ACADEMIC PROGRAM REVIEW- GUIDELINES & PROCEDURES

Lincoln University

Office of Institutional Effectiveness, Research, and Planning

Academic Program Review Guidelines

Contents

Academic Program Review Guidelines

Purpose of Academic Program Review

Academic Program Review (APR) exists to ensure that course content and methodology are meeting the needs of the students with an overall goal of improving the program. APR at Lincoln University provides an opportunity for reflection and coordinated planning for the future. Faculty of the academic program drive the self-study. The involvement of campus administrators in the reviews ensures that meaningful and effective follow-up for each review will occur. External Reviewers are utilized to provide discipline appropriate peer feedback regarding the program and in connection to the higher education landscape.

Definition of an "Academic Program"

An academic program can be a degree-granting entity, a group of courses that lead to "adequate training" in an area or an instructional service delivery area of the University such as the Basic Writing Program.

Academic Program Review

Academic Program Review (APR) comprises the Self-Study and a review by internal and external reviewers. The Academic Program Review process at Lincoln University is intended to be a faculty-driven, collaborative process of self-reflection and evaluation for improvement of our programs. This collaborative process brings to bear the judgment of respected colleagues in assessing and improving the quality of academic programs and involves staff, students, faculty, alumni, community members, campus administrators, and external reviewers.

Tasks include:
1. Gathering information about the academic program
2. Reviewing and analyzing this information
3. Synthesizing all available information and making judgments about overall quality and recommendations for improvement (internal and external)
4. Following up to ensure that the unit is fully supported in its efforts to address the outcomes of the review.
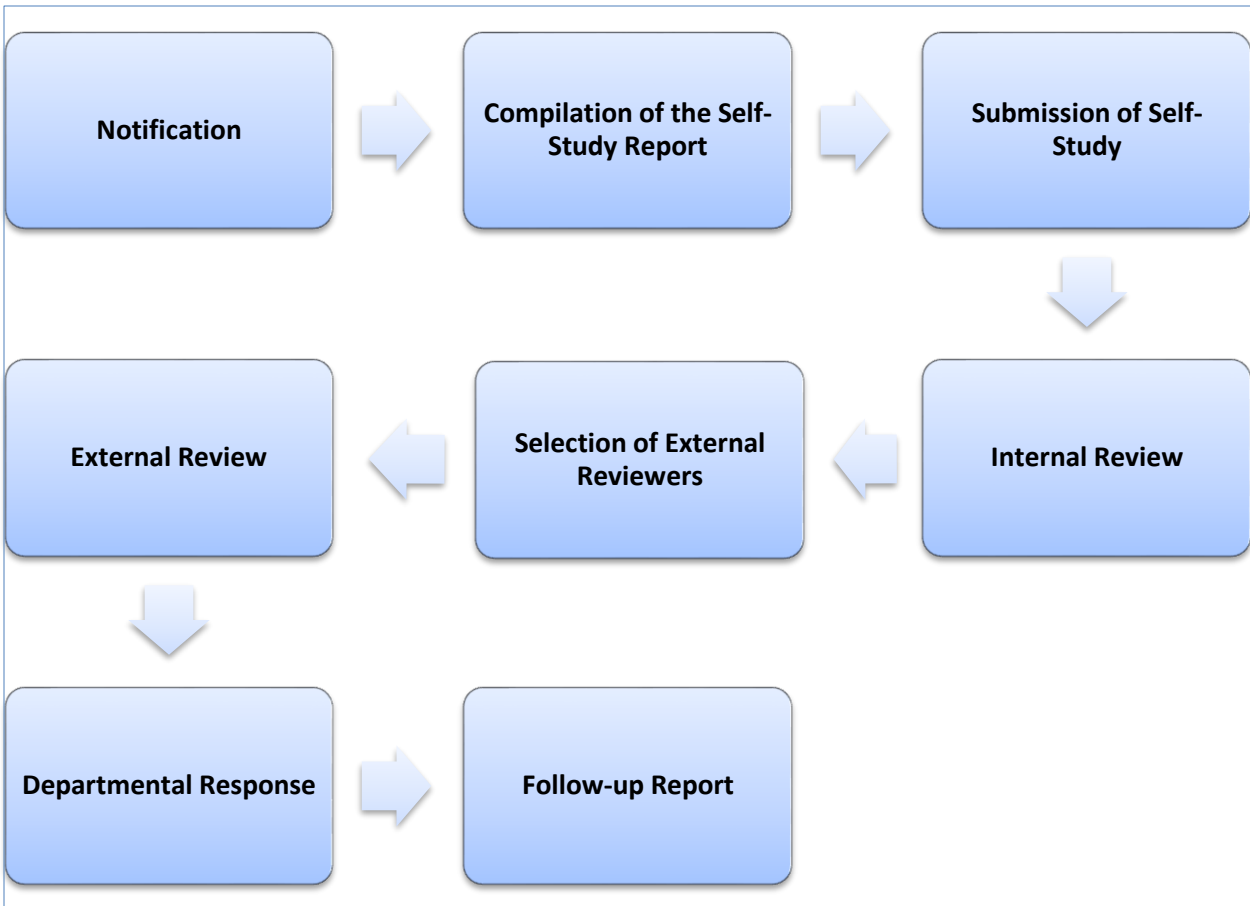
Academic Program Review will occur on a 7-year cycle:
- Year 0: Notification
- Year 1: Self-Study and External review
- Year 2 (Fall): Departmental Response
- Year 4 (Spring): Follow up report
- Year 7 (Year 0): Notification
- Year 8: Self-Study and External Review

