# SOUTHEASTERN UNIVERSITY

## Academic Program Review Handbook

A mission-driven, data-informed, peer-reveiwed, self-reflection process

# SOUTHEASTERN UNIVERSITY

ACADEMIC PROGRAM REVIEW HANDBOOK, 3rd Edition

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# Section 1. Introduction

This is the third iteration of the Academic Program Review (APR) Handbook. As an expansion of the University's Institutional Effectiveness (IE) plan, the APR Handbook will serve as a guide for academic units undergoing the program review process. By providing informative narratives, interactive learning modules, guiding questions, and relevant resources, this handbook will serve as a catalyst for program enhancement.

Through a self-reflective process, academic units will investigate a number of key performance indicators, including learning objectives, curriculum, teaching and learning methods, student success, and administrative practices and procedures. This handbook should not be perceived as a prescriptive document, designed to evaluate departmental compliance with predetermined standards. Rather, the APR process embodies a philosophy of self-reflection and self-improvement, wherein departments articulate their outcomes and assess the extent to which these are achieved. Furthermore, the undergirding philosophy of this process is in keeping with the University's model of shared governance.

The APR process encompasses an Academic Audit (AA), External Peer Reviewers Report (EPRR), Market Viability Report (MVR), and a five-year Academic Plan (AP). Together these four reports are used by the Provost and Leadership Team for programmatic and resource allocation decisions, as well as by the academic units that conduct the review for continuous improvement and strategic planning.

In the following sections, the APR process will be further defined and examined. Sections 2 and 3 will examine the philosophical underpinnings of the process. Section 4 will provide a description of the governance structure for executing a successful APR. Section 5 will describe the official steps of the APR process. Section 6 will provide processes and procedures for ensuring the timely completion of the project. Section 7 will provide specific guidelines to be considered by the academic unit. Section 8 will provide a recommended timeline for completing the APR from start to finish. Last, in addition to supplemental resources found throughout Section 5, the appendices will provide further supplemental resources and templates for those tasked with this project. Those using the print version of this handbook should refer to the electronic document version to access learning modules and other linked items referred to throughout the handbook.

The structure and guidelines offered in this handbook are designed to empower the academic unit to assess itself and plan for the future. As quoted by Peter F. Drucker, the highly-regarded management expert, "Knowledge has to be improved, challenged, and increased constantly, or it vanishes." Thus, the goal of this APR process is to challenge knowledge, assumptions, and the status quo, so that the academic unit may educate students more effectively.

# Section 2. Historical Background

In 2005, Southeastern University moved to university status. This transition stressed the need for strengthened and routine internal processes and controls to ensure the quality and viability of each academic program. Currently, multiple academic departments at the University undergo a regular program review process, including the School of Business Administration (ACBSP), the Department of Social Work (CSWE), the School of Divinity (ATS), the Department of Nursing (CCNE), the Department of Psychology and Counselor Education (CACREP), and College of Education (FLDOE). Based upon best practices and a heightened awareness of the need to institutionalize this process, the University adopted the Academic Program Review (APR) process campus-wide in August 2011.

**Institutional Effectiveness Plan** – Beginning in 2007, a new assessment plan was launched, the Master Plan of Advance (MPA), in which every department, whether academic, academic support, or student support, completes goal grids to include outcomes, assessments/plans, results/analysis, and recommendations for improvements. More specifically and directly related to student learning, Program Learning Outcome (PLO) grids were developed to measure discipline-specific and general education student learning outcomes. The PLO process was designed to continually monitor levels of student learning, analyze assessment results, and propose and implement program, curricular, and pedagogical enhancements in order to improve those results. The initial IE plan was articulated in the 2007 Institutional Effectiveness Handbook.

In August 2010, a more comprehensive, superior handbook was developed by the Dean of Institutional Research and the Assessment Coordinator. The revised handbook served as a comprehensive guide to creating a strategic plan for improved student learning, assessment, and quality enhancement. Significantly expanding on the previous edition, the new handbook provided a solid philosophical foundation for institutional effectiveness, new techniques for assessment collection/reporting, and five-year initiatives designed to enhance the university.

**SACSCOC Reaffirmation**–From November 2009 to February 2011, the University underwent a comprehensive reaffirmation process, including an evaluation of the University systems and process and the development of a quality enhancement plan for student learning. This critical review identified opportunities for growth in the area of student learning assessment and strategic planning. While compliant with SACSCOC standards, the University became aware of the need for an APR process that would ensure the ongoing effectiveness of its academic programs. As we move towards our 2021 reaffirmation, the APR process has enhanced and formed our culture of continuous improvement and set a strong foundation for a successful reaffirmation.

**Academic Program Review (APR) Process** – Building on the strengths of the IE plan and responding to the reaffirmation process, the Academic Program Review Handbook was developed and proposed by the Institutional Effectiveness (IE) Office. Following unanimous approval by the faculty (October 2011), the APR process began with the College of Christian Ministries & Religion. As of spring 2017, a full cycle of the APR process has come to a conclusion. A new cycle of the process will commence with the now named Barnett College of Ministry & Theology and the School of Unrestricted

Education in fall 2018. Following minor revisions in editions 2 and 2.5, the Office of Institutional Effectiveness redesigned and published a 3rd edition of the APR Handbook, with learning supplements. This learner-centered approach offers a practical, structured approach to the APR with multiple learning modules, links to key tools and resources, suggestions for further reading, and a broader conception of student success.

# Section 3. Purpose for Conducting Academic Program Reviews

The basis for conducting academic program reviews is guided by the following Commission on College's Principles of Accreditation:

- ➢ Standard 9.1 states, "Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education." (*Program content*) [CR: Core Requirement]
- ➢ Standard 6.1 states, "The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution." (*Full-time faculty*)[CR]
- ➢ Standard 6.2.b states, "For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review." (*Program faculty*)
- ➢ Standard 8.1 states, "The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success." (*Student achievement*) [CR]
- ➢ Standard 8.2.a and 8.2.c state, "The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below: a. Student learning outcomes for each of its educational programs; c. Academic and student services that support student success." (*Student outcomes)*
- ➢ Standard 7.3 states, "The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved." (*Administrative effectiveness*)
- ➢ Standard 10.4 states, "The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty." (*Academic governance*)
- ➢ Standard 6.2.c states, "For each of its educational programs, the institution assigns appropriate responsibility for program coordination." (*Program coordination*)
- ➢ Standard 9.6 states, "Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training." (*Post-baccalaureate rigor and curriculum*)
- ➢ Standard 6.2.a states, "For each of its educational programs, the institution a. Justifies and documents the qualifications of its faculty members." (*Faculty qualifications*)

➢ Standard 6.3 states, "The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status."
(*Faculty appointment and evaluation*)
➢ Standard 6.5 states, "The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission." (*Faculty development*)
➢ Standard 11.1 states, "The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission." (*Library and learning/information resources*) [CR]
➢ Standard 13.3 states, "The institution manages its financial resources in a responsible manner." (*Financial responsibility*)

By evaluating the academic unit's compliance with the above-mentioned Principles of Accreditation, the university can ensure that every academic unit is meeting the *minimum qualification* for academic administration. However, the university must position itself to more appropriately respond to the growing climate of transparency and accountability. Therefore, the APR process goes beyond the traditional accreditation review by combining a review of compliance standards with an evaluation of key performance indicators, thereby ensuring the sustainability and relevance of academic offerings. (It is important to note that the APR process serves as an extension of the Institutional Effectiveness (IE) Process, thus augmenting and not substituting the role of annual assessment plans.) Within this framework, the APR process serves to:

➢ Help improve the effectiveness of an academic unit by clarifying its mission, vision, student learning, and programmatic outcomes; assessing outcome achievement; reviewing unit resources; identifying concerns; and recommending needed changes;
➢ Stimulate the review of policies, practices, procedures, and records and, thereby improve unit operations;
➢ Help articulate unit needs and justify requests for fiscal, human, and resource capital;
➢ Develop a more informed decision-making process for curricular improvements, budget requests, and long-term planning, thus aligning academic programs needs and campus priorities with the planning and budgeting processes;
➢ Enhance the resources and quality of academic programs by assessing program strengths and weaknesses;
➢ Ensure that programs are consistent with the University's mission and strategic plan; and
➢ Aid in shaping the academic plan for the department.

Through the increased collection, analysis, and continual review of data, academic units will have the opportunity to recommend changes, including but not limited to financial and human resources, curriculum, teaching and methodologies, and changes in student success. Therefore, the ultimate goal is measurable improvements in academic quality, administrative processes, and the professional and scholarly preparation of our students.

# Section 4. Governance Structure

The APR Process will be governed by three groups—the Academic Program Review (APR) Committee, the Market Viability Study Sub-Committee, the Unit APR Steering Committee, and the Leadership Team.

**Academic Program Review Committee** – The APR Committee will exist to facilitate and guide the entire review process by providing the leadership, resources, and expertise to academic units. While not tasked with the official review, this working committee will assist academic units in preparing its Academic Audit (AA) and Academic Plan (AP). (A more detailed description of the AA and AP are included in Section 5.) Furthermore, the APR Committee will be responsible to establish a program review cycle in order to ensure each academic unit is evaluated on a staggered basis every five years. (See Appendix B for a proposed review cycle.)

The composition of this committee will vary based upon the units under review. The committee will include the following individuals who will serve a two-year appointment: the Dean of the respective college/department, the Chairperson of the respective college/department (if applicable), and the faculty person(s) responsible for the academic audit. (In most cases, two colleges/departments will be under review in the same time frame.) In addition, the following individuals will serve on a recurring basis: the Provost; Associate Provost and Dean, Institutional Research; and the Director, Office of Institutional Effectiveness, who will chair the committee.

**Market Viability Study Sub-Committee** – The Market Viability Study Sub-Committee will conduct a Market Viability Report (MVR) outlining the current and future market viability of the academic program(s), including enrollment trends and predictions, analysis of marketing strategies and program resource allocation, and an assessment of unit alignment with the university mission and strategic plan. (A more detailed description of the MVR is included in Section 5.) The APC will include representatives from the following groups: Institutional Effectiveness/Research, Academic Affairs, Business Office, Enrollment Marketing, and the APR Committee. The sub-committee will be chaired by the APR Committee chairperson.

