements and/or addressing limitations.

CUNY requirements:

* 3.6: Self-study guidelines produced must:
	+ Investigates the effectiveness of its curriculum in relation to the desired outcomes as perceived by students, alumni, faculty members, and, where appropriate, to the review of the program by professions, industries, and employers
* 3.6: Elements required in self-study:
	+ Description of the curriculum, including introductory, major, and elective courses, as well as articulation and collaboration with other programs
	+ Discussion of measures of program activity in such areas as courses and sections offered and enrollments
	+ Discussion of the design and delivery of instruction
	+ Discussion of a plan for the future to include such topics as curriculum development

### Student Progress:

This section of the APR relates to Goal 3 of the A-PART document: *Students will progress through their degree program within the desired timeframe, as outlined in the 2017 – 2022 Strategic Plan.*

In this section, you will include measures of student retention, graduation rates and demographics, and post-graduation experiences of students in degree programs offered within your department across the four years. Furthermore, any information to assist in communicating to advisors the proper placement into courses (particularly gateway courses) should be included in this section.

Guiding questions:

Looking at the progress of students in the degree programs you offer or any degree programs your courses are an integral part of, was there any...

* Changes to improve the process of placing students in the appropriate courses?
* Consistent collaborations with other offices to support students from admission to graduation and to career and/or transfer?
* Clearly developed and communicated materials to assist students in understanding the progression of the degree programs (include here any Liberal Arts options as well)?
* Implementation of strategies by faculty members to improve retention and completion?
* Development of workshops or support sessions to support skill development in students?
* Evidence of the use of data provided by OIERA to track students or assessment of degree programs / pathways courses to determine possible interventions at different stages across the degree programs?

Based on these innovations in communication, collaboration, and use of assessment completed over the last four years, what are the greatest gains evident in regard student progression through degree programs? Which innovations had the most impact in obtaining these gains? What still needs to be done to support students in progressing through degree programs? Based on this analysis, discuss your plans for future innovations, as well as the levels of support needed to implement these innovations and/or the limitations that impede these plans.

CUNY Requirements:

* 3.6: Elements required in self-study:
	+ Discussion of measures of program results in such areas as retention, degrees awarded, and post-graduation experiences of students
	+ Discussion of program quality as reflected in such measures as student course evaluations, external recognition of the program, faculty, and students, and surveys of the alumni

### Co-Curriculum:

This section of the APR relates to Goal 4 of the A-PART document: *Culture will support a sense of belonging for students, staff, and faculty.*

Guiding questions:

Looking at the process of supporting a sense of belonging for all constituents on campus through the lens of activities implemented, was there any...

* Major events that yielded a high level of participation of students, staff, and faculty?
* Discussion forums that took place that extended interactions between students, staff, and faculty beyond the classroom?
* Series or seminars that consistently engaged students, staff, and faculty across semesters / years?
* Feedback from any event, forum, or seminar series that demonstrates a strong link between the activity and the sense of belonging for students, staff, and faculty?
* Celebration of students, staff, and faculty accomplishments?
* Collaboration between students, staff, and faculty in student clubs (that are faculty mentored) or meet up events co-created by students, staff, and/or faculty?

Based on these activities designed to support a sense of belonging for students, staff, and faculty for the last four years, what are the most engaging activities that occurred during this span of time and how do you know they were engaging? What still needs to be done to improve a sense of belonging that arose when reflecting on these activities? Based on this analysis, discuss your plans for future activities to promote a sense of belonging for students, staff, and faculty.

CUNY requirements:

* None explicitly aligned with co-curriculum

### Facilities and Resources

This section of the APR relates to Goal 5 of the A-PART document: *Space, facilities, and infrastructure will support teaching and research.*

In this section, you will include all the current access to space and facilities that are specifically assigned for use by your department (office, lab, and classroom specifically), equipment utilized by the department, and the personnel that exist in the department beyond the faculty to support the functioning of the department.

Guiding questions:

Looking at the utilization of space, facilities, and infrastructure to support teaching and research, was there any....