Academic Program Review Guidelines

APR Process

The various phases of the academic program review process are shown in the chart below.

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│  ┌──────────────┐      ┌──────────────────┐      ┌──────────────────┐         │
│  │              │      │ Compilation of   │      │ Submission of    │         │
│  │ Notification │  →   │ the Self-Study   │  →   │ Self-Study       │         │
│  │              │      │ Report           │      │                  │         │
│  └──────────────┘      └──────────────────┘      └──────────────────┘         │
│                                                            ↓                  │
│  ┌──────────────┐      ┌──────────────────┐      ┌──────────────────┐         │
│  │              │      │ Selection of     │      │                  │         │
│  │ External     │  ←   │ External         │  ←   │ Internal Review  │         │
│  │ Review       │      │ Reviewers        │      │                  │         │
│  └──────────────┘      └──────────────────┘      └──────────────────┘         │
│         ↓                                                                     │
│  ┌──────────────┐      ┌──────────────────┐                                   │
│  │ Departmental │  →   │ Follow-up Report │                                   │
│  │ Response     │      │                  │                                   │
│  └──────────────┘      └──────────────────┘                                   │
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Notification

The Provost/Assoc. Provost will notify the academic department one academic year prior to the review date and is responsible for oversight of the APR process. A formal letter of notification will be sent to the Department chair in the fall of the review year. The Department chair will identify the Self-Study Chair(s) who will be responsible for coordinating the respective program review(s) within the department. Faculty Affairs is responsible for coordinating the logistics of the external review and scheduling meetings of the external review committee with all constituents. OIERP will maintain ongoing communication to ensure the appropriate timeline is kept. In addition, OIERP will provide a standard data set, develop and coordinate the overall self-study schedule and orient self-study team members to the academic program review process.

NOTE: During the self-study year, departments/programs are not required to complete the annual assessment reports.

Academic Program Review Guidelines

Compilation of the Self-Study Document

The Self-Study Report is an interpretive document that uses data to assess current program status and future directions. The self-study report is prepared by the self-study chair and committee for the program under review. The Self-Study report should be completed during the spring semester of the Program review. The report addresses a review of program data. The report explains the status of the program with respect to the standards and criteria included in these guidelines. Evaluation data from existing reviews of the program such as accreditation reports or prior reviews or assessment should be incorporated into this self-study report wherever appropriate. The student voice should be included in the self-study process, as appropriate.

The Internal Review Committee (led by the Provost or designee) should be given the opportunity to review the final Self-Study document and executive summary, before it is forwarded. When necessary, suggested changes/improvements will be returned to the self-study committee for revision.

There are eight parts to the self-study report:
>   1: Introduction and Overview
>   2: Faculty/Department Profile
>   3: Program Profile
>   4: Student Profile
>   5: Student Learning Assessment
>   6: Resources, Organization & Management
>   7: Future Outlook
>   8: Conclusion & Recommendations

Submission of Self-Study Report and Internal Review

The final document must be ready for review by the Internal Review Committee by February 1st of the academic review year. Upon approval, the final document will be provided to (by May 1):
- External Reviewers
- Assessment & Evaluation Committee

NOTE: The Provost (or designee) will lead the Internal Review Committee and will be responsible for inviting faculty to serve on the committee. A representative from OIERP will be a standing member of this committee.