**Unit APR Steering Committee** – The college/department should identify a group of faculty and staff, who will serve as the primary contributors for the APR process. In most cases, these members will represent certain academic disciplines or areas for growth in the college/department. Once established, the committee should meet regularly to ensure the successful and timely completion of the project. While the precise organization of the steering committee is a matter of determination by departmental leadership, the composition and structure of a given academic unit's committee should be conditioned by the size and nature of the department under review. For examples of committee structures developed by units under review in the past, see Appendix L.

**Leadership Team** – The Leadership Team will serve as the final decision body in the APR process. Based on the final recommendation(s) from the Provost, the Leadership Team will authorize strategies outlined in the APC report and/or allocate resources for academic initiatives.

# Section 5. Stages in the Academic Program Review Process

The APR process encompasses six steps—(1) an academic audit, (2) market viability study, (3) external peer review, (4) five-year academic plan, (5) Academic Affairs review, and (6) resource allocation and/or authorization by Leadership Team. Each step will be discussed in detail in the following sections.



### Step 1. Academic Audit (AA)

The Academic Audit (AA) is a faculty-driven model of self-reflection, peer feedback, collaboration, and teamwork based on a structured conversation to assess the educational quality of Southeastern's programs. While the purpose of the AA is to systematically evaluate the effectiveness of each academic unit, the primary emphasis is to reflect and report on quality processes, rather than compliance to predetermined outcomes. The final deliverable is a self-study that describes the current state of faculty activities, strategies, and processes to improve and sustain quality student learning experiences given the discipline and available resources.

The AA reviews the following educational quality processes: 1) program learning outcomes, 2) curricular relevance, 3) teaching and learning methods, 4) student success, and 5) administrative processes and procedures. In the sections that follow, you will review a rationale and notes for each of the processes. Next, you will be presented with a number of questions to consider when conducting research and writing on each of the processes. Finally, you will walk through practical applications of the tools and resources needed to conduct the audit, with sample documentation and references to SEU documents and policies relevant to the process.



**Academic Audit**

Through a collaborative process, the academic unit will prepare a self-study report answering critical questions for the five areas above. Specifically, the report should describe the current state of efforts; identify strengths and weaknesses; and cite relevant documentation. Units should incorporate the work of the Curriculum Committee to align SEU's programs with best practices and comparative programs. The final deliverable should be in narrative form according to the template provided in Appendix C. While there is no defined minimum page requirement per program, it is expected that the Academic Audit contain a succinct, yet thorough synopsis of the research and findings for each component of the process.

The audit should be written in the Google Doc corresponding to the Academic Unit conducting its self-study, which can be found in the following Google Drive folder: Academic Program Review Drive. For data or information not currently in the Academic Unit's possession or available via departmental research, requests can be made via email at data@seu.edu. Requests should be specific, appropriate to the scope of the APR, and should identify the desired turnaround time for needed files. Personnel requesting data should identify their request as part of the APR Academic Audit and should anticipate fulfillment windows between 1 week to 1 month from the date of request.

# Program Learning Outcomes

View the following module before reading the material below: PLO Learning Module - "Who do you want to be?" (https://prezi.com/view/WbYxU37Q2hITmCkITYN7/)

***Rationale and Notes***

Program Learning Outcomes reflect the knowledge, skills, and abilities students should possess and can demonstrate by graduation (i.e. students will demonstrate knowledge of biblical text, demonstrate oral communication skills, demonstrate knowledge and skill in effective writing, etc.).

Recommendations – Before preparing a list of outcomes, consider the following:

- Outcomes should be specific and well defined. Outcomes should contain clear and concise terminology, which addresses the desired skill or outcome. They should exclude the greatest number of alternatives so the outcome can be measured. Academic example
  – The outcome, "Students completing the B.S. Gen. Biology should be well practiced in the relevant skills of the field," is too vague. The outcome does not provide a baseline for measuring the relevant skills of the field. A better example would be, "Students completing the B.S. Gen. Biology will demonstrate competency in chemical and physical foundations of biological systems.." The Assessment Commons is an index of resources for outcomes and outcomes assessment by major discipline and academic domain.
- Outcomes should be realistic. It is important to ensure that outcomes are attainable. Outcomes must be formulated in view of the student's abilities, the available resources in the college/department, and the accumulation of other assessments.
- Outcomes should rely on active verbs in the future tense. It is important to state outcomes in the future tense as a statement of what is expected of students/ department. The outcome might include the following phrases: "Students will demonstrate . .."
- There should be a sufficient amount of outcomes. You should include three to five outcomes in your assessment plan. Fewer than three outcomes does not provide adequate information to verify a process of assessment. More than five outcomes is usually too many because the data becomes complicated to collect, track, and synthesize. An exception to this would be a nursing program adopting AACN's 9 disciplinary standards as Program Learning Outcomes.
- Outcomes should be simple. The outcomes should be stated in a clear and simple manner. Avoid the use of compounded statements that join the elements of two or more outcomes. Outcomes should address only one goal.
- Outcomes should reflect the desired taxonomic level of learning for your program's outcome.

***Alignment with SACSCOC Principles of Accreditation***: In your Academic Audit narrative, consider the degree to which your program is in compliance with the following standards:

➢ Standard 8.1 states, "The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success." (*Student achievement*) [CR]

➢ Standard 8.2.a and 8.2.c state, "The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below: a. Student learning outcomes for each of its educational programs; c. Academic and student services that support student success." (*Student outcomes: educational programs/academic and student services*)

➢ Standard 9.6 states, "Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training." (*Post-baccalaureate rigor and curriculum*)

### *Questions to Consider*
Have we consciously considered what students who complete our courses/programs should know and be able to do? For employment? For their abilities/responsibilities as citizens? Do we use and document information gathered from employers, former students, senior institutions? Do we identify and learn from best practices, evaluate student outcome goals of comparable departments in other institutions?

### *Practical Application*
- Review Program Learning Outcomes from Peer and Aspirational Institutions
- See NILOA's list of Learning Outcomes resources
- Read about how the College of Natural & Health Sciences revised its PLOs and associated assessments

### *Sample Documentation*
➢ Enrolled student surveys (institutional or targeted) or interviews
➢ Alumni/graduate surveys (institutional or targeted) or interviews
➢ Employer surveys (institutional or targeted) or interviews
➢ Advisory board/committee meeting minutes
➢ Feedback from faculty teaching courses for which yours are pre-requisites
➢ Peer feedback from senior/graduate institutions
➢ Competencies/outcomes (syllabi) of senior/graduate programs in your discipline
➢ National standards for your discipline: competencies,outcomes
➢ Syllabi
➢ Focus Group Results
➢ Relevant SEU Documents/Policies

Write the narrative for the PLO section of the Academic Audit in your academic unit's APR Google Drive Academic Audit Doc.

# Curriculum Relevance

View the following module before reading the material below: Curriculum Relevance Learning Module: Design, Content, and Collaboration (https://prezi.com/view/4JjFfXlWNVGF0hW4prFe/)

### *Rationale and Notes*

The relevance of a given curriculum has to do with more than simply whether it is in vogue with the kind of coursework offered in similar programs at leading institutions, or whether the curriculum presents competencies that are attractive to employers in the field. It is just as much a matter of designing potential course sequences that allow learners to build on previously acquired knowledge and skills with increasing levels of complexity and rigor. Curriculum owners (program faculty) should be concerned with the degree to which student-facing material includes intended learning outcomes that make an individual course's relationship to the larger curriculum apparent, as well as the degree to which course design is diverse, intentional, and reflective of a collaborative process grounded in best practices.

### *Alignment with SACSCOC Principles of Accreditation*: In your Academic Audit narrative, consider the degree to which your program is in compliance with following standards:

➢ Standard 9.1 states, "Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education." (*Program content*)[CR]
➢ Standard 9.6 states, "Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training." (*Post-baccalaureate rigor and curriculum*)
➢ Standard 10.7 states, "The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalences." *(Policies for awarding credit)*

### *Questions to Consider*
How do we determine what is taught, in what order, from what perspective? Do we work collaboratively on curriculum design? How do we decide what resources and resource materials will be used as content vehicles? Do we consciously consider how the course design relates to other courses students will take as part of this program? Do we consider out-of-classroom activities that could complement or be integrated into the curriculum?

Do we identify and learn from best practices? Do we evaluate curricula of comparable departments in other institutions? Have we verified that our graduate curricula comprises an appropriate level of increased academic rigor and complexity that builds on previous undergraduate experiences? Do we maintain consistency between official curriculum and the student-facing curriculum of the Learning Management System? Have we leveraged analytics from the LMS and other systems to produce insights about student success/challenges in the curriculum?

*Practical Application*
- Syllabi Review: For each course offered, conduct a review of the full syllabus to ensure appropriate rigor and compliance with SEU's Definition of Credit Hour Policy (also see credit hour summary table). Use the following template to complete the review: Credit Hour Audit Template. The following resource from Rice University can be used to estimate student workload in a given course: http://cte.rice.edu/workload
- Curriculum Maps (Visit this link to view the associated learning module: https://prezi.com/view/6cGKXEuOYDHLP3QcUF9g). Read more about why curriculum mapping is essential in the Institutional Effectiveness Handbook chapter on Academic Program Assessment.
- Evaluate DFW (Drop-Fail-Withdrawal) Rates for Major Core [Data Request - send a request for this report to data@seu.edu, specifying the parameters of your request and desired turnaround time]
- Conduct an Audit of Current Courses (via Catalog) to ensure all current courses are accurately listed in the catalog and outdated courses are removed or update (via Curriculum Committee).

*Sample Documentation*
- ➢ Departmental/institutional policies for curriculum development
- ➢ Minutes/notes from faculty meetings, curriculum development/textbook selection committees, etc.
- ➢ Curricula from peer programs in the discipline and from senior/graduate programs
- ➢ National standards for curriculum in your discipline
- ➢ Feedback from stakeholders (students, graduates, employers, advisory boards)
- ➢ Documentation of curriculum revision (course inventory forms)
- ➢ Syllabi
- ➢ Focus Group Results
- ➢ Relevant SEU Documents/Policies

Write the narrative for the Curriculum Relevance section of the Academic Audit in your academic unit's APR Google Drive Academic Audit Doc.

