



GUIDELINES FOR REVIEW OF ACADEMIC PROGRAMS

History.

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

This document revises and supersedes OAA Memorandum 00-1 “Guidelines for Review of Academic Programs” in light of subsequent review process experience. OAA began implementation of these Guidelines in the 1999-2000 academic year.

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

1. The purpose of the review is academic program improvement.
2. Program review provides an opportunity for the unit to accurately portray their unique character and outcomes and set future goals.
3. An informed periodic assessment of program status provides a basis for planned change that systematically links university and unit goals.

Overview.

1. The unit of the review is the academic department; however, exceptions can be made if there is a need to review one or more of the department’s programs on a different cycle.
2. Graduate programs will be reviewed on a separate cycle unless the department or dean chooses to review undergraduate and graduate programs at the same time.
3. Departments are reviewed on a seven-year cycle, unless aligned with an accreditation schedule of a shorter period.
4. The OAA is responsible for coordinating and monitoring the program review process, setting deadlines for the steps of the process, and providing annual reports to appropriate administrators and faculty committees.
5. The OAA provides support for the review, including a planning workshop for program review committee members and regular advisement with the department self-study committee, as requested. OAA staff can also assist the department by reviewing preliminary drafts of the self-study or providing other help as needed / requested.
6. The department should consult with the Director of Assessment when planning and

Office of Academic Affairs Memorandum No. 05-4
February 20, 2006
(Revised September 3, 2009)
Page 2

- implementing their review.
7. The review is based on a self-study prepared by the department faculty and staff. The review should be written in terms understandable to readers from outside of the discipline.
 8. The self-study is based on a core of common categories (see page 4 below) expanded as needed to address specific concerns or unique aspects of the department.
 9. The Office of Institutional Research will work with the department to prepare a departmental profile containing a ten-year summary of faculty, student, credit hour, and resource information to inform the self-study. Departments should collect additional data as needed for comparative purposes and to support specific recommendations.
 10. The self-study should describe the processes for assessing the program objectives, the timeline for assessing, and the constituencies involved. It should also incorporate the findings of the departmental assessment program and indicate how they were used to improve the department's programs.
 11. The self-study culminates in an analysis of program strengths and weaknesses and recommendations for future development.
 12. Peer review teams (both an internal team and an external team) will be assembled appropriate to the circumstances of each program. The teams will be appointed by the college / school dean after consultation with the department/program.
 13. The peer review teams, the department chair and the dean/director of the department's school/college/division will review and comment on each departmental self-study prior to submission of the final copy to the VCAA.
 14. The department will have the opportunity to respond to the reviewers' comments and revise the self-study accordingly.
 15. The department will develop a plan of action, including progress indicators, based on the self-study recommendations and reviewers' comments. Requests for resources (financial and non-financial) are included in the plan, and are expected to be incorporated into the departmental budget planning process.
 16. The final report will be submitted to the VCAA and the AVCAA in charge of Program Review in both electronic and hard copy format.
 17. The departmental plans will be integrated into the school/college/division annual planning and budget documents which in turn will be integrated into the VCAA's planning and budget process. Deans will have responsibility for tracking the process of implementing the recommendations.

Review Schedule

The following schedule divides the review process into four stages: (1) planning for the self-study, (2) performing the self-study, (3) undergoing review and recommendations, and (4) implementing planning and implementation.

Planning for the self-study		
March / May	OAA confirms with the dean the departments scheduled for review the following academic year	OAA

Office of Academic Affairs Memorandum No. 05-4
February 20, 2006
(Revised September 3, 2009)
Page 3

	Dean confirms with the departments	Dean
March – August (continued)	Department selects a self-study committee	Department
May - September	OAA meets with the chairs of programs going up for review (may be at their request or as part of the team workshop)	OAA
August - September	IR, in consultation with the department, prepares a departmental profile	Institutional Research
August - September	OAA provides workshop for department review team members	OAA
September	Department provides specific topics for the self-study to OAA and Dean. Department meets with Director of Assessment for consultation.	Department
	OAA/Dean add topics to self-study	OAA/Dean
Performing the self-study		
September - April	Department conducts self-study	Department
Review and recommendations		
March - April	Department submits self-study to dean.	Department
April – May	Dean forwards comments to program review chair	Dean
September- October	Peer review teams (internal and external) meet to review self-study then meet with review teams to discuss findings.	Peer Review Teams
October - November	Department responds to recommendations, revises draft, and prepares a multi-year plan of action	Department
November-December	The final draft is submitted to the dean for approval.	Department, dean
Implementation		