Academic Program Review Process

The Internal Review Committee in collaboration with the Assessment & Evaluation Committee is responsible for evaluating the APR process and ensuring the self-study template is adequate. The Committee will provide a brief report on the process and offer recommendations for improving the process for future academic program reviews. The Committee's review will focus more on the procedures and policies surrounding the program review rather than a review of the subject matter.

Academic Program Review Guidelines

Selection of External Reviewers

The external review team plays an important evaluative role in the process by providing a more objective, third-party view and by helping the unit/department and university to determine where the program fits in the discipline at regional, national, and international levels.

External reviewers, in supplementing the self-study review, seek: (a) To confirm the results of the program self-study; (b) To place the self-study into a broader context, vis-a-vis related programs in the institution and to comparable programs nationally; (c) To determine if the self-study employed appropriate methods of assessing quality; and (d) To highlight differences in judgments between the internal review and the external review.

The department chair or Self-Study Chair, in consultation with the appropriate faculty (and with the Dean's approval), should submit a list of names and qualifications of potential external reviewers.

External Review

External reviewers meet with stakeholders as part of the APR Process (virtual or on-site). The external reviewers may request additional relevant information and or meet with appropriate faculty, administrators, students, and community groups. Faculty Affairs will coordinate the meetings of the external reviewers with appropriate stakeholders.

In preparing the external reviewer report, the reviewers will be asked to provide responses to a specific set of questions as outlined in the External Report Template. The report should identify program strengths, concerns, and recommendations. The team is also asked to provide an assessment of the future direction and strategic initiatives of the unit/department as these elements relate to the unit/department's mission and vision for its programs. The external reviewer's report will be distributed to the department faculty as well as appropriate administrators.

Departmental Response

The Department is responsible for ensuring an appropriate response and plan for implementation of recommendations following the external reviewer's report (as appropriate). The response should address any perceived misperceptions as well as respond to recommendations and suggestions.

In collaboration with the appropriate administrators and University leadership, the Department will determine a course of action based on the results of the program review and external reviewer's report.

Follow-up report

The Department will submit a follow-up report three years following the program review. The follow-up report will indicate the current state of the program and discuss the status of any changes made as a result of the APR.

Academic Program Review Guidelines

All APR Documents will be stored in the Assessment Management System:

- Department's Self-Study Report
- External Reviewer's report and recommendation
- Assessment & Evaluation Committee Report
- Department's response and Implementation Plan

Evaluation of the APR Process

The APR process will be comprehensively evaluated by OIERP in collaboration with the Assessment & Evaluation committee every five years. The purpose of the evaluation is to ensure that the process is effective in ensuring the delivery of quality programs.

Review Cycle and Schedule

Lincoln University Programs are reviewed on a seven-year cycle. In consultation with the Dean of Faculty, Faculty Affairs, and the Office of Institutional Effectiveness, Research, and Planning (OIERP), the planned cycle of review is:

Review Year	Program(s)	Count
2021-2022	Biology, Environmental Science, English Liberal Arts, French**, Spanish**	5
2022-2023	Accounting, Finance, Information Technology, Management, Music, Visual Arts, Health Science, Mass Communications	8
2023-2024	Chemistry, Biochemistry & Molecular Biology, Engineering Science, Physics, Nursing,	5
2024-2025	Sociology, Anthropology, Criminal Justice, Computer Science, Mathematics, Math General Education, Math Learning Center*	7
2025-2026	Writing Proficiency Program, Basic Writing Program, Composition Program, Writing and Reading Center*, Psychology, Human Services, BHS-Flex	7
2026-2027	History, Pan-Africana Studies, Philosophy, Political Science, Religion, Library*	6
2027-2028	MED Early Childhood, MED Early Childhood/Special Education, MED Educational Leadership, MBA, MA Human Services	5

* Due to these unit's responsibilities, the Review and Self-Study will be revised, as appropriate.