## 🧑‍🏫 Teaching and Learning Methods

View the following module before reading the material below: Teaching & Learning Methods: Taking Pedagogy to the Next Level (https://prezi.com/view/oeYHn3wALOyPB6AF8gBh/)

### *Rationale and Notes*

When considering teaching and learning methods, one must step out of their particular discipline and consider the broader context of education and pedagogy. While most of advanced academic training focuses on mastering a discipline, seldom do these programs provide training on teaching and learning methods. This section of the Academic Audit may require background research to fully address the expected outcomes. When evaluating teaching and learning methods the following areas should be considered (and are evaluated in the teaching & learning inventory required for this section): student-faculty interactions, cooperation among students, active learning, faculty feedback, student time on task, faculty expectations of students, and understanding of diverse talents and ways of learning. Below are some initial explanations and resources to consider.

**Course Design.** Course design is the process taken to develop and facilitate student learning. Typically this process consists of creating and implementing learning connections for students, assessing how the connection formed, and documenting results. When creating and implementing a course you take into account the teacher (yourself), students, and the environment and design a course that is the best fit for those variables. You assess and record the process, activities, and learning outcomes so that you can continually redesign the course to produce the best outcome (learning).

**Learning Paradigm.** A learning paradigm is an essential model of learning. Students have different approaches to how they attempt to learn and what a student learns is connected with how they try to learn it. More often than not students study for tests and exams and not to truly understand and grasp the material. Learning paradigms also include a professor's approaches to teaching and how that facilitates learning as well.

**Deep Learning.** Deep learning is when a student is focused on grasping the concepts and meaning of information in a way that they can relate to and apply it to their life, rather than taking in information superficially for exams or test only to forget it afterward. Deep learning is often the result of an active, holistic, incremental, mindful, and enjoyable approach to learning, as opposed to an inert, atomistic, entity, mindless, and unpleasant approach to surface learning.

**Learning as a Paradox** We see everything as this or that, plus or minus, on or off, black or white; fragment reality into endless series of either-ors. In a phrase, we think of the world apart. Truth is not found by splitting the world into either-ors but by embracing it as both-and. In certain circumstances, truth is a paradoxical joining of apparent opposites, and if we want to know that truth, we must learn to embrace those opposites as one.

Every strength is also a weakness, a limitation, a dimension of identity that serves me and others well under some circumstances but not all the time.

Paradox and Pedagogical Design:
1. The space should be bound and open.
2. The space should be hospitable and"charged".
3. The space should invite the voice of the individual and the voice of the group.
4. The space should honor the "little" stories of the students and the "big" stories of the disciplines and tradition.
5. The space should support solitude and surround it with the resources of a community.
6. The space should welcome both silence and speech.

**High-Impact Educational Practices**. The following teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on unit priorities and contexts. On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices' contribution to students' cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning. Presented below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement.

**Learning Communities.** The key goals for learning communities are to encourage the integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines.

**Writing-Intensive Courses.** These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

**Collaborative Assignments and Projects.** Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within course, to team-based assignments and writing, to cooperative projects and research.

**Undergraduate Research.** Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

**Diversity/Global Learning.** Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and world views different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

**Service Learning, Community-Based Learning.** In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

**Internships**. Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

**Capstone Courses and Projects.** Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

***Reading Resources***
Bain, K. (2004). What the best college teachers do (Professional development collection).
      Cambridge, Mass.: Harvard University Press.
Palmer, P. (2017). The courage to teach : Exploring the inner landscape of a teacher's
      life (20th ed. ed.). Newark: John Wiley & Sons, Incorporated.
Richlin, L., & McDonald, T. (2011). Blueprint for learning. Dulles: Stylus Publishing.


***Questions to Consider***
How are teaching and learning organized for students? What methods will be used
to expose students to material for the first time? To answer questions and provide
interpretation? To stimulate student involvement with the material? To provide feedback
on student work? Do we integrate High-Impact Practices into our curriculum? Do we
analyze teaching and learning processes on a regular basis? Do we strive for coherence
in the department's curriculum and educational processes? Do we work collaboratively
on process design? Do we identify and learn from best practices, evaluate teaching and
learning methods of comparable departments in ours and other institutions?


***Practical Application***
- Require the Teaching & Learning Inventory (Submit a request for administration
  of this survey with the following form: SEU Survey Proposal Form)


***Sample Documentation***
➢ Current research/literature on effective teaching methodology in the discipline
➢ Minutes/notes from faculty meetings
➢ Feedback from stakeholders (students, graduates, employers, advisory boards)
➢ Learning styles inventory assessments
➢ Evaluations by students;supervisors
➢ Course Evaluations
➢ Peer mentoring; classroom observations
➢ Annual personal goals and objectives
➢ Course analysis documents
➢ Assessments of student success in different instructional settings (web vs.
   traditional); other types of student success analysis – withdrawal rates, grade
   distribution, success in subsequent courses
➢ Professional development (internal or external); disciplinary orpedagogical
➢ Ongoing professional memberships
➢ Focus Group Results
➢ Relevant SEU Documents/Policies

Write the narrative for the Teaching & Learning Methods section of the Academic Audit
in your academic unit's APR Google Drive Academic Audit Doc.

## Student Success

View the following module before reading the material below: Student Success: Thinking Through & Improving the Whole Student Experience (https://prezi.com/ view/fWoZYJBapVgyXzG5hEse)

### *Rationale and Notes*

The implementation of high-impact educational practices, strong learning outcomes, and the regular maintenance of a relevant curriculum have limited returns for an academic program if the unit has not developed a robust culture of assessment, facilitating the regular measurement of achievement of stated outcomes, both in terms of learning and more traditional indicators of success. Implementing an infrastructure of standard, varied assessments within and alongside a curriculum allows a department to determine performance against stated outcomes and national benchmarks from year to year, make recommendations for continuous improvement, and re-calibrate standards and expectations as needed. In addition to assessment of learning and traditional indicators of student success (retention, persistence, graduation, employment), academic programs should consider how they assess student success in a broader sense, including dynamics such as co-curricular engagement, student development, satisfaction, and spiritual formation. Kuh, Kinzie, Buckley, et al. (2007) provide a more holistic definition of student success as "academic achievement; engagement in educationally purposeful activities; satisfaction; acquisition of desired knowledge, skills, and competencies; persistence; and attainment of educational objectives" (p. 10).

### *Reading Resources*

Kuh, G., Kinzie, J., Buckley, J., Bridges, B. K., & Hayek, J. C. (2007). *Piecing together the student success puzzle: Research, propositions, and recommendations*. San Francisco, CA: Jossey-Bass.

Krumrei-Mancuso, E. J., Newton, F. B., Kim, E., & Wilcox, D. (2013). Psychosocial Factors Predicting First-Year College Student Success. *Journal of College Student Development, 54*(3), 247-266.

NSSE, *Experiences That Matter: Enhancing Student Learning and Success*. (2007). Bloomington, IN: National Survey of Student Engagement.

Schreiner, L. A., Louis, M. C., & Nelson, D. D. (2012). *Thriving in Transitions: A Research-Based Approach to College Student Success*. Columbia, SC: University of
South Carolina, National Resource Center for the First-Year Experience and Students in Transition.

Spellings, M. (2006). *A Test of Leadership: Charting the Future of U.S. Higher Education*.

Washington, D.C.: U.S. Department of Education.

Swail, W. S., Redd, K. E., & Perna, L. W. (2003). *Retaining Minority Students in Higher Education: A Framework for Success*. San Francisco: Jossey-Bass.

Tinto, V. (2010). From Theory to Action: Exploring the Institutional Conditions for Student Retention. *Higher Education: Handbook of Theory and Research*, 51-89.

***Alignment with SACSCOC Principles of Accreditation***: In your Academic Audit narrative, consider the degree to which your program is in compliance with following standards:

> ➢ Standard 8.1 states, "The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success." (*Student achievement*)[CR]
> ➢ Standard 8.2.a and 8.2.c state, "The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below: a. Student learning outcomes for each of its educational programs; c. Academic and student services that support student success." (*Student outcomes: educational programs/academic and student services*)
> ➢ Standard 9.6 states, "Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training." (*Post-baccalaureate rigor and curriculum*)

***Questions to Consider***
Do we track and monitor retention, persistence, and graduation rates? Do we collect or receive data from the institution on student satisfaction? Have we established formal and informal partnerships with co-curricular/student support departments such as Student Development, Student Leadership, Career Services, First Year Experience, Campus-Wide Events, Mentoring, Multicultural Affairs, etc.? Do we assess the efficacy of such relationships? What measures and indicators do we use to assess student learning? Have we defined indicators or measures of achievement based upon our stated learning objectives? Have we integrated co-curricular learning goals and high-impact practices into our assessment infrastructure? Do we assess performance only at the end of the course/program or do we compare beginning and ending performance to ascertain value added? Who is responsible for assessment? Do we work collaboratively on assessment design, implementation, and analysis? Do we revise assessments based on regular curriculum mapping efforts? Do we base decisions on facts? Does assessment data filter up into budgetary requests? Do we identify and learn from best practices, evaluate assessment practices of comparable departments in ours and other institutions? Have

we considered the degree to which our current assessment practices are equitable and inclusive of minority and historically underrepresented student populations?

***Practical Application***
- Evaluate unit specific results from the National Survey of Student Engagement (NSSE), student Satisfaction Inventory(SSI), Thriving Quotient, Graduating Student Survey, and Alumni Survey.
- Evaluate results from Annual Program Learning Outcome reports.
- Inventory current academic assessment measures to determine whether they return actionable data on your Program Learning Outcomes. Note any measures that have lapsed or not been administered due to changes in curriculum or instruction (an updated Curriculum Map is the optimal tool to complete this exercise).
- Review any published reports/internal research conducted by department leaders or program faculty on issues related to student success, teaching effectiveness, or similar topics within the academic unit (e.g. dissertations that include institutional data, trend data on student achievement of particular competencies, etc.).
- Map existing relationships between the Academic Unit and Co-Curricular/ Support departments and services at the institution to identify strengths, opportunities for improvement, and gaps in student success apparatus.


