

Program Review Schedule

2002-03	Anthropology, Health and Exercise Science, Liberal Studies, Romance Languages
2003-04	Classical Languages, English, Physics
2004-05	German and Russian, History, Mathematics, Women's Studies
2005-06	Chemistry, Music, Psychology
2006-07	Communication, East Asian Languages and Cultures, Humanities, Philosophy, Sociology
2007-08	Computer Science, Counseling, Economics, Education
2008-09	Art, Biology, Political Science, Religion, Theatre

PROCEDURE FOR PROGRAM REVIEW

1. The Dean of the College, and the Dean of the Graduate School for departments with a graduate program, shall establish an internal review committee which includes members of the “sponsoring group(s)”.

For departments with undergraduate programs only, the sponsoring group shall be the Academic Planning Committee.

For departments with both undergraduate and graduate programs, the sponsoring groups shall be the Academic Planning Committee and the Graduate Council.

The member(s) from the sponsoring group(s) should not be faculty members in the department under review.

Each review committee shall also contain two other faculty members, one of whom serves as chair of the committee, who are from outside the department.

Faculty and student representatives from the department under review shall be designated to serve as liaisons and resource persons to the committee; they shall be non-voting.

It is the responsibility of the voting members of the review committee to write the final report and to make substantive recommendations as needed for improvement of the department’s programs.

2. Guidelines for the review are established by the Deans.

These should include:

- the designation of the Chair of the review committee,
- the timetable for completion of the review process,
- the review instrument to be used,
- and the number and identity of the external reviewers.

The external reviewers should be recognized experts in the discipline to ensure objectivity of the review process and to determine where the program(s) fit within the discipline regionally, nationally and internationally.

3. A self-study is initiated by the department using the appropriate document.

4. Upon completion, the self-study document is submitted to the internal review committee for comments prior to being submitted to the external reviewers.

5. The self-study document, which has been approved by the internal review committee for submission, is sent to the Provost, the Dean of the College, the Dean of the Graduate School and to the external reviewers by the chair of the review committee at least three weeks prior to the date of the external reviewers visit.

6. External reviewers visit campus for approximately two days. The review committee develops the schedule for the visit; the reviewers should meet with the review committee, faculty, students and administrators. The external reviewers should be asked to answer specific questions or to focus on specific aspects of the programs and not to just duplicate the entire review process.
7. The external reviewers' report is submitted to the chair of the review committee, with copies to the Provost and the Deans, within one month of their visit to campus.
8. The self-study and the external reviewers' report are combined into a final report, together with comments and/or additional recommendations, by the voting members of the review committee.
9. The final report is submitted to the Deans, the sponsoring groups and the department under review.
10. Comments from the department and sponsoring groups are attached to the final report by the review committee. The combined document is submitted to the Deans and the Provost.
11. A Memorandum of Understanding is developed following discussions between the department and the administration (Provost and Deans). The Memorandum shall include a time-table for implementation of the recommendations of the final report.
12. Approximately one year after the development of the Memorandum of Understanding, the review committee shall conduct a follow-up study that will seek input from the department concerning the implementation of the recommendations of the Memorandum.

TIMETABLE FOR A PROGRAM REVIEW

DATE	TASK	RESPONSIBLE PERSON OR GROUP
May 1	Set up a meeting of the Department Chairs and the Deans to discuss the review process	Director, Institutional Research
June – November 1	Conduct the self-study in the department	Department Chair
September 15	Establish and charge the internal Program Review Committee	Deans and Provost
October 1	Identify the external reviewer(s)	Department Chair, Deans and Committee
October 15	Set up a meeting of the Committee Chairs and the Deans to discuss the review process	Director, Institutional Research
November 15	Submit the self-study document to Committee	Department Chair
December 15	The self-study document has been reviewed and edits requested if necessary	Committee
January 15	Submit the final and “approved” self-study to the Provost, Deans and external reviewers	Department Chairs for the Committee
January 15	Make logistical and travel arrangements for visit on campus by external reviewers. Campus visit to include private sessions with faculty, staff and students.	Department Chair with consensus of Committee
February 1	Set up interim meeting with Chairs of Committees and Department Chairs if needed	Director, Institutional Research
February	External reviewers visit campus for two days; internal Committee reviewers conduct their campus interviews prior to the arrival of the external reviewers.	Committee and Department Chair
March 15	Submit the external reviewers’ report to Committee and Deans	External reviewers
March 15	Submit record of all expenditures of visit to Director of Institutional Research who will reimburse department up to \$3800 (effective 2008-09) which includes \$1000 paid as honorarium to each external reviewer	Department Chair
April 8	Submit preliminary report of the Committee to the department (includes draft of internal Committee reviewers)	Voting members of Committee
May 1	Submit the final report (with comments from the department) to the Deans and the Provost	Committee
May 31	Develop the Memorandum of Understanding	Department Chair, Deans and Provost
September 1 (one year later)	Conduct the follow-up study	Committee and Department Chair
November 1	Submit the follow-up study to Deans and Provost	Committee