** Reschedule review to 2026-2027

Academic Program Review Guidelines

Timeline Example – 2022-2023 Self-Study

Timeframe	Action	Agent	Follow-up 1	Follow-up 2
December 1, 2021	Confirm APR schedule with Provost/Associate Provost, Faculty Affairs	OIERP	Provost/Associate Provost/OIERP notify departments; provide APR manual	
April 1, 2022	OIERP schedules the assembly of the standard data set for each program	OIERP		
August 2022	Formal notification to chair of Department	Provost/Assoc. Provost/OIERP	OIERP schedules meeting with Chair	OIERP schedules meeting with Department
August 2022	Begin Self-Study	Academic Unit	Develop plan of action. Identification of Self-Study Chair, assemble self-study committee (SSC) and identify responsibilities	
August-November 2022	Provide standard data set	OIERP		
August-November 2022	APR check-ins	OIERP and Provost/Assoc. Provost	Status reports (surveys) to chairs;	Review status; meetings, if needed
November 15, 2022	Draft sub-topic reports submitted to Self-Study Chair	Academic Unit	OIERP and Provost/Associate Provost review	Provide feedback; Schedule meetings, if needed
December 15, 2022	Draft report is submitted in Taskstream	Academic Unit	Full time faculty, Provost/Associate Provost, OIERP review	Provide feedback; Schedule meetings, if needed
December 2022	Selection of Internal review committee members	Provost/Associate Provost and OIERP	Representatives from: Curriculum, Ed Policies, Assess & Eval. Committees, faculty from prior year & upcoming year, OIERP, Provost/Assoc Provost	
January 5, 2023	Invite faculty to serve on Internal Review Committee	Provost/Assoc. Provost	Training for Internal Review Committee members by OIERP	
Feb 1, 2023	Notification to OIERP that self-study is ready for review	Academic Unit	The Internal Review Committee reviews self-study	Meeting with chair, as appropriate
Feb 1, 2023	Send list of potential external reviewers to Provost/Assoc. Provost and OIERP	Academic Unit	Senior leadership reviews and selects approved reviewers by April. 1, 2022	Provost/Associate Provost invites external reviewers
March 1, 2022	The Internal Review Committee provides Internal Review Report	Internal Review Committee	Academic Unit considers suggestions and/or provides rationale to retain by April 15, 2022	

Academic Program Review Guidelines

Timeframe	Action	Agent	Follow-up 1	Follow-up 2
April 15, 2022	Notification to OIERP that self-study is ready for final review	Academic Unit	Internal Review committee approves self-study for external review	
April 15, 2023	Confirm external reviewers and review dates	Provost/Associate Provost, OIERP	Notifies academic units and reviewers	
May 1, 2023	OIERP provides access of report to reviewers	OIERP	OIERP follows up with reviewer if support or meetings are needed	
May 1-May 30 (TBD)	External review	External Reviewers	Provide external review report by June 30, 2022 (20 business days to review)	OIERP uploads report
August-September 15, 2023	Unit reviews and provides response to external review report	Academic Unit		
August – September 2023	Provide feedback to Assessment and Evaluation committee regarding APR process	Academic Unit, Internal Review Committee, OIERP	Revise process per findings	
September 15, 2023	Chair notifies OIERP that response to external review is completed	Academic Unit	Provost/Assoc. Provost, faculty (as appropriate), meet to develop implementation plan	
November 1, 2023	Implementation plan available in Taskstream	Academic Unit		
November 1, 2023	Provide a brief report regarding APR process	Internal Review committee	OIERP reviews report and revises process, as appropriate.	OIERP

Confidentiality

The intention of academic program review is continuous improvement for the academic program. During the academic program review process, reviewers and committee members may come in contact with sensitive information. Anything that the reviewers or committee members hear or discuss before, during and after the review, should be considered confidential and not shared with others.