***Sample Documentation***
- Documentation of key learning quality indicators
- Feedback from stakeholders (students, graduates, employers, advisory boards)
- Minutes/notes from faculty meetings
- Pre-and-posttests
- Exit testing through departmental/programmatic final assessment (national, collaborative or local instruments)
- Foundation testing such as ETS Proficiency Profile
- Student portfolios
- Student demonstration projects (performances, artwork, other products)
- Capstone course projects
- Coop or internship reports and/or supervisor evaluations
- Test item analysis
- Test/assessment bank or library
- Job placement rates
- Acceptance into senior/graduate programs
- Success (GPA/retention) in senior/graduate programs
- Focus Group Results
- Curriculum Maps
- Ruffalo Noel-Levitz Student Satisfaction Inventory results
- Program Learning Outcome annual assessment reports
- Climate surveys
- Graduating Student/Alumni Survey results
- Thriving Quotient data

➢ Relevant SEU Documents/Policies

Write the narrative for the [Student Success section of the Academic Audit in your academic unit's APR Google Drive Academic Audit Doc](#).

# Administrative Practices & Procedures

View the following module before reading the material below: Administrative Practices &Procedures: Improving the Academic Unit's Operations (https://prezi.com/view/uKyHrSgGVREhGcWLr0tT)

***Rationale and Notes***

The overall success of an academic program depends on the functional operation of its administrative practices and procedures. This section of the Academic Audit will be used to ensure basic administrative practices and procedures are planned, communicated, maintained, and regularly re-evaluated and updated. This is the optimal space to exhaustively survey such practices and procedures, identify major gaps in operations, formalize the exercise of best practices, and consider strategies for elevating organizational functionality, culture, and institutional missional alignment. This section of the academic audit will be divided into four main sections: a) faculty, b) governance, c) financial/learning resources, and d) strategic planning.

> ***Faculty.*** Units should evaluate if they have a sufficient number of full-time and adjunct faculty that are appropriately qualified to teach the various disciplines to which they are assigned. The unit should also have identified a program coordinator for each program and ensure all essential duties and responsibilities are completed by the assigned program coordinator. The unit will evaluate policies and procedures related to the hiring of faculty and the on-going evaluation of said faculty (PAC/PAR/Rank Promotion, Course Evaluation). Finally, the unit should evaluate the process of faculty development within the unit to ensure faculty are staying abreast of both disciplinary developments and pedagogical approaches, and that adequate investment is made in faculty professional development opportunities.

> ***Governance:*** Units should evaluate the governance structure within their unit and its alignment with university academic governance. Consider how updates from various standing committees are shared with the entire unit. Evaluate how programs, courses, and policies are approved internally. Evaluate how existing processes ensure that the content, quality, and effectiveness of the programs within the unit are maintained at a high level.

> ***Financial/Learning Resources:*** Does the unit have adequate funding to accomplish its mission and vision? Have external sources of funding been considered by the unit (grants, fundraising, naming rights)? What learning resources are being curated by the department (e.g. academic journals, software licenses, new technology, unit-hosted workshops/conferences/symposia, library/research guides)? Does the library have an adequate collection of primary and secondary sources and the required breadth and depth for the programs offered?

***Strategic Planning:*** Units should have established strategic goals that are tracked and managed. Strategic goals can center around program enrollment growth, new program creation, improvement of the student experience and learning gains, faculty development, funding, alumni engagement, etc. Strategic outcomes at the college level should be maintained and regularly updated within the Master Plan of Advance section of the Campus Labs Planning site.

***Alignment with SACSCOC Principles of Accreditation***: In your Academic Audit narrative, consider the degree to which your program is in compliance with following standards:

- Standard 6.1 states, "The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution." (*Full-time faculty*) [CR]
- Standard 6.2.a states, "For each of its educational programs, the institution a. Justifies and documents the qualifications of its faculty members." (*Faculty qualifications*)
- Standard 6.2.b states, "For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review." (*Program faculty*)
- Standard 6.2.c states, "For each of its educational programs, the institution assigns appropriate responsibility for program coordination." (*Program coordination*)
- Standard 6.3 states, "The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status." (*Faculty appointment and evaluation*)
- Standard 6.5 states, "The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission." (*Faculty development*)
- Standard 7.3 states, "The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved." (*Administrative effectiveness*)
- Standard 10.4 states, "The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty." (*Academic governance*)
- Standard 11.1 states, "The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission." (*Library and learning/information resources*) [CR]
- Standard 13.3 states, ". The institution manages its financial resources in a responsible manner." (*Financial responsibility*)

***Questions to Consider***

Are we organized to ensure that our mutual departmental objectives and priorities are implemented consistently? Is the structure of the unit conducive for a teaching and learning environment? Is sufficient time and energy give to the development of faculty and staff? Do we have a sufficient number of faculty and staff? How do we determine the number of full-time faculty needed to achieve our mission? How do we

establish faculty qualifications for a discipline? What are the processes and procedures for administrative evaluation? Decision-making and resource allocation? Planning and strategic alignment?

*Practical Application*
- Faculty Credential Review Roster: Department Chair or Dean (whichever is applicable) should schedule a planning meeting with the Executive Director of Information Management (cjlloyd@seu.edu) and the Associate Director of Institutional Effectiveness (jerose@seu.edu).
- Percent of Courses Taught by FT/PT and Terminal/Non-Terminal Faculty and the number of credit hours generated by FT/PT faculty.

*Sample Documentation*

➢ Departmental/institutional policies that support collaboration, assessment,and professional development
➢ Departmental/institutional services that support teaching and learning in the program (library, learning center, online support services,etc.)
➢ Assessment plans, review schedules, meeting calendars,etc.
➢ Benchmarking for national comparison (NSSE/CCSSE, NCCBP,etc.)
➢ Regularly published and shared information about progress on improvement initiatives, use of results
➢ Organizational chart
➢ Administrative Assessments
➢ Focus Group Results
➢ Relevant SEU Documents/Policies

Write the narrative for the Administrative Practices & Procedures section of the Academic Audit in your academic unit's APR Google Drive Academic Audit Doc.

## Step 2. Market Viability Report (MVR)

The AA will be conducted in tandem with an analysis of the market viability of the program. The Market Viability Report (MVR) outlines the current and future market viability of the program. Specifically, the MVR will include: 1) enrollment trends over the previous five years, 2) enrollment projections for the next five years, 3) the effectiveness of the marketing activities given the competitive landscape, 4) an analysis of the program resource allocation, and (5) a contribution margin/return on investment. This MVR should be prepared within the same time frame as the AA and follow the template outlined in Appendix H. The MVR authors include stakeholders largely external to the academic unit undergoing the review process. The Senior Director for Finance, the Director of Research & Strategic Projects, and the Executive Director of Information Management are the primary responsible parties for the MVR.

## Step 3. External Peer Review Report (EPRR)

**Selection & Training Process –** Early in the process, the academic unit, in collaboration with the Academic Program Review Committee, will select an external peer review team. Depending on the unit's size and/or discipline, the external review team will consist of 2 to 4 members, likely from outside institutions. All units are given the opportunity to nominate peers on other campuses for service on the external review team. Because the team will be focusing on quality processes, they do not all have to come from the academic discipline of the unit being reviewed. A standard review team configuration might have three members representing each of the following areas: (1) Academician: active in the discipline, (2) Practitioner: educated and employed in the area or discipline, and (3) User: an employer of practitioners in the discipline. Following the selection process and approval by the Academic Program Review (APR) Committee, the external review team will receive guidelines for evaluating the academic unit, including instructions for the site visit and report. For tips on making the most of the external review process, see the following articles from Inside Higher Ed:
https://www.insidehighered.com/advice/2019/05/01/tips-hiring-external-reviewer-framing-self-study-and-designing-review-process

**Site Visit Preparation –** Upon completion of the AA and MVR, the academic unit will forward the reports and supporting documentation to each member of the external review team. The team should receive the final report at least 2 months prior to the site visit. During the two month interim, the academic unit, in collaboration with the APR committee, will prepare the logistics for the site visit.

**Site Visit –** The site visit will typically be 1 to 2 days per unit. The primary purpose of the visit is to provide an opportunity for reviewers to meet with leadership, faculty, and students. It is expected that the review team will ask similar questions as the AA, with regard to the five focal areas. Additionally, the team should reflect on the findings of the MVR. A sample schedule and set of questions for the site visit are provided in Appendices E & F.

**Report –** Following the site visit, the external review team will prepare a report: (1) evaluating the department's approach to the five educational quality processes, (2) highlighting exemplary practices (commendation), and (3) noting areas for improvement (recommendations). A template for the External Peer Review Team Report is provided in Appendix G.

### Step 4. Academic Plan (AP)

Based on findings and recommendations from the AA, EPRR, and MVR, the academic unit will prepare a five-year academic plan. The plan should highlight key strategies, performance measures, timeliness, and needed budget for addressing the recommendations from the internal and external reviews. The plan should be concise and follow the template outlined in Appendix I. The final deliverable will be approved by the unit's faculty (with record in the departmental minutes) and presented to Academic Affairs for evaluation and approval.

### Step 5. Academic Affairs Review & Recommendations

The Provost is responsible for evaluating and approving the AP for each unit. The college dean and/or departmental chair will present the unit's plan in a formal session for discussion and evaluation. Based upon available resources and institutional priorities, the Provost will recommend all or portions of the AP to the Leadership Team for resource allocation and/or authorization.

### Step 6. Leadership Team Authorization & Allocation

The role of the Leadership Team is to authorize the AP and allocate the necessary resources. If necessary, recommended plans can be tabled for future consideration or returned to the academic unit for revision(s). The final decisions should be recorded in the meeting minutes and housed in the Office of Institutional Effectiveness. Pending approval of the AP, the unit should include its request for additional budget into the upcoming budget planning cycle.

