STETSON UNIVERSITY

Guidelines for Academic Program Review	STETSON UNIVERSITY

Academic Program Review at Stetson University is a collaborative, dynamic process designed to promote student learning and success.

GUIDELINES FOR ACADEMIC PROGRAM REVIEW

INTRODUCTION TO ACADEMIC PROGRAM REVIEW

Academic Program Review (APR) at Stetson University is a dynamic, collaborative process designed to create healthy academic programs that are mission-driven, dedicated to continuous self-assessment, analysis, and engaged in strategic planning. Program review at Stetson places emphasis on (1) student learning and achievement; (2) teacher-scholar engagement and excellence; and (3) plans, efforts, and resources directed toward continuous development of the program's quality and reputation. These emphases ensure that the reviews relate to the attainment of the University mission and that warranted recommendations for improvement are thoroughly considered and implemented.

Program review begins with a self-study led by program faculty who seek to assess and further develop the quality of their academic program by determining how well curriculum, faculty resources and activities, and other components work together to facilitate student success. To provide a broad perspective of the program, the program review process encourages involvement of multiple faculty, administrators, stakeholders and external specialists in the discipline.

As resources generally tend to be allocated at the department level, for the purpose of program review, a program is defined as a department, including all majors and minors. Interdisciplinary programs, such as Honors, are considered distinct programs.

RESPONSIBILITY FOR PROGRAM REVIEW

Institutional Research & Effectiveness (IR&E) coordinates the program review process and maintains the program review schedule. All academic units will be scheduled for review over a five-year period (Appendix A). If a unit also experiences periodic peer review for purposes of accreditation, the internal and external review processes will be carefully coordinated to minimize duplication of faculty time and effort. The Dean of each college or school will be responsible for overseeing the reviews of programs within his or her school. Institutional Research and Effectiveness will consult with the Dean and the Program Chair to plan and facilitate the self-study and review.

COMPONENTS OF PROGRAM REVIEW

In most cases, program review is a year-long process that involves the following key elements. A step-by-step illustration of the process is provided in Appendix B.

Evidence-based self-study + External review + Dean's review = Program Review
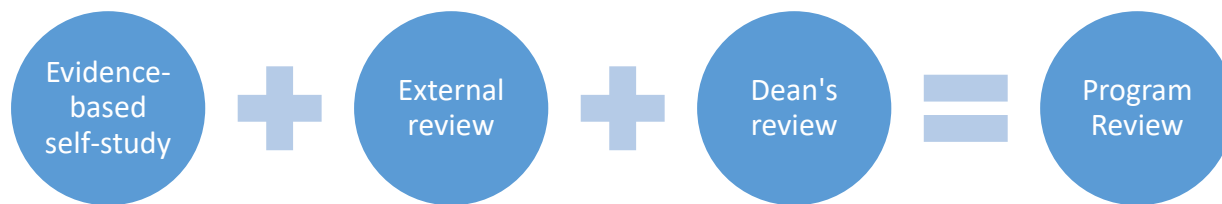
STEP 1: THE SELF-STUDY

The self-study is a key element of the program review process. It is intended to give program faculty and staff an opportunity to conduct a critical evaluation of their current activities and the academic program. The self-study requires candid consideration of program strengths and opportunities for improvement, as well as plans for future strategic directions.

Several programs at Stetson are accredited by discipline-specific accrediting agencies. Such programs may organize the self-study in a manner consistent with external self-study documents, thereby aligning the internal program review with external frameworks and reporting requirements to avoid unnecessary duplication of effort. This approach provides programs undergoing external accreditation an opportunity to leverage the program review process to help make improvements in advance of accreditation cycles.

The self-study should address the broad areas outlined on subsequent pages in the manner most conducive to communicating the story of the program. Useful self-studies are thorough, yet concise. In general, the self-study narrative should not exceed 25 single spaced pages, excluding appendices. Departments addressing multiple majors or minors in the self-study will have longer reports; however, each section (i.e., each major or minor addressed) should not exceed 25 pages, excluding appendices.

Bullet points below are provided as suggestions and are not meant to serve as an exhaustive checklist.
Suggested data sources for each section are provided in Appendix C.

Section I: Program Profile.

This section should include basic information about the program including degrees offered, mission statement, and student learning outcomes.

- Date of last program review

- If the last review occurred within the past five years, describe how the program has addressed recommendations received from the external reviewer. Include the report from the external reviewer in the appendix.

- Degrees offered (including any minors or concentrations)

- Statement of mission, including relationship to school and university missions

- Discussion of significant changes (organizational changes, curriculum restructure, etc.)