Office of Academic Affairs Memorandum No. 05-4
February 20, 2006
(Revised September 3, 2009)
Page 4

December	The dean writes a letter supporting the review and sends it with the final report to the VCAA and AVCAA in charge of program review	Dean
January	The dean, program chair, program review chair and review team (if appropriate) and the IPFW Director of Assessment meet with the VCAA to discuss results of review.	Dean, VCAA, Department
February	The chair, dean and VCAA integrate departmental plans of action into the annual planning/budget process.	Chair, Dean, VCAA
Ongoing	Implementation of plan is monitored by department chair, dean, and OAA. The plan will guide program development and budget allocation.	Chair, dean, VCAA

The Self-Study Outline for Departments without Professional Accreditation (See page 6 for instructions to departments subject to Professional Accreditation).

The departmental Self-Study must follow the topic outline below. Individual departments, in consultation with the Dean and the VCAA, may develop additional topics specifically relevant to their own programs.

For each topic, the department must provide a description of the current situation, evidence for and an analysis of effectiveness, and recommendations for further improvement.

Mission

- Currency of the department mission statement and its relationship to the school or college and campus missions.
- Departmental process for mission, program review and planning

Curriculum

- Program (major, minor, general education, service) description
- Program learning goals
- Program requirements
- Enrollment trends
- Program requirements as compared to peer institutions and national standards and trends
- Evidence and assessment of student learning

- How the curriculum moves students towards meeting the goals of the Baccalaureate Framework (for majors)
- Future viability of the program

Delivery

- Dominant teaching methods
- The role and future of distance learning in the department
- Course scheduling and availability

Faculty

- Qualifications, including associate or LTL faculty
- Strategies for attracting and retaining a diverse faculty
- Faculty accomplishments: Teaching, Research, and Service
- Workload assignments
- Proportion of faculty by title
 - tenured, tenure-track, non-tenure track, associate (LTL) faculty
- Promotion and Tenure criteria
 - including a comparison to criteria used by similar departments at other universities
- Governance structure
- Faculty participation in governance
- Faculty development
- Engagement with students and the community

Students

- Profile
- Changes / trends
- Diversity strategies
- Advising system / philosophy
- Support Services
- Student Organizations
- Recruitment/retention
 - including special strategies for at-risk and first-year students
- Accomplishments
- Graduation rates and trends
- Alumni
 - satisfaction, graduate school, job placement of recent graduates

Other Programs/Services

- Special Programs
 - Centers of Excellence, lecture or performance series, etc.
- Outreach services
- Community connections
- Other programs and services

Facilities and Resources

- Administrative staff
- Support staff
- Office and teaching space
- Research space
- Special space needs
- Library holdings
- Computers
- Equipment

Analysis and Recommendations

- Departmental strengths, challenges, and areas for improvement
 - Recommendations of the internal and external reviewers and departmental reactions
 - Outcomes of recommendations made in the most recent prior program review
 - Strategic goals and objectives for the next 3-5 years, including
 - What will it take to enhance program quality and move the program to the next level?
 - Existing resources that could /should be reallocated
 - How the department would prioritize and allocate additional resources
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In lieu of a full Program Review, departments subject to professional accreditation will submit a copy of their accreditation self-study, the report of the site visitors and the final accrediting report, with an addendum reporting on all of the following not already covered in the self-study:

- Promotion and tenure criteria as compared to similar programs in peer institutions
- Evidence and assessment of student learning
- How the curriculum moves students towards meeting the goals of the Baccalaureate Framework (for majors)
- Future viability of the program
- Analysis and Recommendations that include:
 - Departmental strengths, challenges, and areas for improvement
 - Strategic goals and objectives for the next 3-5 years, including
 - What will it take to enhance program quality and move the program to the next level?
 - Existing resources that could /should be reallocated
 - How the department would prioritize and allocate additional resources

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