SELF-STUDY DOCUMENT FOR UNDERGRADUATE PROGRAMS

The word "department" is used throughout this document. It is realized that interdisciplinary programs will also be included in the evaluation process. Such programs should change the word "department" to "program" appropriately.

A few sections of this document are the same for the undergraduate and graduate versions. These sections may be written once and inserted into both documents at the appropriate points. These sections are indicated by ***.

I. Overview of the undergraduate program in your department

Please provide a brief history of the undergraduate program in your department.

What would you describe as the primary mission of your undergraduate program?

What is the role of this undergraduate program within the mission of the university?

What are the short-term and long-term goals of your undergraduate program in regard to teaching, research and public service?

Would you say your undergraduate program has generally been successful in reaching these goals?

If not, what changes would you make in general to reach these goals?

What are the goals set for the established learning outcomes of your students?

What assessment activities have taken place related to the goals set for the established learning outcomes of your students?

What are the outcomes from these assessment activities?

II. Content and structure of the undergraduate program

A. Describe how your undergraduate program is administered, e.g., a chairperson acting alone or a committee.

Describe the opportunities for other faculty or undergraduate students to provide input to the administration process.

B. Describe the content of your curriculum, noting, in particular, any innovative or unique features.

Attach, for examination, copies of the syllabi of all courses taught in the last two years.

Are certain aspects of your discipline emphasized and others not?

Describe any interdisciplinary programs that you offer.

Describe any opportunities for international experiences or public service.

Do you see any need to make changes in your curriculum?

C. Describe the course requirements for being a major or minor in your department.

Describe any coordination between your department and other departments for required courses.

Describe any requirements for research activity or public service.

Describe the requirements for graduating with honors.

Do you see any need for changing the requirements?

- ***D. Describe the relationship between your undergraduate and graduate programs if relevant. Demonstrate that the department maintains a substantial difference between undergraduate and graduate instruction, and that where instruction is combined appropriate attention is given to both groups.
Describe the degree of joint activity such as courses, research projects, etc.
Describe the positive and/or negative impact of the programs on each other.
Do you feel changes need to be made in the relationship between the two programs?

III. Faculty

- ***A. Provide a listing of all faculty members on your staff since the last review, indicating who is currently on your staff and who has left.
Enclose a brief vita for each faculty person.
- ***B. Describe the characteristics of the faculty.
Indicate the number of faculty who are full-time, part-time, or temporary.
Indicate the number of female, minority, or foreign faculty.
Describe your recruitment efforts to obtain minority or female faculty.
Describe the match of the faculty areas of expertise to your department's function and goals.
Indicate the number of graduate faculty.
Do you feel that changes need to be made in your faculty coverage of the discipline or recruitment efforts?
- ***C. Indicate the quality of your faculty. Many different types of information could be used to indicate the quality of your faculty. A list of such indicators is given below. Select whichever indicators are informative and available.
1. Indicate the number of faculty holding the Ph.D. or appropriate terminal degree.
 2. Summarize the number of presentations, publications, awards and grants and the degree of professional involvement of your faculty.
 3. Provide evidence of quality of teaching such as teaching awards or ratings by students.
 4. Provide evidence of the national or international reputation of your faculty.
- ***D. Summarize the faculty work load. Include information from both your undergraduate and graduate programs (if relevant), but list them separately.
Describe the average teaching load, including both undergraduate and graduate courses.
Indicate the average advising load including both undergraduate and graduate students.
Describe the faculty to student ratio, including both undergraduate and graduate students.
Describe how faculty members create research opportunities for undergraduate and graduate students.
Indicate if there is a reduction in load for faculty involved in the supervision of graduate students or other activities.
Do you feel that changes need to be made in the faculty teaching and advising load?

IV. Students

- A. Describe any requirements for students declaring a major or minor in your department.
Do you feel that changes need to be made in the requirements for declaring a major or minor?
- B. Describe the students enrolled in your undergraduate program.
Indicate the average number of majors, minors and honors students since the last review.