Academic Program Review Guidelines

Standard Data Set

Undergraduate

OIERP will provide this data set. See Glossary for definitions. Per OIERP process, additional data may be requested by using this form: https://www.lincoln.edu/departments/institutional-effectiveness-research-and-planning/request

Institutional Data:
1. Current list of Peer, Competitor and Aspirant Institutions
2. Admissions Statistics: Fall entering undergraduate students per Integrated Postsecondary Education Data System (IPEDS) Admissions data. Data includes 5-year trend by gender and admit status (full time/part time/transfer).
3. Retention and Graduation Rates: First-time, full-time cohort

Program Level Data:
4. Program Assessment Reports: Prior 3 years' reports
5. Faculty Profile: Name, Rank, Degree, Institution, Tenure Status, Tenure Year, Sex, Race and Ethnicity
6. Faculty Data: Data includes 5-year trend by faculty rank, status (full time, part time) and course count
7. Enrolled Students' majors: Data includes 5-year trend of enrolled students' declared and intended major (per fall data freeze date).
8. Graduates of Program: Data includes 5-year trend of students graduating from the program per IPEDS Completions data.
9. Course Enrollment and Productive Grade Rate (PGR): Courses by term: 5-year average course enrollment and 5-year average PGR.

Graduate

Institutional Data:
1. Current list of Peer, Competitor and Aspirant Institutions
2. Graduate Enrollment: Fall enrollment for graduate students per Integrated Postsecondary Education Data System (IPEDS) Fall enrollment data. Data includes 5-year trend by gender and admit status (full time/part time).

Program Level Data:
3. Program Assessment Reports: Prior 3 years' reports
4. Faculty Profile: Name, Rank, Degree, Institution, Tenure Status, Tenure Year, Sex, Race and Ethnicity
5. Faculty Data: Data includes 5-year trend by faculty rank, status (full time, part time) and credit hours
6. Enrolled Students' majors: Data includes 5-year trend of enrolled students' declared and intended major (per fall data freeze date).

7. Graduates of Program: Data includes 5-year trend of students graduating from the program per IPEDS Completions data.
8. Course Enrollment and Productive Grade Rate (PGR): Courses by term: 5-year average course enrollment and 5-year average PGR.

Glossary of terms:

Cohort: A specific group of students established for tracking purposes.

Productive Grade Rate: Percentage of students enrolled in course who earn a C or higher.

Entering Students (undergraduate): Students at the undergraduate level, both full-time and part-time, coming into the institution for the first time in the fall term (or the prior summer term who returned again in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level for the first time, and non-degree/non-certificate-seeking undergraduates entering in the fall.

First time student: A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits or recognized postsecondary credential earned before graduation from high school).

Full-time student: Undergraduate: A student enrolled for 12 or more semester credits a week each term. Graduate: A student enrolled for 9 or more semester credits a week each term or a student involved in thesis work that is considered full-time by the institution.

Graduation Rate: This rate is calculated as the total number of first-time fall entering students completing a degree within the time specified.

Part-time student: Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 clock hours a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits.

Retention Rate: A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. This is the percentage of first-time bachelor's degree-seeking undergraduates from the previous fall who are again enrolled in the next fall.

Transfer-in student: A student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate, graduate). This includes new students enrolled in the fall term who transferred into the reporting institution the prior summer term. The student may transfer with or without credit.

Academic Program Review Guidelines

Appendix A – Self-Study Report Template - A digital version for completion can be found in Taskstream

<p align="center">Academic Program Review</p>

Academic Unit / Department:

Level: Graduate or Undergraduate

Department Chair:

Chair of Self-Study Committee:

Self-Study Committee Members:

Executive Summary

Please provide an overall summary of the Self-Study report and identify strengths as well as priority recommendations. The executive summary should be on a single separate page.

1. Introduction & Overview

The Self-Study should begin with a brief history and overview of the program as well as the current status in order to establish the appropriate background and context for review. Include any unique and distinguishing characteristics of the program. In providing this narrative, the authors should assume that the readers are not familiar with the Institution so that adequate context is available in order to effectively evaluate the program.

The introduction and overview should include the following:
   a. Program History, Mission, Goals – review the mission and goals; revise, as appropriate
   b. Contribution to overall institutional mission, vision and values
   c. Unique and distinguishing characteristics of the program
   d. Societal need, demand for program
   e. Admissions requirements for the program- how is the program attracting and retaining qualified students as evidence by admissions qualifications or exams etc. (as applicable)

2. Faculty/Department Profile

The narrative in this section should provide a summary of the teaching, research, scholarly enterprise and expertise of faculty for covering the breadth of the program's curriculum. This section should include a narrative responding to the faculty profile and faculty data provided. The data includes count of faculty by rank, full time/part time status, and credit hours or course count over the previous 5 years.