# Section 6. Process for the Academic Program Review

The successful implementation of the APR is completely dependent on the processes and procedures employed by the academic unit. Since the outcome of the project will be influenced by numerous constituents, it is important that each step is executed according to schedule and with the proper representation. For this reason, academic units should consider the following strategy for executing and streamlining the APR process. The strategy calls for a five-stage implementation, including Planning, Evaluation, Discussion, Deliberation, and Decision-making.

**Planning** – The APR process should be carefully planned according to an established timeline and strategy. The most effective plan will incorporate specific deadlines, milestones, tasks, and assignments as to ensure the successful and timely completion of the project. Units should consult the suggested timeline, offered in section 8, as a model. Additionally, the planning phase should identify specific assessments (i.e. satisfaction surveys, focus groups, etc.) and data request needs, which will provide advance notice for responsible parties (i.e. Institutional Effectiveness/Research, etc.). Last, units should research and identify the resource (fiscal and human) necessary to complete the project. While not mandatory, units should prepare their plan within the first month of the process.

**Evaluation** – Any successful APR will be marked by a thorough evaluation of the academic unit. As outlined in the planning phase, the unit will collect and analyze data; prepare, administer, and analyze assessments data; and identify common themes for further discussion and deliberation. If possible, assessment data should be reflective of the unit's stakeholders, including internal and external parties.

**Discussion** – The third phase in the process is to ensure that the collective voice of the department is heard. It is important that every faculty member and affected staff member participate in this phase as to ensure complete representation. There are numerous avenues for accomplishing this task; however, it is highly recommended that the members be divided into sub-committees to discuss the evaluation results and to plan for the future. Sub-committees may be arranged to discuss specific academic disciplines or areas for growth, depending on the needs and outcomes of the APR process. Once the groups are formulated, it is important for the groups to elect a chairperson, who will report to the unit's APR steering committee. In addition, each group should have access to the entire library of evaluation results for the purpose of discussion. (Note: The Office of Institutional Effectiveness can assist with the development of a Share Point or electronic document management site.) The ultimate goal of this phase is synthesize the myriad of data points, assessment results, anecdotal opinions, and aspirations into a manageable framework, for the purpose of preparing the unit's academic audit (AA).

**Deliberation** – The evaluation and discussion phases should produce specific strengths, weaknesses, and areas for improvement to be considered by the unit's steering committee. At this point, it is the responsibility of this group to prioritize the recommendations from the sub-committees and develop the unit's AA. Once developed, the AA will serve as the primary deliberation tool for the External Peer Review Team (EPRT), who is responsible to affirm or deny the self-study's findings and offer recommendations for improvement. The ultimate goal of this phase is to prioritize and

validate the strength, weaknesses, and recommendations for the purpose of developing the unit's academic plan.

**Decision-Making** – Following phases one through four, the unit's steering committee will prepare a five-year academic plan (AP) that outlines the unit's strategy. The final document should be forwarded to the faculty in advance so that sufficient time is given to review and revise the document. At an established time, the chairperson of the steering committee should make a motion to accept the AP in an official meeting. An up-or-down vote will be held to determine approval. Record of the vote must be housed in the academic unit and the Office of Institutional Effectiveness. The decision-making process also reflects the responsibilities of the Provost and Leadership Team to review the unit's academic plan. The ultimate goal of the decision-making phase is to ensure that the plan receives proper consideration and approval, thus completing the assessment to budgetary cycle.

In summary, the ultimate success of the APR is 100% dependent on the processes and procedures employed by the academic unit. It is essential that the unit's leadership monitor these activities to ensure timely completion and successful implementation. Otherwise, well-meaning projects can be tabled on the basis of poor organization or processes. Furthermore, it is important to set a precedent at the University that successful projects must possess certain qualities, including the following: thorough and preemptive planning, comprehensive evaluation, healthy discussion, strategic prioritization and validation, and valid decision-making processes.

# Section 7. Other Guidelines for Consideration

The process for preparing the AA and AP should generally adhere to the following guidelines:

**Collection of Data & Documentation –** The unit will be tasked with the responsibility to gather data relevant to the program review process. Existing information drawn from previous accreditation reports, program reviews, or annual/tri-annual assessment reports should also be included. The unit should work with the Office of Institutional Effectiveness, the Dean/Chair, and other areas of the university, as appropriate, in compiling and analyzing data relevant to the program review documents. (See Appendices J, K, & L for a suggested list stakeholders, sources of evidence, and appendices/exhibits.) Ample time should be given to responsible parties to prepare and send data requests.

**Budgeting & Resource Allocation –** The APR process is an expensive and time-consuming exercise. In order to alleviate the financial burden, all APR costs will be paid via a budget line in the Office of Institutional Effectiveness. The APR process is a strategic initiative and is funded by the strategic budget. Funding requests associated with release time, research costs, the site visit, and other related expenditures will be processed through the Office of Institutional Effectiveness.

# Section 8. Academic Program Review Timeline

The APR process represents a two-year self-reflection, internal and external review, and planning process. It is anticipated that two departments will complete an APR during this time frame. The first year is reserved for preparation of the AA and MVR. Year two is reserved for the actual review by the external review team and authorization/allocation by the Leadership Team. The following matrix outlines the suggested timeline for implementation:

| Year/Month | Description |
|---|---|
| **Year 1 July** | **Notification** <br> (1) The Chair, APRC, formally invites the college dean and department chair (if applicable) to begin the APRprocess. <br> (2) The Chair, APRC, sends a copy of the APR Handbook to the college dean and department chair (if applicable). <br> (3) Early meetings are held with leadership for the purpose oforientation. <br> (4) The unit identifies the project leads. |
| **Year 1 August** | **Orientation of the Academic Unit** <br> (1) The APRC holds its first meeting to orient the unit. Specific training and resources should beprovided. <br> (2) The unit holds a meeting with all faculty and relevant staff to initiate the APR process and discuss itstimeline. <br> (3) The unit selects members who will serve on the unit's APRsteering committee and assigns roles centered on the five focal areas and/or academic disciplines |
| **Year 1 September - December** | **Idea Formulation** <br> (4) The steering committee identifies stakeholders (internal and external) and how they will be involved in the process. <br> (See Appendix J for alist of suggestedstakeholders.) <br> (1) The committee selects methods for data and documentation collections. (See sample documentation for a list of sources ofevidence.) <br> (2) The committee selects methods for evaluating the unit'seffectiveness. <br> (3) Requests for data from the Office of Institutional Effectiveness and other outside stakeholders areinitiated. <br> (4) Surveys and other assessment instruments aredesigned. <br> (5) Sub-committees are identified to address academic disciplines or areas for growth. <br> (6) Sub-committees meet to formulate ideas and preparerecommendations. <br> (7) Monthly meetings are held with APRC to assess progress and identify action items. |

| Year/Month | Description |
|---|---|
| **Year 1 September - December** | Data Collection & Anaysis; MVR Initiated<br>(1) Units start gathering and analyzing information through conversations, meetings, online discussions, etc.<br>(2) Formal data request from the IR/IE office are received andanalyzed.<br>(3) Surveys and other assessment instruments are administered, collected, and analyzed.<br>(4) Sub-committees continue to meeting and formrecommendations<br>(5) Evidence is organized in preparation for reportwriting.<br>(6) Meetings are held with APRC to assess progress and identify action items.<br>(7) The MVR is initiated by the responsible parties, including data collection/analysis. |
| **Year 1 April** | **Drafting of AA; MVR Finalized**<br>(1) The self-study team starts drafting the AA in sections as assigned in August.<br>(2) Numerous opportunities are provided for reflection and editing by the team.<br>(3) The unit polls faculty and nominates members of the external peer review team.<br>(4) A meeting is held with APRC to assess progress and identify action items.<br>(5) The MVR data collection and analysis is finalized, and the sub-committee prepares its report. |
| **Year 1 May** | **Initial Drafts of the AA & MVR; External Review Team Selection**<br>(1) The APRC approves the unit's nominations for the external review team and initiates the training process by providing resources.<br>(2) Drafts of the AA sections are submitted to a generaleditor.<br>(3) The first draft of the complete AA is forwarded to the APRC for review by mid-May.<br>(4) The MVR is finalized by the sub-committee and brought for a voteby May30.<br>(5) A meeting is held with APRC to assess progress and identify action items. The June meeting should highlight the draft AA and offer suggestions for improvement. |
| **Year 2 August** | **Submission of Final AA & MVR**<br>(1) Numerous opportunities for revision of the AA takeplace.<br>(2) The unit finalizes and submits the AA to the full faculty by August30.<br>(3) The ARPC meets to begin planning for the second year, including preparation for site visit andAP.<br>(4) Meetings are held with APRC to assess progress and identify action items. |

| Year/Month | Description |
|---|---|
| **Year 2 September - November** | **AA Aproval; Site Visit Preparation**<br>(1) The AA Recieves a vote from the unit's faculty.<br>(2) The AA is forwarded to the APRC forreview.<br>(3) The ARPC will forward the complete AA and MVR to the external review team.<br>(4) Travel arrangements and logistics are prepared for the review team. (See Appendix E for a suggested site visitschedule.)<br>(5) Additional data request by the external review team arefulfilled.<br>(6) Meetings are held with APRC to assess progress and identify action items. Specifically, the committee finalizes the logistics for the sitevisit. |
| **Year 2 December - February** | **Site Visit and EPRR**<br>(1) The site visit is conducted between December and January<br>(2) The external review team returns the EPRR by the first week ofMarch. |
| **Year 2 March - May** | **AP Planning & Drafting**<br>(1) In March, the academic unit meets to discuss the results of the internal and external reviews and determine the appropriate course of action for theAP.<br>(2) Drafts are submitted to the editor for review by earlyApril.<br>(3) Meetings are held with APRC to assess progress and identify action items. A draft AP may be reviewed to identify possibleweaknesses. |
| **Year 2 June - July** | **Finalization & Submission of the AP**<br>(1) In June, the academic unit finalizes theAP.<br>(2) The final AP is submitted to the APRC and Provost by the first week of June.<br>(3) The Provost and unit will hold a meeting in late June to discuss the AP. Recommended changes may follow, which will be returned to the unit for discussion and inclusion.<br>(4) By early July, the Provost will approve and recommend a final AP to the Leadership Team. The APRC will coordinate the transfer ofreports.<br>(5) In July, the Leadership Team will meet to review the AP. Recommended changes may follow, which will be returned to the unit for discussion and inclusion.<br>(6) As with the Provost review, the Leadership Team will approve all or part of the AP, thereby authorizing specific initiatives and sanctioning the allocation of fiscal resources |
| **Year 2/3 July - September** | **Budget Request & Allocation**<br>(1) Pending approval of the Leadership Team, the academic unit will incorporate the AP initiative costs into the upcoming fiscal budget |

**Notes –** The above-mentioned timeline reflects a complete cycle for one academic unit. As illustrated in the proposed APR Cycle (Appendix B), two units will be participating in the review at the same time. Therefore, it will be important to allocate the necessary time and resource to complete this process. This especially applies to the required site visit that will require significant inputs from the university community. In conclusion, the above matrix reflects a suggested timeline of events. Individual units may elect to augment or reorder the events to meet individual unit needs.

