Guidelines

1. Do not conduct independent investigations.

2. Review the Internal Review Committee (IRC) report, External Consultant (EC) report, and the supporting materials used by both the IRC and EC to develop their reports.

3. Compare, evaluate, and assess the opinions and recommendations of the IRC and EC.

4. Using the template provided, propose recommendations that the Academic Review Committee (ARC) should forward to the President.

Addressing Differences Between IRC and EC Recommendations

- When the IRC and EC differ, determine which position the ARC should adopt and present as its recommendation to the President.

- Include commentary for any recommendation where differences exist to provide context for the President's consideration.

Example Commentary:

The IRC, on page ** of its report, stated that faculty quality is excellent for this program. The EC, on page ** of its report, noted that preeminent programs in this field typically have faculty with *** credentials and experience, which this faculty lacks. After reviewing these differing perspectives, the ARC recommends the above action to the President.

<u>Academic Program Review Evaluation Standards</u> and Possible <u>Considerations</u>

NOTE: The possible considerations following each bold printed main topic we address for academic program review are provided simply as suggested points to consider. Committee members are free and encouraged to identify and utilize all other considerations they deem relevant, rather than feel bound by these.

I.   Faculty

In determining whether Faculty are sufficient in number for teaching and supervision, some points to consider might be:

- whether a valid and reliable system is in place that effectively identifies the number of faculty needed for teaching, supervision, mentoring.
- whether there is a reliable and valid system to determine faculty equivalents.
- whether full time faculty is sufficient for teaching, supervision, scholarship, and oversight of adjuncts.
- whether there's documentation of an assessment of the sufficiency of faculty for teaching and supervision of the curriculum.
- whether faculty with teaching assignments in other departments and/or disciplines are reflected in faculty ratios.
- whether the number of faculty is based on prior determinations of student learning outcomes and empirically effective methods of instruction.
- whether the number of faculty are prescribe by the program/college's professional accreditation bodies.

In determining adequacy of faculty scholarly involvement, some points to consider might be:

- whether faculty engage in scholarly activities.
- whether the scholarship is of acceptable quality and contributes to the field.
- whether scholarship relates to faculty members supervision.
- whether scholarly involvement is in peer reviewed publications widely recognized by experts in the program's substantive areas as

quality publications.
- whether faculty regularly present at academic or professional conferences (papers, posters, panels, keynote addresses).
- whether faculty serve as editors, associate editors, or peer reviewers for scholarly journals or conferences.
- whether faculty are actively seeking and/or securing internal or external funding to support scholarly work.

In determining whether there is evidence of faculty teaching effectiveness and impact, some points to consider might be:

- whether faculty received internal or external awards for teaching excellence.
- whether faculty hold credentials, certifications, or specialized training in pedagogy or instructional design.
- whether faculty are actively mentoring students or peers, and is this mentorship documented.
- whether faculty engage in teaching-related seminars, workshops, or continuing education.
- whether faculty are using effective and appropriate use of technology in delivering instruction.

In determining whether there is evidence of faculty development and support, some points to consider might be:

- whether faculty are provided with access to workshops, seminars, or courses to enhance teaching, research, and leadership skills.
- whether the program provides funding or release time for faculty to attend and present at conferences.
- whether resources such as grants, seed funding, or research assistants are available to support faculty scholarship and creative activity.
- whether faculty have access to instructional design support, technology training, or pedagogy resources to improve teaching.

II. Students

In determining whether Student retention and graduation is being tracked and that the program has taken actions regarding that, some points to consider might be:

- whether the program systematically tracks student retention and graduation rates over time.
- whether the program has established benchmarks or targets for

retention and graduation.
- whether retention and graduation efforts are aligned with institutional goals and accreditation expectations.
- whether specific actions have been implemented to improve retention and graduation outcomes.

In determining whether Students are tracked after graduation and are regularly 'placed' in settings (job, advanced education, etc.) that are consistent with program goals, some points to consider might be:

- whether the program systematically tracks post-graduate job placements for its alumni.
- whether the program customizes alumni surveys to collect relevant and meaningful data.
- whether alumni data is utilized to ensure curriculum quality and improvement.

In determining whether Students routinely achieve the Student Outcomes that have been established by the program, some points to consider might be:

- whether the process of evaluation identifies opportunities to enhance the quality of curriculum and student learning.
- whether student learning outcomes are based upon empirical studies of learning outcomes driven by the program's field.
- whether there are direct/indirect measures regularly collected regarding student achievement for each program learning outcome.
- whether analysis and interpretation of student achievement data leads to actions for improvement.

In determining whether Students actively participate in faculty scholarship/research, some points to consider might be:

- whether scholarship/research participation is appropriate for the program.
- whether the curriculum is built to involve student participation.
- whether opportunities are made effectively available to students.
- whether students present research findings at conferences, symposia, or other professional venues.
- whether mentorship and guidance are provided to support students in their research endeavors.

In determining whether Students are adequately provided support services, some points to consider might be:

- whether the program effectively utilizes available educational support services such as library services and academic advising.
- whether students have adequate access to registration, financial aid, and other administrative support services.
- whether technology support is available to assist students with learning platforms, software, and digital tools.

III. Curriculum

In determining the Curriculum quality, some points to consider might be:

- whether there are ongoing efforts to enhance the quality and relevance of the curriculum.
- whether student learning outcomes and assessment results are used to inform curriculum changes.
- whether curriculum changes are aligned with accreditation standards, industry needs, and institutional goals.
- whether the program regularly reviews course content to maintain academic rigor and relevance.

In determining whether Curriculum committee and review process is comprehensive, up to date, and relevant, some points to consider might be:

- whether the program has a formal process for reviewing and updating the curriculum.
- whether the curriculum is comprehensive, current, and relevant to the discipline.
- whether the most recent curriculum review occurred within an appropriate and regular timeline.
- whether curriculum content is aligned with workforce demands and industry expectations
- whether faculty and relevant committees are actively engaged in the curriculum review process
- whether the curriculum reflects coherence in sequencing, with courses building logically on prior knowledge.
- whether the curriculum demonstrates increasing complexity as students progress through the program.
- whether graduate programs are progressively more advanced in

academic content than undergraduate programs.