In addition, the faculty and department profile should include the following:

a. Faculty Qualifications - Qualifications of faculty to teach the curriculum as indicated by earned academic degrees and professional certifications
b. Professional Development - Investment in professional and scholarly development of faculty
c. Faculty performance in teaching effectiveness, student advising, scholarship, service as evidenced by scholarship, service endeavors, awards, honors, citations, grants, research contributions, publications,
d. New scholarly directions, creative activities, research or plans for enriching the intellectual environment for the students or enhancing faculty

3. Program Profile

This section should discuss the degree offerings and how the program is responsive to changing educational needs related to new knowledge in the discipline. In addition, the degree requirements for the program should be articulated as well as any information or recommendations regarding the current course offerings

The program profile should include the following:

a. Degree/certificate offerings and Modes of Delivery – provide the degree, certificate offerings and include tracks, concentrations, licensures, etc. Provide modes of delivery and how they are supported.
b. Curriculum, course descriptions, and syllabi – provide curriculum and course description. Provide proposed curriculum revisions, as appropriate. Provide at least one year's worth of syllabi (Fall, Spring, Summer offerings).
c. Opportunities for Students-
   i. Research, Internship, Other - describe research, internship and other opportunities or potential opportunities available to students in the program
   ii. Internal or external linkages- are there any linkages with other programs or institutions, include any co-sponsored programs, concentrations, cross-listed courses, field based projects outside the Institution, or any other arrangements that are beneficial to students
d. Curriculum comparison - Indicate peer, competitor and aspirant institutions and/or programs (per OIERP provided list). Compare curriculum to at least 2 other institutions from peer list. If the program does not exist, find another comparable program. Indicate how the program compares to relevant performance standards either from comparable institutions, accrediting agencies and/or other relevant sources.
e. General Education courses – Identify courses offered as General Education courses and approximately how many students are served. Include plans to propose current courses for inclusion in the General Education program and/or development of new courses for approval and inclusion as a General Education course.

4. Student Profile & Performance

In this section, data is provided on student enrollment and graduation. The self-study report should provide a narrative for the data provided on students which includes:
   a. Admissions, Retention, Graduation – institutional admission statistics for all programs within the institution. Note, the Retention and Graduation rates are for the first time, first year, full time fall undergraduate cohort. How does this information impact the program?

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     b.   Program Enrollment and Course Completion - program enrollment is by declared and intended major. Course Completion (C or higher) by course over last 5 years. Review, analyze, and consider trends.

     c.   Student Mastery - Indications of how students are demonstrating mastery of knowledge: capstones; performance in the field; professional licensure exams (if applicable); professional achievements; publications; research; grant awards; achievements that are a direct result of the program, etc.

     d.   Graduate Counts and Trends - Number of graduates by program and analysis of trends.

     e.   Alumni information - subsequent enrollment, degrees/certifications earned, employment, military service, volunteer (e.g. Peace Corps), etc.

     f.   Program Data Overview – Review and analyze program data and note trends, anomalies, concerns and/or opportunities for change.

5. Student Learning Assessment

This section should provide detail on how the program is assessed including assessment of student learning and assessment of any other support services or functions of the program. The narrative should demonstrate the extent to which the program is meeting its outcomes. Prior assessment reports should be included.

The student learning assessment section should include the following:

     a.   Assessment Process- Provide a brief overview of the Institution and department procedures, criteria and methods for assessing student learning; indicate support structures and development for faculty to complete outcomes assessment.

     b.   Program Student Learning Outcomes (PSLOs) – Review PSLOs and curriculum map for the program. Are the PSLOs clear and measurable? Revise as appropriate. NOTE: If PSLOs are revised, review curriculum map and revise, as appropriate.

     c.   Curriculum Map – Provide a curriculum map showing the alignment of courses to PSLOs and indicating the level of learning (e.g. Introduced, Reinforced, Mastery). NOTE: If PSLOs are revised, review curriculum map and revise, as appropriate.

     d.   Assessment methods (Direct & Indirect) - Discuss the major direct and indirect methods used in the program and the overall results. Best practices recommend multiple levels of courses assessed and multiple types of methods utilized. Include rubric examples, as appropriate.

     e.   Using Assessment for Improvement - Summarize the results of recent learning outcomes assessment and summarize key actions that were taken or will be taken as a result of what was learned in the assessment. Additionally, indicate how improvements are made to the design and delivery of the curriculum based on assessment, student outcomes, societal needs and demand for the program.

     f.   Program Effectiveness - Provide indications that the program is effectively meeting its educational, student needs, and related purposes.