- Distinctive characteristics of the program

Section II: Program Trends.

This section should include a narrative that summarizes the relevant trends experienced by the program over the last five years, with a discussion of significant changes.

1. Enrollment Trends

- Over the last five years, has the number of students within the program increased, decreased, or remained stable?

- What is the current profile of program majors/minors (i.e., gender, ethnicity, class level distribution within the program, residency, etc.)? How has this changed over the last five years?

- If the program has experienced significant growth, what changes have been made to accommodate the increased demand?

- Does the program have the capacity for growth? If so, what strategies does the program employ to recruit more students?

2. Retention & Graduation Trends

- Over the last five years, has the retention rate of students within the program increased, decreased, or remained stable?

- Over the last five years, has the number of graduates within the program increased, decreased, or remained stable?

- What does the program do to facilitate student retention and graduation?

3. Faculty Trends

Discuss changes in the program faculty body that have occurred in the last five years; specifically, if there have been significant changes in the profile of the faculty body (i.e., large increases in the number of part-time faculty, efforts to increase gender equity, etc.).

- Profile of program faculty (i.e., gender, ethnicity, rank, tenure, highest degree, years of service, full-time/part-time status)
- Number of faculty hired in last five years (new lines compared to replacements, full-time hires compared to part-time hires)
- Percent of full-time faculty compared to part-time faculty
- Service expectations of faculty (i.e., typical advising load or number of committee assignments)
- CVs of all current full-time faculty members (to be included in the appendix)

Section III: Curriculum and Pedagogy.

Provide an overview of the program's curriculum, including requirements for the major/minor, with particular attention to changes occurring within the past five years.

- Have there been any major changes in the curricular content, delivery, standards or other expectations of the program?
- How has the program adapted to respond to external changes (i.e., changes in employment trends, emergence of new disciplines, etc.) to prepare students for success?
- How has technology been integrated into the curriculum?

Section IV: Student Learning Outcomes (SLOs) and Assessment Processes.

Provide a holistic discussion of the program's student learning outcomes, assessment processes, and overall result trends.

- What are the program's student learning outcomes?
- When were the outcomes last revised? Discuss revisions occurring within the last five years, with emphasis on why changes were made.
- What significant trends are indicated in your student learning results (i.e., are there particular SLOs that consistently fall short of expected targets)?
- How are assessment results used to improve student learning?

Section V: Resources.

Discuss adequacy of current resources supporting the program, as well as any anticipated changes in resource needs for the future. Resources discussed might include faculty, budget, physical space, equipment, library holdings, grants, etc.

- Is the current faculty body sufficient to meet the demands of the program?

- What are the current income and expenses associated with the program for the academic/fiscal year?

- Are there planned or anticipated changes in the program that will impact income and expenses? If so, provide details.

- Are existing library resources adequate to support the needs of the program?

- Is the physical environment allotted to the program sufficient? Why or why not?

- Are instructional technologies, other equipment, and supplies sufficient?

Section VI: Program Excellence.

This section should highlight significant accomplishments and improvements within the program over the last five years.

- Significant contributions, recognitions and accomplishments of faculty

- External recognition of students, graduates, or alumni

- Student internships, significant research projects, job placement, etc.

- Publications by faculty and/or students

- Number of external grants applied for and awarded

Section VII: Strategic Directions.

Using the prior sections as a foundation, provide a detailed discussion of the program's plans for the future, both short term and long term.

- How do degrees awarded trends compare to those of peer institutions?

- How do Burning Glass Program Insight and Labor Insight data validate existing program design or indicate a need for changes? (Contact IR or University Marketing for access to these reports.)

- Are there anticipated external changes likely to impact the program (i.e., emergence of new disciplines, changes in employment outlook trends, significant changes regional/national skill demands, etc.)? If so, what plans are in place to address such changes?

- Identify current and anticipated challenges and opportunities facing the program.

- What plans are in place to enhance the quality of the program in the next five years?

STEP 2: EXTERNAL REVIEW

The program chair will provide the Dean with names and supporting information of three (3) candidates, one of which will be invited to serve as the external reviewer. The candidates should be recognized within the appropriate discipline as teacher-scholars. Ideally, the candidates will have previous experience as program reviewers. Consulting with the program chair, the Dean will select a reviewer and make arrangements for the external review. The Dean will submit the self-study documents and appropriate information about the University to the external reviewer, and will establish a timetable for the external review.