# Appendices

**Appendix A. Acronym Glossary**

| | |
|---|---|
| AA | Academic Audit |
| ACBSP | Accreditation Council for Business Schools and Programs |
| AP | Academic Plan |
| APR | Academic Program Review |
| APRC | Academic Program Review Committee |
| ATS | Association of Theological Schools |
| CACREP | Council for Accreditation of Counseling and Related Educational Programs |
| CCNE | Commission on Collegiate Nursing Education |
| CR | Core Requirement (from SACSCOC *Principles of Accreditation*) |
| CSWE | Council of Social Work Education |
| EPRR | External Peer Review Report |
| FLDOE | Florida Department of Education |
| IE | Institutional Effectiveness |
| IR | Institutional Research |
| MPA | Master Plan of Advance |
| MVR | Market Viability Report |
| PLO | Program Learning Outcome |
| SACSCOC | Southern Association of Colleges & Schools: Commission on Colleges |

**Appendix B. Proposed Review Cycle**

Each unit will be reviewed on a 2-year schedule as outlined in Section 7. The process would begin in August of the 1st year and end May of the 2nd year. Within an academic year, up to four units will be involved in the review process at various points. Below is a proposed review cycle for the current departments.

| Academic Unit Years | Academic |
|---|---|
| 2018-19 | Barnett College of Christian Ministries & Religion *(School of Divinity\*)*<br>School of Unrestricted Education |
| 2019-20 | School of Business Administration**\*** |
| 2020-21 | Department of Humanities<br>Department of Visual Arts |
| 2021-22 | Department of Communication |
| 2022-23 | School of Leadership Studies<br>School of Legal Studies Depart-<br>ment of Music |
| 2024-2025 | College of Natural & Health Sciences *(Department of Nursing\*)*<br>College of Education *(Department of Undergraduate Studies\*)* |
| 2025-2026 | College of Behavioral & Social Sciences (Social Work\*) |

\*Units with state or professional accreditations may be exempt from aspects of the APR process dealing with academic content and quality. These units will focus primarily on the MVR and the AP, and will not require an additional on-site visit.

**Appendix C. Academic Audit Template**

The Academic Audit (AA) narrative should be organized according to the following outline. While there is no defined minimum page requirement per program, it is expected that the Academic Audit contain a succinct, yet thorough synopsis of the research and findings for each component of the process. The unit will prepare the report answering critical questions for the five focal areas. Specifically, the report should describe current efforts; identify strengths and weaknesses; and cite relevant documentation. Units should incorporate the work of the Curriculum Committee to align SEU's programs with best practices and comparative programs. Please respond to each question, using tables or bullets when appropriate, keeping in mind that the document's emphasis should be on analysis and evaluation rather than description. The audit should be written in the Google Doc corresponding to the Academic Unit conducting its self-study, which can be found in the following Google Drive folder: Academic Program Review Drive

**Executive Summary**

The most important aspect of the AA is an Executive Summary. This section should highlight the key findings in succinct fashion. All of the information should be presented in bulleted format and avoid superfluous language. The final copy should be no more than one page.

**Introduction**

Prepare an introductory paragraph describing the unit, including an overview the unit's mission, its purpose in the university, the number of faculty, the number of support staff, the number of majors, and enrollment trends over the last 5 years.

**A. Program Learning Outcomes**

With regard to program learning outcomes, briefly describe the current state of affairs identify the strengths, weaknesses, and areas for improvement; and cite relevant documentation. The unit should consider the following questions in its narrative: Have we consciously considered what students who complete our courses/programs should know and be able to do? For employment? For their abilities/responsibilities as citizens? Do we use and document information gathered from employers, former students, senior institutions? Do we identify and learn from best practices, evaluate student outcome goals of comparable departments in other institutions?

**B. Curriculum Relevance**

With regard to curriculum relevance, briefly describe the current state of affairs; identify the strengths, weaknesses, and areas for improvement; and cite relevant documentation. The unit should consider the following questions in its narrative: How do we determine what is taught, in what order, from what perspective? Do we work collaboratively on curriculum design? How do we decide what resources and resource materials will be used as content vehicles? Do we consciously consider how the course design relates to other courses students will take as part of this program? Do we consider out-of-classroom activities that could complement or be integrated into the curriculum? Do we identify and learn from best practices? Do we evaluate curricula of comparable departments in other institutions? Have we verified that our graduate curricula comprises an appropriate level of increased academic rigor and complexity that builds on previous undergraduate experiences? Do we maintain consistency between official curriculum and the student-facing curriculum of the Learning Management System? Have we leveraged analytics from the LMS and other systems to produce insights about student success/challenges in the curriculum?

**C. Teaching & Learning Methods**

With regard to teaching and learning methods, briefly describe the current state of affairs; identify the strengths, weaknesses, and areas for improvement; and cite relevant documentation. The unit should consider the following questions in its narrative: How are teaching and learning organized for students? What methods will be used to expose students to material for the first time? To answer questions and provide interpretation? To stimulate student involvement with the material? To provide feedback on student work? Do we integrate High-Impact Practices into our curriculum? Do we analyze teaching and learning processes on a regular basis? Do we strive for coherence in the department's curriculum and educational processes? Do we work collaboratively on process design?

Do we identify and learn from best practices, evaluate teaching and learning methods of comparable departments in ours and other institutions?

**D. Student Success**

With regard to student success, briefly describe the current state of affairs; identify the strengths, weaknesses, and areas for improvement; and cite relevant documentation. The unit should consider the following questions in its narrative: Do we track and monitor retention, persistence, and graduation rates? Do we collect or receive data from the institution on student satisfaction? Have we established formal and informal partnerships with co-curricular/student support departments such as Student Development, Student Leadership, Career Services, First Year Experience, Campus-Wide Events, Mentoring, Multicultural Affairs, etc.? Do we assess the efficacy of such relationships? What measures and indicators do we use to assess student learning? Have we defined indicators or measures of achievement based upon our stated learning objectives? Have we integrated co-curricular learning goals and high-impact practices into our assessment infrastructure? Do we assess performance only at the end of the course/program or do we compare beginning and ending performance to ascertain value added? Who is responsible for assessment? Do we work collaboratively on assessment design, implementation, and analysis?
Do we revise assessments based on regular curriculum mapping efforts? Do we base decisions on facts? Does assessment data filter up into budgetary requests? Do we identify and learn from best practices, evaluate assessment practices of comparable departments in ours and other institutions? Have we considered the degree to which our current assessment practices are equitable and inclusive of minority and historically underrepresented student populations?

## E. Administrative Practices & Procedures

With regard to quality assurance methodologies, briefly describe the current state of affairs; identify the strengths, weaknesses, and areas for improvement; and cite relevant documentation. The unit should consider the following questions in its narrative: Are we organized to ensure that our mutual departmental objectives and priorities are implemented consistently? Is the structure of the unit conducive for a teaching and learning environment? Is sufficient time and energy give to the development of faculty and staff? Do we have a sufficient number of faculty and staff?
How do we determine the number of full-time faculty needed to achieve our mission? How do we establish faculty qualifications for a discipline? What are the processes and procedures for administrative evaluation? Decision-making and resource allocation? Planning and strategic alignment?

## Summary

In bullet format, list the strengths of the unit; list the weaknesses/challenges that have been identified in the unit; and list the actions the unit will take over the next five years to address the challenges identified by this academic audit. The final section will include any summative or concluding remarks to be considered in the Academic Plan (AP).

## Appendices

Any supporting documentation and/or resources should be included in the appendices. A suggested list is included in Appendix K. It is requested that the unit submit the 5-year Statistical Overview (template provided on the next page). This data will be available from the Office of Institutional Effectiveness.