6. Resources, Organization & Management

This section should discuss the resources of the program in terms of leadership, organization, and administrative support, equipment, learning spaces, technology, supplies and support for students.

The resources, organization and management section should include the following:

a. Program Leadership and Organization- Provide a narrative on the ability, adequacy and qualification of the program leadership to plan and operate a coherent and effective program of study. Indicate the organizational and reporting structure within the program for decision making regarding program curriculum and offerings
b. Facilities, Equipment, and Supplies - Describe the current facilities, rooms, labs etc. (Include list of instructional facilities, as appropriate.) Indicate the adequacy of the space for an effective learning environment. Indicate the adequacy of equipment, materials and supplies to meet student needs and program objectives. Indicate the adequacy of computer, network, and media technology available for student, faculty and staff. Indicate the adequacy of the technology infrastructure, as well as support for operation and maintenance of hardware and software.
c. Digital/Library resources- Describe the available resources and indicate the adequacy of student access to database for obtaining relevant information for research.
d. Student Support Services - Indicate the available academic and student support services and staff available to students, indicate program orientation activities and other means of communicating with and supporting students. Indicate the effectiveness of the services and student support. Include a discussion on the student advising process and how faculty are engaged in the process.
e. Fiscal Resources- Discuss institutional or department budget processes and cycle. Indicate the process for Department requests with regard to providing resources for the program(s).

7. Future Outlook

This section describes the outlook for the program(s), societal demands, and future plans including plans for sustaining the program, recruitment activities and expectations for future growth. This section can also be used to address current concerns and issues as well as indicate how these will be addressed in the future.

The section on outlook & future plans should include:

a. Program Viability and Sustainability- Discuss shifting trends, market forces and other future opportunities that might impact program viability and sustainability.
b. Demand for the program- indicate demand for the program as evidence by external demands based on local, regional, national and global trends (as applicable.) Include any internal demands as reflected by students in the program.

8. Conclusion and Recommendations

The conclusion should tie all the above parts together and provide a succinct and final narrative on the strengths, challenges, and directions for opportunities and improvements. It should also include any major recommendations resulting from the self-study, along with justifications, resource needs, and suggested actions for implementation.

Appendices- Please include all relevant support documents for the Self-Study Report. Examples of appendices include, but are not limited to:

- Faculty Vitae
- Student Learning Assessment Reports (3 years or more as applicable)

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- Course Descriptions
- Student Survey Data (if applicable)
- Course Enrollment and Completion
- Program annual reports
- Course syllabi
- Program Strategic plan
- Publicity materials
- Prior self-study reports and external reviewer reports (if applicable)
- List of instructional facilities and resources (as applicable)

Appendix B - External Reviewer's Report Template

Lincoln University Academic Program Review

External Review Report

Program(s) Reviewed

(List)

Date

External Review Members

(Name and Affiliation)

(Name and Affiliation)

(Name and Affiliation)

Executive Summary

Please provide an overall summary of the Self-Study report and identify strengths as well as priority recommendations. The executive summary should be on a single separate page.

Part I- Introduction & Overview

The section provides a brief history and overview of the program including program mission goals, unique and distinguishing characteristics, demand, and admission requirements

     A. **External review team's observations and evaluation**

     B. **External review team's recommendations**

Part II- Faculty/Department Profile

This section provides faculty demographics and information on teaching, research, scholarly enterprise and expertise of faculty for covering the breadth of the program's curriculum.

     A. **External review team's observations and evaluation**

     B. **External review team's recommendations**

Part III- Program Profile

This section discusses the degree offerings and how the program is responsive to changing educational needs related to new knowledge in the discipline.

     A. **External review team's observations and evaluation**

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      B. External review team's recommendations

Part IV – Student Profile & Performance

This section provides data on student enrollment and performance including: Admissions statistics for all the institution's programs, the specific program under review, number of graduates, grade distribution by course, student faculty ratio.

      A. External review team's observations and evaluation

      B. External review team's recommendations

Part V – Student Learning Assessment

This section provides detail on how the program is assessed including assessment of student learning and assessment of any other support services or functions of the program.