The external reviewer will review the self-study, visit the campus, meet with appropriate stakeholders, and will then write a report based on evidence provided, observations and interviews conducted, and disciplinary standards and best practices. The external reviewer's report (Appendix D) will summarize the strengths of the program and recommend changes if appropriate. Within a month of the site visit, the external reviewer will submit the report to the Dean, who will forward it to the program chair.

STEP 3: REVIEW BY THE DEAN

Within six months following receipt of the reviewer's report, the program chair will submit the comprehensive program review document, including the entire self-study, the external reviewer's report, a response to the reviewer's report, and a plan for addressing issues raised in any part of this process. This comprehensive report and any supporting documentation is submitted to the Dean for review.

STEP 4: SUBMISSION TO THE PROVOST

Once the program review is approved by the Dean, copies of the completed report and all supporting documentation must be submitted to the provost's office. A copy of the final document should also be provided to Institutional Research for archiving.

ADDITIONAL QUESTIONS

Program Review at Stetson University is designed to help programs demonstrate their effectiveness and to aid in ongoing improvement efforts. Considerable university-level support is available to program stakeholders throughout the program review process. Questions concerning program review should be directed to the appropriate dean and/or Institutional Research.

APPENDIX A: PROGRAM REVIEW 5-YEAR SCHEDULE
Revised March 2021

Academic Year	College of Arts & Sciences	School of Business	School of Music	University/ Interdisciplinary Programs
2019-20 (Year 1)	• Creative Arts (Art, Digital Arts, Theatre) • History • Psychology • Sociology & Anthropology	• Applied Statistics (minor)	• Composition • Music Technology (minor) • Music Theory	• Africana Studies • Journalism
2020-21 (Year 2)	• Chemistry (Chemistry & Biochemistry) • Counselor Education (Clinical Mental Health Counseling & Marriage, Couple and Family Counseling & Play Therapy) • Mathematics (Math & Applied Math) • Russian Studies	• Association to Advance Collegiate Schools of Business (AACSB) Reaffirmation Self-Study (all degree programs)	• National Association of Schools of Music (NASM) Reaffirmation Self-Study	• Community Engagement • Honors
2021-22 (Year 3)	• Computer Science/Computer Information Systems/ Cybersecurity • Economics • Education (Education & Educational Leadership) • Global Development • Health Sciences • Philosophy • Physics • Public Health • World Languages & Cultures	• Business Law (minor)	• BA Music • BM Outside Field	• International Studies
2022-23 (Year 4)	• American Studies • English (English & Creative Writing MFA) • Environmental Science & Studies • Latin American Studies (minor)	• Data Analytics (minor)	• Performance	• Gender Studies • Social Science • Sustainable Food Systems
2023-24 (Year 5)	• Biology (Aquatic & Marine Biology, Biology, Molecular Biology) • Communication & Media Studies • Political Science • Religious Studies	• Sport Business (minor)	• Music Education	• Asian Studies • Latin American and Latino Studies

Note: College of Law completes an American Bar Association (ABA) regular comprehensive site evaluation every ten years. The next regular comprehensive review by the ABA is scheduled for 2024-25.

APPENDIX B: PROGRAM REVIEW PROCESS

In most cases, the Program Review process should follow a general timetable that allows the entire review process to be completed within 16 months, following the <u>suggested</u> outline below. Although programs typically begin the process in fall of the academic year of their scheduled program review, it may be advantageous to begin initial preparations (e.g., establish timeline and assignments; identify an external reviewer) in the prior spring semester, so that Chairs and faculty who opt to work on the self-study over the summer can do so.

Month 1.
- Dean charges Program Chairs of scheduled programs to initiate program review process.
- Program Chairs contact Institutional Research & Effectiveness (IR&E) to review the process and discuss data needs.
- Program Chair works with faculty and staff who will be involved in the program self-study to assign self-study tasks and to establish timelines for the study's and the report's completion.

Month 2-7.
- Program Chair and faculty gather data, conduct assessments, analyze results, and write the self-study report.
- Program Chair submits to their Dean the names and CVs of three potential External Reviewers who have agreed to serve as reviewers if approved.
- Dean selects and appoints the External Reviewer.

Month 7-8.
- Program Chair submits draft of self-study report to their Dean for review.
- Dean suggests revision or approves submitting report to External Reviewer.
- Program Chair makes necessary revisions to the self-study (if needed).
- Program Chair and Administrative Assistant coordinate travel and lodging arrangements for External Reviewer's campus visit.

Month 9.
- Program Chair sends final self-study report to External Reviewer and coordinates the on-campus visit (e.g., schedule).

