



GUIDELINES FOR REVIEW OF ACADEMIC PROGRAMS Revised July, 2003

In Senate Document SD 93-26, the IPFW Faculty Senate made the Office of Academic Affairs (OAA) responsible for the review of each academic school/division and department on a recurring schedule. SD 93-26 authorizes OAA to develop general guidelines for a process in which the administration, faculty, and staff of each academic unit are to be actively involved in the "organization, conduct, and analysis of the review." OAA is to provide feedback to the unit under review and make an annual report on the review process to the Faculty Senate. SD 93-26 also called for a regular review of campus administrative officers.

This document revises and supersedes OAA Memorandum 94-1 "Guidelines for Review of Academic Units" in light of subsequent review process experience, including adoption of a separate review process for campus administrators (SD 97-23). OAA began implementation of the new Guidelines in the 1999-2000 academic year.

Principles. In keeping with SD 93-26, the review process is based on the following principles:

1. The purpose of the review is academic program improvement. An informed assessment of where the program stands provides a basis for planned change.
2. The unit of the review is the academic department; however, exceptions can be made if there is a need to review one or more of the department's programs on a different cycle.
3. Graduate programs will be reviewed on a separate cycle.
4. Departments are reviewed on a seven-year cycle, unless aligned with an accreditation schedule of a shorter period.
5. The OAA provides support for the review, including a planning workshop for program review committee members (see Attachment A) and regularly scheduled meetings with the department self-study committee. OAA staff can also assist the department by providing access to in-house consultants, reviewing preliminary drafts of the self-study, facilitating a S.W.O.T. analysis, or providing other help as needed.
6. The review is based on a self-study prepared by the department faculty and staff.
7. Self-study questions are based on a core of common items (see page 4 below)

focused and/or expanded as needed to address specific concerns or unique aspects of the department. The VCAA and dean may propose specific questions as well.

8. Institutional Research will work with the department to prepare a departmental profile containing a ten-year summary of faculty, student, credit hour, and resource information to inform the self-study. Departments should collect additional data as needed for comparative purposes and to support specific recommendations.
9. The self-study is to incorporate the findings of the departmental assessment program. Assessment is formative, program review is summative
10. The self-study culminates in an analysis of program strengths and weaknesses and recommendations for future development. The analysis must be accessible to readers outside the discipline.
11. A peer review team will be assembled appropriate to the circumstances of each program. Departments may request that the review team include external reviewers in addition to on-campus colleagues (see Attachment B). The team will be appointed by the OAA after consultation with the department/program and school/division.
12. The peer review team, the dean/director of the department's school/division, and the OAA will comment on each departmental self-study.
13. The department will have the opportunity to respond to the reviewers' comments.
14. The department will develop a plan of action, including progress indicators, based on the self-study recommendations and reviewers' comments. Requests for resources (financial and non-financial) are included in the plan, and are expected to be incorporated into the departmental budget planning process.
15. The departmental plans will be integrated into the School/Division annual planning and budget documents which in turn will be integrated into the VCAA's planning and budget process. Deans will have responsibility for tracking the process of implementing the recommendations.

The following schedule divides the review process into four stages: (1) planning for the self-study, (2) preparing the self-study, (3) review and recommendations, and (4) action plan and implementation. The schedule can be modified to meet the needs of individual departments.

Review Schedule

Planning for the self-study

Feb/March	OAA confirms with the dean the departments scheduled for review the following academic year	OAA
	Dean confirms with the departments	Dean
	Department selects a self-study committee	Department
April	OAA conducts a workshop on program review (See Appendix A)	OAA
April-May	IR, in consultation with the department, prepares a departmental profile (example attached)	Institutional Research
	Department provides specific questions for the self-study to OAA and Dean	Department
	OAA/Dean add questions to self-study	OAA/Dean
Preparing the self-study		
June-December	Department conducts self-study	Department
Review and recommendations		
January	Department submits self-study to dean, to VCAA and to program review chair in OAA	Department
	Dean and VCAA forward comments to program review chair, with copies to department	Dean, VCAA
February	Peer review team meets to review self-study	Peer Review Team
March	Peer review team meets with department to discuss self-study and team's recommendation report	Peer Review Team, Dept.
	Department responds to recommendations and prepares a multi-year plan of action	Department
	Plan of action to dean for approval	Dean
Action Plan and Implementation		
April	Department submits plan of action with dean's endorsement to OAA	Department

May	Dean/director and OAA integrate departmental plans of action into the annual planning/budget process.	Dean, VCAA
Ongoing	Implementation of plan is monitored by department chair, dean, and OAA, and will guide program development and budget allocation.	

Items for Common Questions

The goal of program review is to insure that programs offered at IPFW are of the highest quality possible. The following broad categories provide a framework for program review. The questions are meant to be suggestive rather than prescriptive. Not every item will necessarily require a lengthy response from every department. Individual departments, in consultation with the Dean and the VCAA, should develop questions that focus on issues specifically relevant to their own programs in order to more fully address the various categories. Departments that also have a professional accreditation should choose program review questions that complement the accreditation review. The self-study evaluates how well the department is doing in each of the areas. It should also give evidence and rationale for all conclusions.

Mission

Examine the department mission statement. Evaluate its currency and its relationship to new developments in the field as well as to the school and campus missions.

Trends in the Discipline

Address important directions in the discipline and the department's ability to keep pace with them in terms of curriculum, programs, pedagogy, faculty expertise, resources, etc.

Curriculum

Considering each specific program separately, examine the curricula offered by the department. Assess their relationship to standards in the discipline, the department mission, the program stakeholders, and, where applicable, to general education and to the department's service mission. Assess teaching methods; analyze how the department's assessment plan is used; and evaluate the availability of departmental courses.

Faculty

Assess the faculty in terms of qualifications, teaching, research, and service. Also discuss such issues as faculty development, mentoring, promotion and tenure criteria, and departmental governance. Assess the associate faculty in terms of qualifications, teaching, and use.

Students

Assess the relationship of the department to its students in terms of such issues as overall

support, communication, advising, recruitment, retention, organizations, graduation rates, and alumni satisfaction.

Non-curricular Programs and Services

Describe each program of this type that is offered by the department, and evaluate in each terms of such topics as community outreach and student involvement.

Resources

Analyze departmental resources such as space, library, equipment, staff, and budget.

Analysis and Recommendations

Conventional criteria such as mission/centrality, quality, cost, and demand are used to guide program analysis. Identify departmental strengths, main concerns, and areas for improvement. Make recommendations that can guide the development of the department over the next seven years, including plans for reaccreditation review, if applicable. Include strategic goals and objectives for the next 3-5 years, as well as indicators for measuring the achievement of the goals and objectives.

Susan B. Hannah
Vice Chancellor for Academic Affairs