* Example of success in supporting teaching and research through effective and efficient use of space and facilities, or properly designed infrastructure?
* Examples of innovation in the use and allocation of space and facilities, or the redesign of infrastructure that better supported teaching and research?
* Example of need for improvements in the allocation of space and facilities, or in the design of infrastructure to support teaching and research?

Based on the utilization and changes in the allotment of space, facilities, and other resources that contributed to the overall infrastructure of the department across the last four years, what aspects greatly facilitated teaching and research in the department? What are some limitations of the available space, facilities, and infrastructure currently available that inhibit the department’s ability to effectively teach and conduct research? Based on this analysis, discuss your future plans for utilizing the resources you currently have, as well as future plans based on your aspirations regarding possible improvements to space, facilities, and infrastructure for the department.

CUNY Requirements:

3.6: Elements required in self-study:

* + Discussion of measures of resources in such areas as operating budgets, faculty, facilities, and equipment
	+ Discussion of a plan for the future to include such topics as facilities and equipment development

### Assessment

This section of the APR relates to Goal 6 of the A-PART document: *The department will continue to refine and improve through self-reflection,* the Program Learning Outcome assessment in Section 2 of the A-PART document: *How Did It Go,* and the General Education Pathways Outcome assessment in any relevant Section 2 of the General Education Pathways Assessment Committee A-PART document.

In this section, you will focus on three areas of assessment: 1) academic degree programs in your department (included in the A-PARTs), 2) general education Pathways courses you offer that were scheduled for assessment during the last four years (included in the General Education Pathways Assessment Committee A-PARTs), and assessment of the processes under which the department itself functions.

At the start of this section, provide a brief description of Program Learning Outcome (PLO) and General Education Learning Outcomes (GELO) and the results of this assessment, and then use the following guiding questions to assist in reflecting on how these results were used to improve the degree program(s) or the general education course offerings within the department, as well as the processes of the department itself.

Guiding questions:

Looking at the assessment conducted over the last four years of A-PART documents, were there any assessment results that led to improvements in...

* The statement of any of the Program Learning Outcomes (PLOs)?
* Assessment methods / processes (rubrics, technology, norming processes, etc.)?
* Assignments used as artifacts for assessment?
* Pre-requisite / co-requisite alignment?
* Communication of course and program expectations (syllabi, pamphlets, etc.)?
* Course level learning outcomes aligning with program learning outcomes?
* Course level pedagogy to improve specific concepts to support program learning outcomes or general education learning outcomes?
* Teaching and learning based on peer observations, student evaluations, and/or grade-level analysis?
* Structure and implementation of new modalities (OER / online / hybrid) for courses?
* Engaging faculty in the assessment process?
* Ensuring alignment between learning outcomes and requirements for transfer / career?
* The operations of the department itself (meetings, seminars, subcommittees)?
* Professional development and/or mentorship for full-time and part-time faculty?

Based on the assessment conducted in the department across the last four years, what substantial changes were made that improve the degree program(s) offered in the department? What substantial changes were made to improve the general education Pathways course offerings within the department? What are some areas that assessment has identified in degree program(s) or general education course offerings that still need to be improved to facilitate student learning? Based on this analysis, discuss your plans for assessment for the next four years.

CUNY Requirements:

* 3.6: Self-study guidelines produced must:
	+ Encourages members of a department to analyze its curriculum in relation to the goals of the department, the college, and the University
	+ Investigates the effectiveness of its curriculum in relation to the desired outcomes as perceived by students, alumni, faculty members, and, where appropriate, to the review of the program by professions, industries, and employers
* 3.6: Elements required in self-study:
	+ Discussion of the goals of the program in relation to the mission of the department, college, and University, as well as the perceptions and expectations of students

### Strengths, Challenges, and Opportunities

In this section, you will summarize the analysis from each of the prior sections to highlight:

* Strengths that support the ability of the department to achieve its six overall goals and utilize assessment to review, revise, and improve student learning in the academic degree programs.
* Internal and external challenges that impede the ability of the department to achieve its six overall goals and result in limitations when it comes to student learning in the academic degree programs.
* Internal and external opportunities that exist based on recommended changes in the degree programs, the departmental organization, and/or access to resources to support necessary changes.

