

ADELPHI UNIVERSITY

EXTERNAL ACADEMIC PROGRAM REVIEW GUIDELINES

Academic program review at Adelphi consists of: (1) A self-study conducted by program faculty, chairpersons, students and alumni; (2) A review of the self-study by school and University administrators; (3) External evaluation of the program by expert consultants from within and from outside academe; (4) The formulation of a program plan which encompasses proposed changes and improvements in the curriculum, delivery of instruction or services, and composition of the program, as well as a timetable for these proposed modifications; and (4) The submission of an annual *Student Learning Summary Report by Major*.

In general, the review focuses on the relationship between the curriculum and the college mission, broad pedagogical goals, research, and external imperatives, as well as to the University's strategic plan. Indications of student learnings and satisfaction, as well as trends in enrollment, faculty expertise and currency, scholarship, and institutional support are all important components of the self-study. The process involves the President; Provost; Deputy Provost, Associate Provost for Faculty Advancement and Research, Director of Assessment, Dean; Department Chair; Program faculty, alumni and students; the Office of Research, Assessment and Planning; and external reviewers in a united effort to strengthen the core of the University – its academic programs.

The Process for Academic Program Review follows:

I. Convene a Self-Study Committee

The Chair of the parent department, in consultation with the Dean, will select a group to conduct a self-study. The group will include faculty from the program, one or two students (undergraduate and graduate, full-time where appropriate), a graduate of the program, and any staff associated with the program (e.g. lab technicians, clinical assistants.)

II. Self-Study by Faculty and Staff to Include:

A. Brief Context and History of the Program

B. Locations of the Program (including off-campus sites)

C. Membership of the program – including number of full-time and part-time faculty, descriptions of faculty areas of expertise and scholarship, diversity in faculty composition and recruitment efforts, student enrollment, and 5 year enrollment trends and 5 year enrollment projections. Attach a current curriculum vita for each faculty member.

D. Provide a brief description of changes in the program since the last Program Review.

E. Program Objectives:

1. State the explicit, intended outcomes of the program.
2. Indicate the relationship between the intended outcomes of the program and the mission of the University.
3. Describe interdisciplinary components of the program.
4. Indicate how the goals of the program are reflected in the course syllabi.
5. Are goals clearly articulated for students enrolled in the program? How/Where?
6. Do Students know how their work and participation will be assessed?
7. Indicate the explicit goals for students planning to continue in teacher preparation programs (if applicable).
8. What mechanisms for feedback from students exist (e.g. student satisfaction surveys, student participation on departmental committees, other)?
9. Indicate any experiential learning or high impact practice components included in the curriculum.
10. Are alumni involved in the program? How?

F. Describe the rationale for the program structure?

1. What is the significance of the program structure?
 - a. the rationale for pre-requisites for upper level courses
 - b. how courses reflect a range of theoretical perspectives
 - c. how currency of the curriculum is maintained
 - d. how syllabi reveal the pedagogical objectives of the program
2. Are curriculum revisions being contemplated or underway?
3. Are any new programs being developed and on what time-frame?
4. How is the curriculum evaluated?
5. How are student evaluations discussed and used to gauge the effectiveness of course offerings and course content, and, if so, when and by whom?
6. What is the relationship with other programs?
7. Issues with differential ability of students
8. How has instructional technology been introduced or expanded to enhance teaching and training?

G. Student Learning Assessment

1. Attach a copy of the program's *Student Learning Assessment Plan*, describing how program objectives (E above) are assessed. Include a description of specific outcome measures to be employed:
 - a. Retention and graduation rates
 - b. Portfolio assessment procedures
 - c. Evaluation of field and clinical work; capstone evaluation; and student research evaluation
 - d. Review of performance on standardized test; certification exams, and. entrance to graduate or professional school, job placement.
 - e. Results of alumni surveys detailing ultimate career success, community and professional involvement, life-long learning activities, and retrospective satisfaction with the program, etc., where appropriate and available.
2. Describe how student learning assessment results have been used by the department to strengthen the program.

H. Scheduling and Enrollment

1. How frequently are required courses scheduled?
2. Are courses scheduled at convenient times for part-time and working students?
3. Describe and discuss enrollment patterns in the program over the past five years.