Indicate the average number of minority, female and foreign students since the last review.
Do you feel that changes need to be made in the number or type of students enrolled in your undergraduate program?

- C. Describe the average student's progress toward graduation.
Describe the average length of time taken toward graduate.
Do you feel that changes need to be made in the amount of time taken to graduate?
- D. Describe any efforts made to help undergraduates after graduation,
Describe any efforts aimed at helping undergraduates apply for graduate school or obtain jobs after graduation.
If you have such a program, do you feel that changes need to be made?
If you do not have such a program, do you feel the need to start one?

V. Departmental Resources

- ***A. Describe your library resources.
Describe the adequacy of the library holdings and computer access for faculty research, undergraduate work and (if relevant) graduate work.
Do you feel that changes need to be made in your library resources?
- ***B. Describe your support personnel.
Describe the support personnel available for secretarial work, research and teaching.
Do you feel that changes need to be made in your personnel support?
- ***C. Describe your physical facilities.
Describe the teaching, office and research space for faculty, support personnel, undergraduate students and (if relevant) graduate students.
Describe your equipment needs for teaching, secretarial and research work.
Do you feel that changes need to be made in your physical facilities?
- ***D. Describe your computer facilities.
Describe the computer systems you have available for faculty, support personnel, undergraduates and (if relevant) graduate students.
Do you feel that changes need to be made in your computer facilities?
- ***E. Describe the support for faculty scholarship.
Describe the funds available for travel, research or additional training.
Do you feel that changes need to be made in the support for faculty scholarship?
- ***F. Comment on the adequacy of your departmental budget.

VI. Quality of the undergraduate program

Indicate the quality of the undergraduate program offered by your department. Many different types of information could be used to indicate the quality of the program; a list of several such indicators is given below. Select whichever indicators are available.

1. Evidence regarding the demand for entrance into your undergraduate program.
2. The percent of your enrolled majors who graduate. Include a list of reasons why your students fail to complete the major.
3. Evidence regarding the attitudes of your undergraduate students or your alumni to your undergraduate program.
4. The performance of your undergraduate students on national and regional-level examinations or competitions.
5. The success of your undergraduate students in graduate programs or jobs.
6. Evidence regarding the national or international reputation of your undergraduate program.

SELF-STUDY DOCUMENT FOR GRADUATE PROGRAMS

The word "department" is used throughout this document. It is realized that interdisciplinary programs will also be included in the evaluation process. Such programs should change the word "department" to "program" appropriately.

A few sections of this document are the same for the undergraduate and graduate versions. These sections may be written once and inserted into both documents at the appropriate points. These sections are indicated by ***.

I. Overview of the graduate program in your department

Please provide a brief history of the graduate program in your department.

What would you describe as the primary mission of your graduate program?

What is the role of this graduate program within the mission of the university?

What are the short-term and long-term goals of your graduate program in regard to teaching and research?

Would you say your graduate program has generally been successful in reaching these goals?

If not, what changes would you make in general to reach these goals?

What are the goals set for the established learning outcomes of your students?

What assessment activities have taken place related to the goals set for the established learning outcomes of your students?

What are the outcomes from these assessment activities?

II. Content and structure of the graduate program

A. Describe how your graduate program is administered, e.g., a chairperson acting alone or a committee.

Describe the opportunities for other faculty or graduate students to provide input to the administration process.

B. Describe the content of your curriculum, noting in particular any innovative or unique features.

Attach, for examination, copies of the syllabi of all courses taught in the last two years.

Are certain aspects of your discipline emphasized and others not?

Describe any interdisciplinary programs that you offer.

Describe any opportunities for international experiences.

Do you see any need to make changes in your curriculum?

C. Describe the requirements for receiving the graduate degree in your department.

Describe the course requirements, special skills requirement and any comprehensive examinations that are involved.

Describe any coordination between your department and other departments that is necessary for required courses.

Describe the research requirement for your degree, including the thesis or dissertation process.

Do you see any need for making changes in the requirements?

- ***D. Describe the relationship between your undergraduate and graduate programs.
Demonstrate that the department maintains a substantial difference between undergraduate and graduate instruction, and that where instruction is combined appropriate attention is given to both groups.
Describe the degree of joint activity such as courses, research projects, etc.
Describe the positive and/or negative impact of the programs on each other.
Do you feel that changes need to be made in the relationship between the two programs?