3.6: Self-study guidelines produced must:

* + Reviews various characteristics to determine strengths and weaknesses
	+ Considers needed changes
	+ Evaluates the current levels of resources required for the ongoing program
	+ Suggests needed changes in the program, departmental organization, and resources

### Recommendations

In the recommendations section, you will discuss where you want to be in five years (when the next APR will occur) and include in this section the activities you plan to take up to achieve your five year plan. This section is where you will summarize the future plans you wrote at the end of each of the six goals above, specifying which future plans you intend to implement going forward. All the activities included in the concluding statement are going to be used to populate the A-PART document for next year, despite the understanding that not all activities will be taken up in the year immediately following this process. These activities are meant to span across the next four years of implementation throughout the various A-PART documents that will be reviewed in the next cycle of the APR for your department.

Guiding Thoughts:

The department should make specific recommendations that address the issues raised in all of the previous sections. These recommendations are to be divided into two categories:

* Those recommendations that can be implemented by the department
* Those recommendations that can be implemented only by the intervention and/or assistance of OAA, the Provost, the President, or higher authority.

# Academic Department and Program Review Schedule:



Below is a comprehensive list of all academic departments and academic degree programs, the last year an Academic Program Review was completed, and the starting year for the self-study process for upcoming Academic Program Reviews.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Academic Department (in bold)** or Academic Degree Program | Date of LastAPR | 21 – 22 | 22 – 23 | 23 – 24 | 24 – 25 | 25 – 26 |
| **Allied Health** |  |  |  |  |  |  |
| Dental Hygiene A.A.S. |  |  |  |  |  |  |
| Registered Nurse Day Program A.A.S. |  |  |  |  |  |  |
| Licensed Practical Nurse Certificate |  |  |  |  |  |  |
| Radiologic Technology A.A.S. |  |  |  |  |  |  |
| **Behavioral and Social Sciences** |  | X |  |  |  |  |
| Criminal Justice A.A. | n/a |  |  |  |  |  |
| Police Science A.S. | n/a |  |  |  |  |  |
| Public Policy and Administration A.A.S. |  |  |  |  |  |  |
| Public Interest Paralegal A.A.S.(do the options under this matter?) |  |  |  |  |  |  |
| **Business** |  |  | X |  |  |  |
| Accounting A.A.S. |  |  |  |  |  |  |
| Accounting A.S. |  |  |  |  |  |  |
| Accounting for Forensic Accounting A.S. |  |  |  |  |  |  |
| Business Management A.S. |  |  |  |  |  |  |
| Office Technology A.A.S.(do the options under this matter?) |  |  |  |  |  |  |
| Office Technology Certificate(do the options under this matter?) |  |  |  |  |  |  |
| **English**  |  |  |  |  |  |  |
| **Education** |  |  |  |  |  |  |
| Early Childhood Education A.A.S.(do concentrations matter here?) |  |  |  |  |  |  |
| Community Health A.S. |  |  |  |  |  |  |
| Aging and Health Studies A.A.S. |  |  |  |  |  |  |
| **Humanities** |  |  | X |  |  |  |
| Digital Design and Animation A.A.S.(do sequences matter here?) |  |  |  |  |  |  |
| Digital Music A.A.S. |  |  |  |  |  |  |
| Game Design A.A.S. |  |  |  |  |  |  |
| **Language and Cognition** |  |  |  |  |  |  |
| Liberal Arts and Sciences A.A. |  |  |  |  |  |  |
| Liberal Arts and Sciences A.S. |  |  |  |  |  |  |
| **Mathematics**  |  |  |  |  |  |  |
| Civil Engineering A.S. |  |  |  |  |  |  |
| Computer Science A.S. | n/a |  |  |  |  |  |
| Electrical Engineering A.S. |  |  |  |  |  |  |
| Mathematics A.S. |  |  |  |  |  |  |
| **Natural Sciences** |  |  |  |  |  |  |
| Chemical Engineering A.S. |  |  |  |  |  |  |
| Food Studies A.S. |  |  |  |  |  |  |
| Science for Forensic Science A.S. |  |  |  |  |  |  |
| Mechanical Engineering A.S. |  |  |  |  |  |  |

