



## GUIDELINES FOR REVIEW OF ACADEMIC PROGRAMS

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. OAA is 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." To conclude the process, OAA is to provide feedback to the unit under review and make an annual report on the review process to the Faculty Senate.

This document revises and supersedes OAA Memorandum 00-1 "Guidelines for Review of Academic Programs" in light of subsequent review process experience. OAA began implementation of these 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 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. The self-study is based on a core of common categories (see page 4 below) proposed by the chairs and departments themselves focused and/or expanded as needed to address specific concerns or unique aspects of the department. The VCAA and dean may propose other specific topics.
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 should describe the processes for assessing the program objectives, the timeline for assessing, and the constituencies involved. It should also incorporate

- the findings of the departmental assessment program and indicate how they were used to improve the department's programs.
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. The team will be appointed by the OAA after consultation with the department/program and school/ college/division.
  12. The peer review team, the dean/director of the department's school/college/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/college/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.

**Review Schedule**

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) plan and implementation. The schedule can be modified to meet the needs of individual departments.

<b>Planning for the self-study</b>		
<b>Feb/March</b>	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
<b>April</b>	OAA conducts a workshop on program review	OAA
<b>April-May</b>	IR, in consultation with the department, prepares a departmental profile	Institutional Research
	Department provides specific topics for the self-study to OAA and Dean	Department

	OAA/Dean add topics to self-study	OAA/Dean
<b>Preparing the self-study</b>		
<b>June-December</b>	Department conducts self-study	Department
<b>Review and recommendations</b>		
<b>January</b>	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	Dean, VCAA
<b>February</b>	Peer review team meets to review self-study	Peer Review Team
<b>March</b>	Peer review team meets with department to discuss self-study and team's recommendations	Peer Review Team, Department
	Department responds to recommendations and prepares a multi-year plan of action	Department
	Plan of action to dean for approval	Dean
<b>Action Plan and Implementation</b>		
<b>April</b>	Department submits any revisions to the self-study report and plan of action with dean's endorsement to OAA	Department
<b>May</b>	Dean/director and OAA integrate departmental plans of action into the annual planning/budget process.	Dean, VCAA
<b>Ongoing</b>	Implementation of plan is monitored by department chair, dean, and OAA, and will guide program development and budget allocation.	

### Self-Study Topics

The goal of program review is to insure that programs offered at IPFW are of the highest quality. The following broad categories provide a framework for program review. The topics are meant to be suggestive rather than prescriptive. Not every item will necessarily require a response from every department. Individual departments, in consultation with the Dean and the VCAA, should develop additional topics specifically relevant to their own programs in order to more fully address the department's mission, goals, and strategic initiatives. Departments that also have a professional accreditation should choose program review topics 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 & Strategic Plan

- Examine the department mission statement. Evaluate its currency and its relationship to the school or college and campus missions.
- Review the department's planning and activities in relation to the campus strategic plan.

#### 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 program separately, examine the curricula offered by the department.
- Review the curriculum's 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.
- Analyze the program learning objectives, examine how they are assessed and provide examples of how the department uses assessment for improvement.
- As appropriate, examine the relationship between program and campus-level learning objectives.
- Assess teaching methods and analyze their impact on the curriculum.
- Evaluate the availability of the courses.

#### Faculty

- Assess the faculty in terms of qualifications, teaching, research, and service.
- Discuss such issues as faculty development, mentoring, promotion and tenure criteria, and departmental governance.
- Discuss the qualifications of the associate faculty and their role in delivering the department's programs. Describe any professional development activities for associate faculty. Assess the impact of the associate faculty on the curriculum.

Students

- Assess the relationship of the department to its students in terms of such issues as overall support, communication, advising, and organizations
- Assess the department's recruitment and retention strategies.
- Evaluate graduation rates and alumni satisfaction.
- Describe outstanding student achievements such as awards, publications, exhibitions, presentations, research projects, etc.

Other Programs and Services

- Describe each program (e.g. Center of Excellence, lecture or performance series, outreach program) that is offered by the department
- Evaluate each program in terms of such topics as community outreach and student involvement.

Resources

- Analyze departmental resources such as space, equipment, staff, and budget.
- Analyze related resources such as library holdings, general use student computer labs, etc.

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.
- Define what it will take to enhance program quality and move the program to the next level.
- Include strategic goals and objectives for the next 3-5 years, as well as indicators for measuring the achievement of the goals and objectives.

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