**Appendix D. 5-Year Statistical Overview**

| Faculty | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|
| FT - Professor | | | | | |
| FT - Associate | | | | | |
| FT - Assistant | | | | | |
| FT - Instructor | | | | | |
| *Total FT Faculty* | | | | | |
| Total FT with Terminal Degrees | | | | | |
| % of FT with Terminal Degrees | | | | | |
| *Total PT Faculty* | | | | | |
| Total PT with Terminal Degrees | | | | | |
| % of PT with Terminal Degrees | | | | | |
| *Total Faculty* | | | | | |

*Student Faculty Ratio\**

\* Student Faculty Ratio is computed with the following formula: # of FT student + 1/3 of PT students/ FT faculty+ 1/3 of PT faculty

| Enrollment, Fall Semester | F | P | F | P | F | P | F | P | F | P |
|---|---|---|---|---|---|---|---|---|---|---|
| UG - Major 1 | | | | | | | | | | |
| UG - Major 2 | | | | | | | | | | |
| UG - Major 3 | | | | | | | | | | |
| *Total UG* | | | | | | | | | | |
| GR - Major 1 | | | | | | | | | | |
| GR - Major 2 | | | | | | | | | | |
| *Total GR* | | | | | | | | | | |
| *Total Enrollment (F+P)* | | | | | | | | | | |

## Student Credit Hours (SCH), Fall Semester

Lower Division
Upper Division
Graduate

*Total*

UG SCH as % of Total
GR SCH as % of Total

| Test Scores of Freshmen | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|
| SAT Critical Reading | | | | | |
| SAT Math | | | | | |
| SAT Writing | | | | | |
| SAT Composite | | | | | |
| | | | | | |
| ACT Composite | | | | | |
| ACT w/Writing Composite | | | | | |

## Degrees Conferred*

UG - Major 1
UG - Major 2
UG - Major 3

*Total UG*

GR - Major 1
GR - Major 2

*Total GR*

*Total Graduates*

\* All degrees conferred withing an academic year (July-June), including double majors

## Placement (within 1 Year)

Employed
Continuing Education
Graduate Education

Legend: FT/F = Full-time; PT/P = Part-time; UG = Undergraduate; GR = Graduate; SCH = Student Credit Hours

*A copy of the template along with other APR resources will be available from the Office of Institutional Effectiveness.*

**Appendix E. Sample Site Visit Schedule**

| Session | Time/Attendance | Location |
|---|---|---|
| **Breakfast and Team Meeting at Hotel** | 7:30 am – 8:15 am External Review Team | Hotel |
| **Opening Session & Introduction** | 8:30 am – 9:00 am External Review Team Faculty & Administrators | ABC Bldg. Room |
| **Small Group Meeting #1** | 9:00 am – 10:00 am External Review Team Faculty Members | ABC Bldg. Room |
| **Small Group Meeting #2** | 10:15 am – 11:00 am External Review Team Students | ABC Bldg. Room |
| **Small Group Meeting #3** | 11:15 am – 12:15 pm External Review Team Faculty Members | ABC Bldg. Room |
| **Working Lunch** | 12:15 pm – 1:30 pm External Review Team | ABC Bldg. Room |
| **Flexible Meeting and Work Time** | 1:30 pm – 3:30 pm External Review Team | ABC Bldg. Room |
| (Possible time for materials review, tours, or additional meetings with faculty, administrators, other stakeholders or students; Time for group to discuss observations and work on reports) | | |
| **Exit Interview** | 3:30 pm – 4:30 pm External Review Team Faculty & Administrators | ABC Bldg. Room |

Note: An additional day may be reserved for larger units. It is important to provide ample time for the review team to prepare its report.

**Appendix F. Site Visit Sample Questions**

**Questions for Faculty**
(1) Program Learning Outcomes:
   a. How do you make Program Learning Outcomes visible to students in the courses you teach or in advising sessions? When teaching, in what ways do you reinforce the importance of the course objectives to students and point out how these objectives are related to larger program learning outcomes?
(2) Curriculum Relevance:
   a. Describe the process that you and your department follow to design, evaluate, and improve the curriculum in the department's classes.
   b. How often is curriculum reviewed for relevance? Do you review and update program curriculum maps with faculty-colleagues?
   c. Are you aware of the DFW rates in the courses you teach and know what might be leading to higher DFW rates in certain courses?
(3) Teaching & Learning Methods:
   a. What process do you use to identify and learn from best practices and evaluate teaching and learning methods of comparable programs at other institutions?
   b. How do you ensure that faculty are evaluated and developed?
   c. What different pedagogical models do your employ in your courses? How do you measure their efficacy?
(4) Student Success:
   a. When you come up with or discover a method to assess student success of a program competency that proves very effective, what means are available in your department to share that assessment method with your colleagues?
   b. How often is student learning assessment data reviewed?
   c. Have you partnered with co-curricular units to bolster student success in and outside your classroom?
   d. What High-Impact Educational Practices have you implemented in your courses?
(5) Administrative Practices &Procedures
   a. Considering all the academic support services available at your college, which ones best support student learning in your discipline and how might you increase the impact of those services on your students' success?
   b. What administrative processes are strong? What processes need strengthening?
   c. How frequently do you discuss your course evaluation results with your administrative supervisor(s)?
   d. Can you describe your department's model of governance and the role you play in it?
   e. How do your administrators involve you in strategic planning processes?

**Questions for Students**

(1) Program Learning Outcomes

    a. Perhaps you have asked yourself at the start of a class in this department, "Why do I have to take this course?" Is the answer to this question usually brought up and discussed at the start of a class? If so, is the answer convincing?

    b. Does the initial information provided to you about this department's classes (catalog course description, syllabus, opening class session, online postings,etc.) provide you with a clear idea of course content and expectations? If not, how could these resources be improved?

    c. Does your academic advisor share your program's learning outcomes with you in advising sessions and discuss how they relate to the courses in which you enroll?

(2) Curriculum Relevance

    a. Does the curriculum better prepare you for your future career and vocation? What components are strong? What needs strengthening?

    b. What "out of the classroom" activities for your classes in this department have you participated in and how have these benefited your learning experience?

(3) Teaching & Learning Methods

    a. What kinds of activities help you to learn in your classes?

    b. What kinds of classroom technologies have been most effective in helping you to learn in this department's classes? Least effective?

    c. Do your professors involve the class in alternative methods of instruction to the standard lecture? If so, what methods do they use?

(4) Student Success

    a. Do you think that tests, quizzes, and other evaluation methods adequately measure what you have learned in your classes?

    b. How might your instructors better understand what you have learned in your courses aside from giving tests?

    c. Do you experience a strong, visible connection between the activities and experiences you have in Student Life, Spiritual Formation (chapel), and other SEU co-curricular experiences and what you are learning in the classroom?

(5) Administrative Practices &Procedures

    a. Think about the best class you've ever taken in college. What things that made that class special could be done in this department's classes that would make them better?

    b. Do you feel that your professors have improved their instruction since the first time you took their courses?

**Appendix G. External Peer Review Report (EPRR) Template**

The external review team will prepare a report: (1) evaluating the department's approach to the five educational quality processes, (2) highlighting exemplary practices (commendation), and (3) noting areas for improvement (recommendations). Below is the template to be completed by the team. The EPRR should be written in the Google Doc corresponding to the Academic Unit undergoing peer review, which can be found in the following Google Drive folder: Academic Program Review Drive

**External Peer Review Report**

Name of
Academic Unit
Date of Site Visit
Visiting Team
Members

**Section 1. Evaluation of Educational Quality Processes**

After evaluation of the Academic Unit's internal audit (Academic Audit) and supporting documentation, the review team offers the following evaluation of the [insert name of unit].

**A. Program Learning Outcomes:**

The team should provide a substantive narrative, providing a general overview of unit processes with regard to program learning outcomes. Narrative should include references to Academic Audit and visit interviews.

**B. Curriculum Relevancy:**

The team should provide a substantive narrative, providing a general overview of unit processes with regard to curriculum relevancy. Narrative should include references to Academic Audit and visit interviews.

**C. Teaching & Learning Methods:**

The team should provide a substantive narrative, providing a general overview of unit processes with regard to teaching and learning methods. Narrative should include references to Academic Audit and visit interviews.

**D. Student Success:**

The team should provide a substantive narrative, providing a general overview of unit processes with regard to student success. Narrative should include references to Academic Audit and visit interviews.

**E. Administrative Practices &Procedures:**

The team should provide a substantive narrative, providing a general overview of unit process with regard to administrative practices and procedures. Narrative should include references to Academic Audit and visit interviews.

**Section 2. Commendations**

In the section, the team should provide a list of commendations, which should be sustained and/or expanded. Commendations should be written in narrative format, numbered, and reflect the five education practices. An example is provided below.

1.0 Student success: The unit presented a comprehensive report on student success. For each major, multiple outcomes were identified and evaluated using no less than 2 measures/assessments. Based on the provided documentation, it is clear that the unit has strived to integrate student learning assessment into the annual planning and budgeting processes as evidenced by minute meetings, budget requests, and other relevant documentation…

**Section 3. Recommendations**

In the section, the team should provide a list of recommendations, which should be addressed in the unit's academic plan. Recommendations should be written in narrative format, numbered, and reflect the five education practices. An Example is provided below.

1.0 Curriculum Relevancy: After review of the unit's narrative on curriculum relevance and meetings with faculty and students, the team recommends that the unit reevaluate its curriculum offerings to best suit the needs of its students. While the unit has quality faculty and educational resources, its curriculum lacks relevance and sophistication. In its academic plan, the unit should present an evaluation plan and implementation timeline for a fresh overhaul of its course offerings. Possible tools include curriculum maps, syllabi revisions…

*A copy of the template along with other APR resources will be available from the Office of Institutional Effectiveness.*

**Appendix H. Market Viability Report (MVR) Template**

A sub-committee of the APRC will complete a MVR, outlining the current and future market viability of the program. Specifically, the MVR will include: 1) enrollment trends over the previous five years, 2) enrollment projections for the next five years, 3) the effectiveness of the marketing activities given the competitive landscape, and 4) an analysis of the program resource allocation. The narrative should be organized according to the following outline and be no longer than 3-5 single-spaced pages, not including appendices. Please respond to each section, using tables or bullets when appropriate, keeping in mind that the document's emphasis should be on analysis and evaluation rather than description.

**Introduction**

Prepare an introductory paragraph describing the unit under review. This paragraph should include summative information regarding the unit and the review process.

**A. Enrollment Trends**

With regard to enrollment trends, the committee will prepare a succinct yet comprehensive narrative describing the enrollment trends from the previous five years. A portion of the analysis should take into consideration any environmental or structural changes that might have impacted enrollment. Enrollment charts from the Academic Audit should be included as evidence.

**B. Enrollment Projections**

With regard to enrollment projections, the committee will prepare a narrative describing the current landscape for the particular discipline. Several projection models will be used to determine possible variance in the unit's projected enrollment. The projected enrollment should be displayed in a tabular format for presentation purposes.

**C. Marketing Analysis**

This portion of the report will analyze the current marketing efforts for the particular unit. Special attention should be given to the effectiveness of web, print, and other forms of advertisement employed by the university. As well, this section should analyze the discipline's marketability within the current landscape. Vocational indexes should be used as a measurement. The final portion will provide recommendations for improving marketing efforts.