      A. External review team's observations and evaluation

      B. External review team's recommendations

Part VI - Resources, Organization & Management

This section discusses the resources of the program in terms of leadership, organization, and administrative support, equipment, learning spaces, technology, supplies and support for students.

      A. External review team's observations and evaluation

      B. External review team's recommendations

Part VII – Future Outlook

This section describes the outlook for the program(s), societal demands, and future plans including plans for sustaining the program, recruitment activities and expectations for future growth.

      A. External review team's observations and evaluation

      B. External review team's recommendations

Part VIII Conclusion and Recommendations

This section provides a succinct and final narrative on the strengths, challenges, and directions for needed improvement and opportunities including any major recommendations, along with justifications, resource needs, and suggested actions for implementation.

      A. External review team's observations and evaluation

      B. External review team's recommendations

External Reviewers Overall Evaluation

A. What is the team's overall evaluation of this academic program?

B. What would it take to raise this academic program to the next level?

Academic Program Review Guidelines

Appendix C - Academic Program Review Rubric

- **Developing:** None or some evidence/information; incomplete or limited discussion/analysis and actions taken/planned
- **Sufficient:** Evidence/information is appropriate and clear; thorough discussion/analysis and actions taken/planned

Report Sections	Developing	Sufficient
1. Introduction and Overview: *Brief history and overview of the program including program mission goals, unique and distinguishing characteristics, demand, and admission requirements*		
a. Program History, Mission and Goals		
b. Contribution to overall institutional mission, vision and values		
c. Unique and distinguishing characteristics of the program		
d. Need, demand for the program		
e. Admission requirements for the program (as applicable)		
Comments:		
2. Faculty/Department Profile: *Faculty demographics and information on teaching, research, scholarly enterprise and expertise of faculty for covering the breadth of the program's curriculum.*		
a. Faculty Qualifications, summary and analysis		
b. Professional Development		
c. Faculty Achievements and teaching effectiveness		
d. New scholarly directions		
Comments:		
3. Program Profile: *Degree offerings and how the program is responsive to changing educational needs related to new knowledge in the discipline.*		
a. Degree offerings and modes of delivery		
b. Curriculum, course descriptions and syllabi		
c. Opportunities for students – research, internship, internal, external linkages		
d. Curriculum comparison, peer institutions, and benchmarking		
e. General Education courses		
Comments:		
4. Student Profile and Performance: *Data on student enrollment and performance.*		
a. Admissions, Retention, Graduation - Summary and analysis of institutional admissions data and retention/graduation rates.		
b. Program Enrollment and Course Completion		
c. Student mastery - capstones, performance, licensure		
d. Graduate Counts and Trends		
e. Alumni Information		
f. Program Data Overview – analysis, trends, anomalies, concerns, opportunities		
Comments:		

Academic Program Review Guidelines

- **Developing:** None or some evidence/information; incomplete or limited discussion/analysis and actions taken/planned
- **Sufficient:** Evidence/information is appropriate and clear; thorough discussion/analysis and actions taken/planned

Report Sections	Developing	Sufficient
5. Student Learning Assessment: *Program assessment including assessment of student learning and assessment of any other support services or functions of the program.*		
a. Assessment Process		
b. Clear and measurable Program Student Learning Outcomes (PSLOs)		
c. Curriculum map indicates alignment and level of learning		
d. Assessment methods – breadth of assessment levels and types		
e. Using Assessment for Improvement		
f. Program Effectiveness - Indications that program is meeting student educational needs		
Comments:		
6. Resources, Organization & Management: *Resources of the program in terms of leadership, organization, and administrative support, equipment, learning spaces, technology, supplies and support for students.*		
a. Program Leadership and Organization		
b. Facilities, Equipment, and Supplies		
c. Digital/Library resources		
d. Student Support Services		
E. Fiscal Resources		
Comments:		
7. Future Outlook: *Outlook for the program(s), societal demands, and future plans including plans for sustaining the program, recruitment activities and expectations for future growth.*		
a. Program viability and sustainability		
b. Demand for the program		
Comments:		
8. Conclusion and Recommendations: *Succinct and final narrative on the strengths, challenges, and directions for needed improvement and opportunities including any major recommendations, along with justifications, resource needs, and suggested actions for implementation.*		
Strengths, challenges, and directions for opportunities and improvement		
Comments:		
Appendices		
Relevant supporting documents		