I. Faculty and Faculty Development

1. Describe the strengths and weaknesses of the program faculty as currently composed.
2. Discuss the performance evaluation format used to review both full-time and part-time faculty. How is the review process used to improve teaching?
3. How have faculty availed themselves of opportunities for professional development in the following areas:
 - a. Curriculum development
 - b. Pedagogy
 - c. Scholarship
 - d. Technology
 - e. Diversity and Inclusion
 - f. Leadership
4. How are new faculty mentored?

J. Any Student Recruitment Activities, Retention and Advisement

1. Describe student recruitment initiatives (freshman, transfer, graduate) for the program.
2. Are students who enter the program prepared for the level of intellectual work (e.g. writing, critical thinking skills) required? Discuss this separately for undergraduates and graduates if both programs are included in the review.
3. Describe on-going student involvement with the program that is not course specific) e.g. mentoring, committee work, assistantships.)
4. What kind of advisement processes are in place for the following areas:
 - a. Undergraduate course work in the program.
 - b. Undergraduate course work in other disciplines (if appropriate).
 - c. Opportunities for experiential learning and high impact practices (e.g., internship, fieldwork, service learning, research).
 - d. Potential post-baccalaureate graduate or professional studies.
 - e. Post-baccalaureate job placement.
 - f. Graduate course work in the program.
 - g. Additional graduate or post-graduate studies and employment.
 - h. Employment for students while in the graduate program
 - i. Describe retention strategies and dropout intervention.
 - j. How does the program work with the Office of Career Services or other University-wide student service department?
 - k. Describe the relationship between the Program and the University's Writing and Learning Centers.

K. Administrative Support for the Program

1. Evaluate the following supports the program sought-out or received from University-wide operations and the adequacy of these services in terms of student, teaching and scholarly needs of the program, as well as administrative and general program requirements):
 - a. University Libraries (e.g. Are holdings adequate? Are both students and faculty supported in their use of the facilities?)
 - b. Computer Center
 - c. Office of Research, Assessment and Planning (e.g. Does the office analyze and disseminate useful information?)
 - d. Office of Sponsored Programs
 - e. Office of Faculty Advancement and Research
 - f. Student Services (including the Offices of Student Affairs, Registrar, Student Financial Services, Bursar, Study Abroad)
 - g. Purchasing
 - h. Academic Services and Student Retention
 - i. The Learning Center
 - j. The Faculty Center for Professional Excellence (FCPE)
 - k. Technology Support and Training (including support from the Office of Information Technology)
 - l. The Office of Grants and Sponsored Research
 - m. Enrollment Management
 - n. Office of Special Events
 - o. UCOMM
 - p. Any other services
2. Do the available facilities and equipment adequately support teaching, learning, and scholarship?
3. Does the department/program budget adequately support the program objectives?

L. Development of a broad Program Plan (i.e., Five-Year Plan)

1. Briefly discuss the state of the discipline and the condition of the major and minor.
2. Develop a draft five-year plan for the program. The plan should include proposed changes in the curriculum, delivery of instruction or service, faculty development, faculty composition, student enrollment projections, assessment procedures, use of instructional technologies, internships, service learning, study abroad opportunities, etc.
3. Provide a suggested time-line for the proposed changes.

Upon completion of the self-study, the following will occur:

- I. A review of the Self-Study by the Dean, the Deputy Provost, the Provost, and the selection (with input from the Program faculty) of External Evaluators.
- II. A review of the Self-Study and a site visit by the External Evaluators, followed by a report from the evaluators.
- III. The refinement and submission of the Five Year Program Plan and Timeline for implementation based upon the Self-Study and External Review and the agreement of the Chair of the Self-Study group, the Dean, the Director of Assessment, and the Provost.
- IV. A completed *Student Learning Summary Report by Major* form for the prior academic year is due by September 15 in the eCampus portal (annual assessment services tab). A copy of the form, as well as additional materials pertaining to the external program review process (i.e., timeline, flowsheet, and process for sending out contracts), are available on the Provost Office Website.

The Office of Research, Assessment and Planning will work with the Self-Study group to help gather statistical information about the program (such as enrollment patterns, faculty distributions, job and educational attainment of alumni, etc.).

The Schedule of External Academic Program Reviews will be posted on eCampus and through the Provost Office Website.