Month 10-11.
- External Reviewer reviews self-study materials and prepares for on-campus visit.

Month 12.
- External Reviewer visits campus, then writes, and submits his /her report to the Dean within 3-4 weeks of campus visit.
- Dean reviews and shares the External Reviewer's Report with Program Chair.

Month 13-14.

- Program Chair and faculty prepares response to the External Reviewer's report.
- Program Chair submits final self-study documents, including response to the External Reviewer's report to Dean.

Month 15-16.

- Dean reviews the self-study report and provides a written response to the Program Chair.
- Final self-study document is submitted to the Provost, with a copy to IR&E.
- Program chair shares the Dean's response with faculty, and they develop action steps, as needed, and a timeline to address concerns raised by the External Reviewer and Dean.

APPENDIX C: SUGGESTED DATA SOURCES

Section I: Program Profile

- Primary data source: information maintained within the program
- Supporting data sources:
    - Stetson Mission and Values
    - Strategic Map

Section II: Program Trends

Enrollment Trends

- Primary data source: data from Institutional Research, available in Power BI "Program Data Report" *(Chairs have access; others must contact IR for access.)*
- Supporting data source: data maintained within the program

Retention & Graduation Trends

- Primary data source: data from Institutional Research, available in Power BI "Retention & Graduation" report *(Chairs have access; others must contact IR for access.)*
- Supporting data source: data maintained within the program

Faculty Trends

- Primary data source: faculty data maintained within the program
- Supporting data source: Institutional Research for additional data as needed

Section III: Curriculum and Pedagogy

- Primary data source: curriculum information maintained within the program
- Supporting data sources:
    - UCCAP documentation
    - UGEC documentation
    - Data from Institutional Research, available in Power BI "Grade Distribution" *(Chairs have access; others must contact IR for access.)*

Section IV: Student Learning Outcomes and Assessment Processes

- Primary data source: annual assessment reports maintained within the program
- Supporting data sources:
    - Institutional Research Assessment information
    - University Catalog – learning outcomes for each major

Section V: Resources

- Primary data source: annual budget reports and data maintained within the program; physical environment and technological resources
- Supporting data sources:
    - Enrollment data from Institutional Research, available in Power BI "Program Data Report" *(Chairs have access; others must contact IR for access.)*
    - Credit hour and class size data from Institutional Research, available in Power BI "Credit Hours by Home Dept." report *(Chairs have access; others must contact IR for access.)*
    - Program budget information
    - Library resources

Section VI: Program Excellence

- Primary data source: information maintained within the program and by individual program faculty
- Supporting data sources:
    - DuPont-Ball Library's annual Faculty Review
    - Grants, Sponsored Research and Strategic Initiatives
    - Stetson University In the News
    - Stetson University News Releases

Section VII: Strategic Directions

- Primary data source: information and planning documents maintained within the program
- Supporting data sources:
    - Degrees awarded by peer institutions data from Institutional Research, available in Power BI "Program Data Report" *(Chairs have access; others must contact IR for access.)*
    - Bureau of Labor Statistics data from Institutional Research, available in Power BI "Degrees and Occupational Outlook" report *(Chairs have access; others must contact IR for access.)*
    - Bureau of Labor Statistics' Occupational Outlook Handbook
    - Florida Workforce Fastest-Growing Occupations
    - Burning Glass - Labor Insight data (facilitated by Institutional Research)
    - Burning Glass - Program Insight data (facilitated by Institutional Research)

APPENDIX D: EXTERNAL CONSULTANT REPORT GUIDELINES

The purpose of the external review is to provide an objective analysis and discipline-based review of the academic program. To help fulfill this purpose, external reviewers are required for all program reviews.

At a minimum, the report should contain the following sections:

Section I: Executive Summary
Please provide a brief overview of the review process, to include:

- When the review occurred
- Program faculty and stakeholders involved
- Summary of key findings and recommendations

Section II: Evaluation of Program Quality
Provide an assessment of the following areas:

- Curriculum
- Faculty
- Student outcomes
- Resources and facilities

Section III: Program Strengths and Weaknesses
- Identify and discuss specific program strengths
- Identify and discuss specific program weaknesses

Section VI: Recommendations and Strategic Directions
Provide recommendations and insights to facilitate continuous improvement in the program:

- Recommendations
- List any advantageous opportunities for improvement not identified by the program
- Provide an assessment of the viability and appropriateness of the strategic directions proposed by the program

Section V: Additional Insights and Feedback
- Discuss any additional insights and feedback that would be beneficial to fostering improvement of the program.