III. Faculty

- ***A. Provide a listing of all faculty members on your staff since the last review, indicating who is currently on your staff and who has left.
Enclose a brief vita for each faculty person.
- ***B. Describe the characteristics of the faculty.
Indicate the number of faculty who are full-time, part-time, or temporary.
Indicate the number of female, minority, or foreign faculty.
Describe your recruitment efforts to obtain minority or female faculty.
Describe the match of the faculty areas of expertise to your department's function and goals.
Indicate the number of graduate faculty.
Do you feel that changes need to be made in your faculty coverage of the discipline or recruitment efforts?
- ***C. Indicate the quality of your faculty. Many different types of information could be used to indicate the quality of your faculty. A list of such indicators is given below. Select whichever indicators are informative and available.
1. Indicate the number of faculty holding the Ph.D. or appropriate terminal degree.
 2. Summarize the number of presentations, publications, awards and grants and the degree of professional involvement of your faculty.
 3. Provide evidence of quality of teaching such as teaching awards or ratings by students.
 4. Provide evidence of the national or international reputation of your faculty.
- ***D. Summarize the faculty work load. Include information from both your undergraduate and graduate programs, but list them separately.
Describe the average teaching load, including both undergraduate and graduate courses.
Indicate the average advising load, including both undergraduate and graduate students.
Describe the faculty to student ratio including both undergraduate and graduate students.
Describe how faculty members create research opportunities for undergraduate and graduate students.
Indicate if there is a reduction in load for faculty involved in the supervision of graduate students or other activities.
Do you feel that changes need to be made in the faculty teaching and advising load?

IV. Students

- A. Describe your recruitment and application process.
Describe your recruitment strategy for students in general and minority students in particular.
Describe your budget for recruitment.
Provide a table listing the following information on an annual basis since the last review:
1. the number of inquiries you receive,

2. the number of applicants,
3. the number of applicants offered admission and
4. the number of students who accepted your offer of admission (matriculants).

(All of this information should be available from the office of the Graduate School.)

Describe the basis for selection of students into your graduate program.

Describe the average ability level of your applicants and enrolled students using grade point averages and national-level examination (GRE) scores.

Do you feel that changes need to be made in the recruitment and application process?

- B. Describe the students enrolled in your graduate program.

Indicate the average number of students enrolled per year since the last review.

Indicate the average number of minority, female and foreign students since the last review.

Do you feel that changes need to be made in the number or type of students enrolled in your graduate program?

- C. Describe the average student's progress toward graduation.

Describe the average length of time taken to graduate.

Do you feel that changes need to be made in the amount of time taken to graduate?

- D. Describe any efforts made to help graduate students after graduation.

Describe any efforts aimed at students who apply for doctoral programs (if relevant) or obtain jobs after graduation.

If you have such a program, do you feel that changes need to be made?

If you do not have such a program, do you feel the need to start one?

V. Departmental Resources

- ***A. Describe your library resources.

Describe the adequacy of the library holdings and computer access for faculty research, undergraduate work and graduate work.

Do you feel that changes need to be made in your library resources?

- ***B. Describe your support personnel.

Describe the support personnel available for secretarial work, research and teaching.

Do you feel that changes need to be made in your personnel support?

- ***C. Describe your physical facilities.

Describe the teaching, office and research space for faculty, support personnel, undergraduate students and graduate students.

Describe your equipment needs for teaching, secretarial and research work.

Do you feel that changes need to be made in your physical facilities?

- ***D. Describe your computer facilities.

Describe the computer systems you have available for faculty, support personnel, undergraduates and (if relevant) graduate students.

Do you feel that changes need to be made in your computer facilities?

- ***E. Describe the support for faculty scholarship.

Describe the funds available for travel, research or additional training.

Do you feel that changes need to be made in the support for faculty scholarship?

***F. Comment on the adequacy of your departmental budget.

G. Describe the financial support for your graduate students.

Describe the type of support, the number of financial awards and the amount of each financial award.

Describe any support for travel or special seminar programs available for your graduate students.

Do you feel that changes need to be made in the financial support for your graduate students?

VI. Quality of the graduate program

Indicate the quality of the graduate program offered by your department. Many different types of information could be used to indicate the quality of the program; a list of several such indicators is given below. Select whichever indicators are available.

1. Evidence regarding the demand for entrance into your graduate program.
2. The percent of your enrolled graduate students who complete the degree. Include a list of reasons why your students fail to complete their program.
3. Evidence regarding the attitudes of your graduate students or your alumni to your graduate program.
4. The performance of your graduate students on national and regional-level examinations or competitions.
5. The success of your graduate students in other graduate programs or jobs.
6. Evidence regarding the national or international reputation of your graduate program.