SOUTHERN UTAH UNIVERSITY
Policies and Procedures

Policy # 6.41
Date Approved: 06/13/03
Date Amended:
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SUBJECT: ACADEMIC PROGRAM REVIEWS

I. PURPOSE: Describe policy and procedures for academic program review.

II. POLICY:

A. Background. The Utah State Board of Regents has delegated responsibility for academic program review to the Southern Utah University Board of Trustees. Program reviews will be conducted under the direction of the Provost's Office and submitted to the President and to the Board of Trustees, and as needed, the Office of the Commissioner of Higher Education. A systematic, program review process is a significant dimension of the University's assessment program.

B. Purpose of Academic Program Reviews. The purpose of program review is to improve the quality of academic programs. The review provides information, analysis, and evaluation that will help the University identify program strengths, suggest areas for improvement, and make recommendations and commendations.

C. Review. Program review begins with the Academic Program Review Committee (APRC):

1. The APRC will oversee the process of academic program review and will be comprised of the faculty senate president, and the associate provost, and seven senior faculty members (one from each academic school or college and one representative of at-large faculty) appointed by the provost.

2. The APRC will meet at least each semester and will select candidate degree programs for review. No program may undergo review more often than every five years except as approved by the Board of Trustees.

3. The focus of the committee will be to improve the quality of undergraduate and graduate degree programs. In addition, reviews should include an evaluation of the need for and cost-effectiveness of the program.

4. The committee will recommend to the Provost whether changes should be made to programs, including the application of physical and financial resources.

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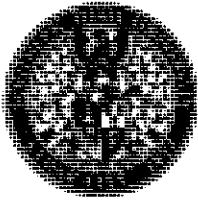
D.   Process.

   1.   Program reviews:

      a.   are faculty-driven with self-study involving faculty from the program being reviewed and with review being provided by peers from other programs
      b.   incorporate external review;
      c.   occur on a regular cycle;
      d.   are evaluative, not just descriptive;
      e.   are forward looking and focus on continuous improvement;
      f.   are concise, balanced and honest; and,
      g.   result in an action plan that will be implemented by the faculty.

   2.   Initial steps and notification:

      a.   each school or college of the University will be responsible, according to a rotating schedule (see Appendix A), to complete a self-study pursuant to the criteria in Appendix B;
      b.   in September, the APRC notifies the dean of the selected program in writing to begin the formal process of program review using available data and information, catalogs and syllabi, and other materials in the college or school;
      c.   the Institutional Research Office prepares activity reports and other data; and,
      d.   under the leadership of the dean, a faculty committee will be established as per paragraph E.2. below. The committee will,
         •   review the criteria in Appendix B,
         •   analyze available data and information sources, and
         •   prepare a draft of the self-study document.
         (A self-study prepared for a specialized accreditation may satisfy this requirement.)

   3.   External review:

      a.   every self-study will receive an external review for additional perspective. Programs whose degree programs are accredited or seeking specialized accreditation may substitute the evaluation of the accrediting team for the external review;
      b.   at least two faculty members, one representing a USHE institution and a second representing a national perspective, will conduct the external review.   The Provost, in consultation

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with the dean, will select the external reviewers. Each reviewer will receive a copy of the program's self-study and supporting documents and will be expected to spend at least two days on campus interviewing students, faculty and administrators and to prepare a report of findings and recommendations; and,

c.   copies of the reviewer's report will be sent to the program and to the APRC.

E.   Program Dean Responsibility.

1.   The school or college dean will be responsible for coordinating and monitoring the internal and the external review process for all programs in his/her school.

2.   The dean will establish a faculty committee to analyze and evaluate the self-study and comments of external reviewers. The faculty committee will have representation from the Faculty Senate. The committee will conduct and write the review.

3.   After reviewing all documents in the program review process, the dean may provide comments on all recommendations and add recommendations as needed. The comments will be sent directly to the program, Provost, and to the APRC to become part of the documentation of the review.

F.   Provost's Responsibility

1.   Direct and monitor the process, and receive from the APRC the review materials and recommendations.

2.   Summarize the findings and recommendations, and forward them, along with the Provost's recommendation, to the President and Board of Trustees.

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APPENDIX A
SCHEDULE OF PROGRAM REVIEWS

During the academic year indicated, all programs in the units specified will be reviewed. Programs with specialized accreditation may be reviewed on the accreditation cycle.

2002-03	NWSC self-study and prioritization implementation
2003-04	NWSC evaluation visit; NCATE evaluation visit; SPCS (Continuing Education), report due May 1, 2004
2004-05	College of Science degree programs, and other programs selected by the APRC, reports due May 1, 2005.
2005-06	School of Business degree programs (AACSB); College of Performing & Visual Arts degree programs, and other programs selected by the APRC, reports due May 1, 2006.
2006-07	College of Humanities and Social Science degree programs and Library, and other programs selected by the APRC, reports due May 1, 2007
2007-08	College of Computing, Integrated Engineering & Technology degree programs, and other programs selected by the APRC, reports due May 1, 2008
2008-09	NWSC Interim report and visit reports due as requested by NWSC
2009-10	College of Education degree programs & NCATE interim, and other programs selected by the APRC, reports due May 1, 2010

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APPENDIX B
CRITERIA FOR ACADEMIC PROGRAM REVIEWS

I.   Information Provided Primarily by Institutional Research
       A.   Program Activity Summaries
              The self-study will include the Program Activity Summaries for each
              academic program in the college or school.