**D. Analysis of Program Resource Allocation**

With regard to resource allocation, the committee will analyze the budget allocations for the department for the previous five years. The following questions should be considered: Are sufficient resources allocated to accomplish the mission of the unit? Are sufficient resources allocated to cover the required expenses/functions? What recommendations should be considered in future resource allocation cycles?

**Summary**

In bullet format, the committee will list the strengths of the unit; list the weaknesses/challenges that have been identified from the review; and list the actions the unit should take over the next five years to address the challenges identified by the MVR. As well, the final section will include any summative or concluding remarks to be considered in the AP.

**Appendices**

Any supporting documentation and/or resources should be included in the appendices, if necessary. Most enrollment trends and other statistical data will be incorporated into the body of the narrative.

*A copy of the template along with other APR resources will be available from the Office of Institutional Effectiveness.*

**Appendix I. Academic Plan (AP) Template**

Based on findings and recommendations from the APC Review, the academic unit will prepare a five-year academic plan. The plan should highlight key strategies, timelines, and needed budget for addressing the recommendations from the APC Review and/or internal sources. The unit should prepare the plan using the following template*.

| [Academic Unit Name] Academic Plan | | |
|---|---|---|
| **1.0 [Strategic Outcome description]** | | |
| **Action Plan** | **Budget** | **Timeline** |
| 1.1 [Initiative description] | [$ amount] | [implementation or launch date] |
| 1.2 [Initiative description] | [$ amount] | [implementation or launch date] |
| 1.3 [Initiative description] | [$ amount] | [implementation or launch date] |
| 1.4 [Initiative description] | [$ amount] | [implementation or launch date] |

*The above outline will be repeated for each outcome. At most, the unit will identify 4-6 outcomes to be achieved over a five year timespan. If desired, the above narrative can be developed in a tabular format.

*A copy of the template along with other APR resources will be available from the Office of Institutional Effectiveness.*

**Appendix J. Suggested List of Stakeholders**

➢ Instructional workforce within the program(inclusively)
   o Full time faculty who teach in the program
   o Part-time faculty (adjuncts) who teach in the program
   o Graduate students who teach in the program
   o Online faculty who teach in the program
   o Specialty support persons (lab technicians, learning center leaders, teaching assistants, etc.)
➢ Faculty from "client disciplines" (those majors or programs that require the unit's classes)
➢ Faculty from "supplier disciplines" (those who teach co/prerequisites for the unit)
➢ Distance education staff

- ➢ Students
    - o Current students
        - ▪ Majors
        - ▪ Non-Majors
    - o Graduates(Alumni)
    - o Non-completers
- ➢ Administrators
    - o Chief Academic Officer
    - o Dean (Assistant Dean,etc.)
    - o Department Head (Director, Coordinator,etc.)
    - o Outlying site director
    - o Other
- ➢ Peers in your discipline from similar institutions
- ➢ Representatives of colleges/universities that frequently accept students/ graduates in the major from your program
    - o Program or major admissions person(s)
    - o Faculty from the discipline at that college/university major
- ➢ Advisory Board members (or, if your program does not have a formal Advisory Board, professionals in the fields most closely related to your program)
- ➢ Employers of graduates

*Note: This list is not inclusive. Each unit should identify all stakeholders who contribute to or benefit from the program.

**Appendix K. Suggested List of Appendices & Exhibits**

➢ General Institutional Description Support Materials
  o Institution's web page address
  o Mission Statement of the College
  o Strategic plan for the college
  o Academic Affairs goals
  o Division/department/program goals
  o College organizational chart
  o College Catalog
  o Institutional Research (IR) web page & Fact Book
➢ Division/department/program organizational chart
➢ List of Department/Program Courses
  o Program Course Plan (for certificate or degree program)
  o Sample syllabi and/or departmental syllabi for all department/program courses
➢ Faculty Research Information
  o Use in instruction
  o Integrated with student research
➢ Faculty Evaluation Process materials
  o Faculty Handbook
  o Faculty Evaluation Process guidebook
  o Sample faculty portfolio from a program faculty member
  o Sample classroom observation form for faculty
  o Sample copy of questionnaire used for the Student Evaluation of Faculty
  o Sample copy of student response form used for the Student Evaluation of Faculty
➢ Results of the Enrolled Student Survey
➢ Self-Study Process
  o Calendar of events for the self-study process
  o Minutes of meetings
  o Questions used in the self-study –for Faculty, Students,etc.
  o Copy of any formal survey developed and used in the self-study process
  o Guiding questions used in conversations/discussions
  o Link to website or other online forum used in the process
➢ Samples of Students' Work (projects, portfolios,etc.)
➢ Test Results of any "capstone" or other department wide "end of course"exam
➢ Success rates, graduation numbers, placement rates, etc. (may be available in the Fact Book).
➢ List of Advisory Board members

*Note: The appendix will be customized according to the unit especially in regards to how the unit conducted the academic audit, the process followed, the tools (surveys, meetings, etc.) that employed, etc.

**Appendix L. Examples of Past Academic Unit Steering Committees**
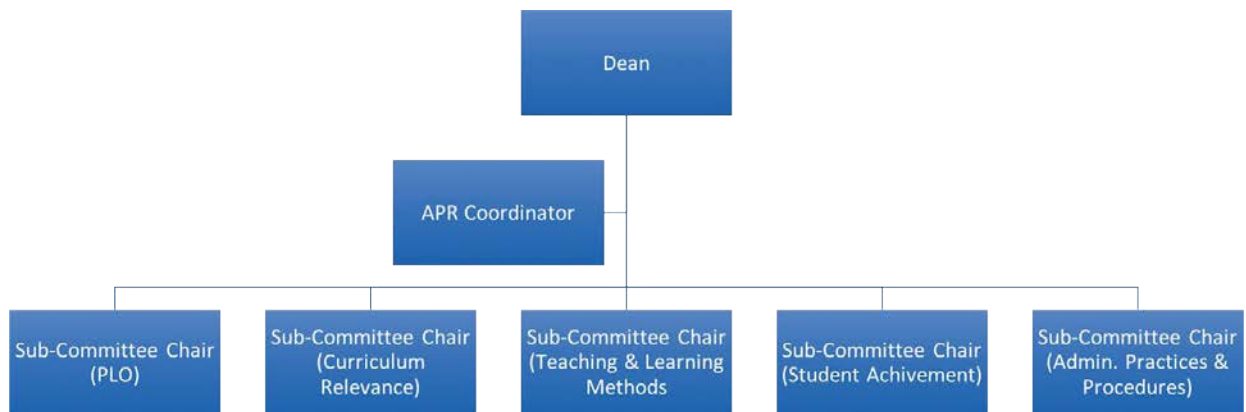


An academic unit that completed the APR process in spring 2017 employed the above steering committee structure for its program review. The APR Coordinator oversees the work of subcommittees, organized by Academic Audit section. Each subcommittee is responsible for the research, reflection, and composition of a single section of the audit. Its greatest strength is the simple facilitation of cross-departmental/ interdisciplinary collaboration among the unit's faculty, as the subcommittee structure is organized by sections of the Academic Audit, rather than by department/program. A potential vulnerability is that subcommittees must make an effort to solicit adequate consultation from relevant disciplinary experts within their larger academic unit, if such representation does not already exist in the subcommittees membership. While each academic unit that undergoes the APR has agency in determining the precise structure of their steering committee, the Office of Institutional Effectiveness recommends the use of the above structure when possible, based on assessment of its efficacy and previous success.
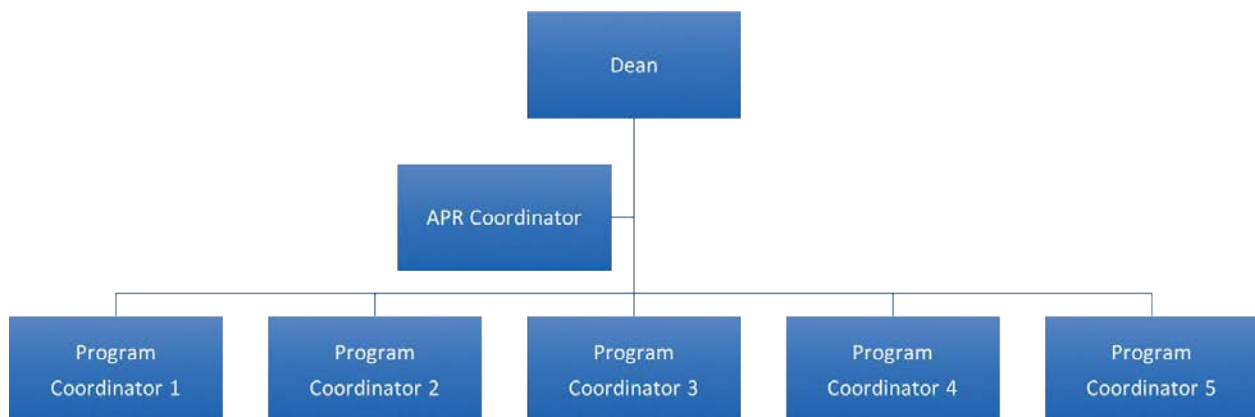


The above steering committee structure was used by a program that conducted its review in the 2016-17 academic year. The APR Coordinator oversaw the work of multiple academic program coordinators, each of whom was tasked with the composition of their respective program's portion of all 5 sections of the Academic Audit. Essentially, each coordinator wrote a distinct, miniature version of the larger self-study. Taken together, the work of the 5 coordinators in conglomeration became the academic unit's Academic Audit. The strength of this approach is that it allows program coordinators to act as authors of all material in the audit relevant to their discipline and expertise. A potential vulnerability of this structure is that it circumvents the possibility of intrinsic interdisciplinary collaboration within the committee structure. A major vulnerability of this structure is the potential inconsistency of quality, perspective, voice, and formatting of the self-study, as a result of differences in authorship throughout each section of the audit. If the above structure is adopted, the APR Coordinator must exercise significant editorial influence to ensure consistency and quality in the final document.

# Notes

# Notes

**Southeastern University**

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