CUNY Requirements:

* 3.5: Full reviews of all academic departments, programs, and/or clusters of departments and/or programs at least every ten years
	+ Exception (at the discretion of the president) can be any department, program, or cluster subject to formal specific program reviews by a professional accreditation body
* 3.5: Establish a schedule to ensure frequency of reviews for all academic departments, programs, and clusters and, where desired, of all major academic support services.

All Requirements laid out by CUNY:

**ARTICLE I ACADEMIC POLICY, PROGRAMS AND RESEARCH**

Policy 1.06 Academic Program Review

* 3.3: APRs must include self-study and external review / assessment
* 3.4: Periodic review of academic departments and programs, under the leadership of the president in accordance with college governance
* 3.5: Full reviews of all academic departments, programs, and/or clusters of departments and/or programs at least every ten years
	+ Exception (at the discretion of the president) can be any department, program, or cluster subject to formal specific program reviews by a professional accreditation body
* 3.5: Establish a schedule to ensure frequency of reviews for all academic departments, programs, and clusters and, where desired, of all major academic support services.
* 3.6: Self-study guidelines produced must:
	+ Encourages members of a department to analyze its curriculum in relation to the goals of the department, the college, and the University
	+ Investigates the effectiveness of its curriculum in relation to the desired outcomes as perceived by students, alumni, faculty members, and, where appropriate, to the review of the program by professions, industries, and employers
	+ Reviews various characteristics to determine strengths and weaknesses
	+ Considers needed changes
	+ Evaluates the current levels of resources required for the ongoing program
	+ Suggests needed changes in the program, departmental organization, and resources
* 3.6: Elements required in self-study:
	+ Discussion of the goals of the program in relation to the mission of the department, college, and University, as well as the perceptions and expectations of students
	+ Description of the curriculum, including introductory, major, and elective courses, as well as articulation and collaboration with other programs
	+ Discussion of measures of program activity in such areas as courses and sections offered and enrollments
	+ Discussion of measures of faculty activities in such areas as teaching, research, and professional service
	+ Discussion of the design and delivery of instruction
	+ Discussion of measures of resources in such areas as operating budgets, faculty, facilities, and equipment
	+ Discussion of measures of program results in such areas as retention, degrees awarded, and post-graduation experiences of students
	+ Discussion of program quality as reflected in such measures as student course evaluations, external recognition of the program, faculty, and students, and surveys of the alumni
	+ Discussion of a plan for the future to include such topics as curriculum development, faculty recruitment, retention, and development, and facilities and equipment development
* 3.7 External Review: Site visit conducted by a team of external peers in discipline, cluster, or program area, selected from appropriate institutions and professional organizations that results in a written report
* 3.8 Plan of Action: Developed in response to the reviews – possible forms below
	+ faculty members might prepare written responses to the report of the external peers, correcting factual inaccuracies and responding in detail to the recommendations of the external committee.
	+ At the college level, this plan of action might include written responses to the self-study and external report, as well as the preparation—based on the external report and the program’s response—of an academic plan for the program, with a proposed timetable, prepared by the college’s chief academic officer in consultation with the appropriate faculty, chairperson, and deans.
* 3.9 Reports on Reviewed Programs: President should inform Chancellor of programs reviewed each year, providing a statement summarizing the major points of the self-studies, the college’s plans of action, and external review reports (while this sounds optional, reports must be sent if requested)
1. Department and/or program will be used throughout the remainder of the document to indicate all levels of organization assessed within an Academic Program Review. [↑](#footnote-ref-1)