       B.   Program Productivity
              Fact book information on the program in the college or school

II.   Information Provided Primarily by Programs
       A.   Mission Statement/Relation of the Program and its Department to the
              University mission (Provide a copy of relevant mission statement(s) and
              explain briefly how it is central to the University's mission.)

       B.   Comments on/Clarification of Institutional Research Data Provided in Section
              I (Discuss trends, programmatic impacts, inter-institutional comparisons, or
              accreditation effects)

       C.   Teaching and Learning

              1.   Attach a copy of the student learning outcomes for each major in the
                     program.

              2.   If the program offers distance delivered curricula, explain the student
                     learning outcomes and how academic quality is assessed and
                     maintained.

              3.   Provide a faculty profile covering the past five years for each full-,
                     part-, adjunct-faculty member (A one-page-per-faculty summary of
                     qualifications, rank, recent scholarly/creative activity, recent service
                     recent professional development activities, and instructional
                     evaluations [student ratings, peer reviews, etc.])

              4.   Provide a student profile (Program selectivity, GPA averages, and
                     average number of credits to graduation).

              5.   Describe indicators of teaching and advising quality (Innovative
                     features of the program related to teaching, special awards,

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accomplishments of the faculty as related to teaching, advising success, student ratings of instruction, etc.)

6. Describe assessment activities in each program:
    a. Currently-enrolled students (Describe the program's method of assessing student learning outcomes. Provide data from program assessments. Describe evidence of student success.)
    b. Program Graduates (Provide evidence that program graduates achieve professional success. For example, cite the number of graduates employed in areas related to the major, pursuing advanced degrees, etc.)

7. Discuss the strengths and weaknesses of the curriculum.
    a. Provide evidence of curricular strength (For example, pass rates on certification or licensure exams, reports of accrediting bodies or other external reviewers of the curriculum, results of exit exams, awards and honors, explanations of course rotations and sequencing, and results of satisfaction surveys).
    b. Provide evidence of curricular analysis so that programs are current, technologically enhanced (as appropriate), and relevant.
    c. Describe how weaknesses are addressed and provide evidence that a review process works.

D. Information, Technology, Space and Equipment Resources

    1. Provide evidence of adequacy of library resources for each major program.

    2. Provide evidence that library resources are integrated into the curriculum of each major program.

    3. Provide evidence of computer access and adequacy of software programs for each major program.

    4. Provide evidence of the currency and adequacy of facilities:
        a. provide the utilization rates of current facilities;
        b   discuss the quality of facilities maintenance; and,
        c. discuss the condition of departmental space.

    5. Provide evidence of currency and adequacy of instructional equipment to achieve on-going objectives of each major program.

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E.   External Factors

    1.   Evaluate program growth and demand (What are the growth trends? What is the external demand? What is the trend at peer institutions?)

        a.   Over the last five years, what is the trend of student majors/faculty ratio?

        b.   What is the ratio of majors to FTE faculty at peer institutions?

    2.   Demand for graduates

        a.   Provide evidence of recruitment activity.

        b.   What is the percent of majors placed in jobs or graduate programs related to their major?

    3.   Alumni Success

        a.   Provide evidence (e.g., alumni surveys) of satisfaction with preparation for careers/graduate school.

        b.   Provide evidence of service by graduates to their communities.

    4.   Comparative Advantages

        a.   Discuss unique elements of the program offering, special advantages or challenges, community impact of a significant nature, faculty/student involvement, etc.

F.   External Validation [Accreditation and Program Approval]

    1.   Provide letters of accreditation status

    2.   Submit reports from external evaluators

G.   Departmental Evaluation

    1.   Discuss the accreditation status for programs, where appropriate.

    2.   How are assessment results used in individual programs and in the department generally?

    3.   Discuss the need for and the reallocation of resources to meet program needs.

    4.   Rate the program: Exceeds Departmental Expectations
                                    Meets Departmental Expectations
                                    Needs Improvement

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Briefly explain the reasons for the rating.

III.   Information Provided by the Dean

A.   Comment on the Mission of the Departments and Programs

B.   Comment on/clarify productivity data and information supplied by institutional research

C.   Comment on teaching and learning in the departments and programs

D.   Comment on information, technology, space and equipment resources

E.   Comment on external factors of demand and performance

F.   Comment on external validation

G.   Comment on the department's evaluation and rating

H.   Rate the program:
         Exceeds College Expectations
         Meets College Expectations
         Needs Improvement

         Briefly explain the reasons for the rating.

I.   Explain the communications plan for sharing program review outcomes with faculty