

4-2-1990

Academic Program Review and Planning

The College at Brockport, College Senate

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President
Faculty Senate
Campus

Resolution 18 1989-90

TO: President John E. Van de Wetering
FROM: The Faculty Senate Meeting on 4-2-90
(Date)
RE: X I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
III. Other (Notice, Request, Report, etc.)
SUBJECT: Academic Program Review and Planning



Signed *Diane S. Elliott* Date Sent 4-9-90
(For the Senate)

TO: The Faculty Senate
FROM: President John E. Van de Wetering
RE: I. Decision and Action Taken on Formal Resolution
a. Accepted. Effective Date 4/1/90
b. Deferred for discussion with the Faculty Senate
on _____
c. Unacceptable for the reasons contained in the
attached explanation
II, III.
a. Received and acknowledged
b. Comment:

DISTRIBUTION: Cover page only to attached Res.
See Faculty Office for full copy.

Distribution Date 4/17/90 Signed *J. Van de Wetering*
(President of the College)

Resolution on
Academic Program Review and Planning

- WHEREAS: The review of academic programs is required by the State University of New York and essential for the periodic Middle States Assessment.
- WHEREAS: The review of academic programs is intended to provide information necessary for informed efforts to improve programs.
- WHEREAS: It is appropriate for the Faculty Senate to participate in the continuing study and review of academic programs.
- RESOLVED: The Faculty Senate appoint an ad hoc Program Review Committee to participate in the review process as specified in the document entitled "Academic, Program Review and Planning." Committee recommendations shall be forwarded as described in the report. Such recommendations shall also be sent for information to the Executive Committee of the Senate.

This committee shall include ten members:

- Chair - a senior, tenured faculty member
- Two tenured faculty members from the Undergraduate Curriculum Committee
- Two tenured faculty members from the Graduate Curriculum and Policies Committee
- Three tenured faculty - one from each School
- Two members from the Faculty-at-Large

These members shall be nominated by the Senate Executive Committee and approved by the Senate for a two-year appointment. Any committee member whose department is being reviewed shall excuse him/herself from the deliberation.

At the conclusion of the first two years, the committee's status, charge and function shall be re-evaluated.

ACADEMIC PROGRAM REVIEW AND PLANNING

SUNY College at Brockport

The review of all undergraduate and graduate programs is required by SUNY Central Administration, and essential for the periodic Middle States assessment. These reviews are scheduled and coordinated on this campus by the Academic Deans in consultation with the Academic Vice President and the Faculty Senate.

The primary purpose of academic program review at SUNY College at Brockport is program improvement. The following procedures have been established for the review of each program once every five years. The review consists of four phases:

1. a departmental or program self-study
2. the participation of external scholar-reviewers, including a visitation and written evaluation by the reviewers
3. a review of the program for any appropriate comment or recommendations by a committee within the Faculty Senate to be presented to the appropriate department or program director, the dean of the School, and the Academic Vice President
4. an administrative review of all recommendations resulting from the process.

This last phase consists of a review of the final report by the Academic Vice President and the President of the College, an assessment of the fiscal and programmatic realities relative to the report's recommendations, and Presidential approval in writing in an executive statement for the implementation of a final set of recommendations that will lead to strengthening the quality and utility of the program to the College in the next five years.

I. SELF STUDY REPORT

Each program scheduled for review prepares a self-study report which focuses on the past five years and on plans to increase the quality and utility of the program to the College in the next five years (see appendix A for self-study format). For each program a self-study committee should be established to include representatives from the department or program, students and, in cases where there are curricular relationships with other departments, representation from these departments or programs should also be included. Once a self-study report is drafted by the committee, it should be distributed to faculty and students in the department for their review and comments.

A report from the library concerning the adequacy of holdings in support of the program is requested.

Longitudinal data, covering a five-year period, is requested from the Office of Analytic Studies.

Reports should also be requested from the Career Placement Office and the Alumni Office regarding student outcome information such as job placement, graduate degrees achieved, placement in professional schools, etc.

II. SELECTION OF THE EXTERNAL REVIEWERS

The following constitutes the criteria for the selection of the external reviewers who will be invited to the College to participate in the critical assessment of a program:

1. The reviewer must have experience as a faculty member in the discipline under review.
2. The reviewer should have broad knowledge of the discipline as a whole, and currency in developing trends in the field.
3. The reviewer should have sensitivity to issues of cultural diversity.
4. The reviewer should have no personal or professional relationship with any member of the faculty whose program will be reviewed. There needs to be sufficient detachment to provide an objective critical evaluation of the program. Conflicts of interest should be avoided (e.g., a colleague from another institution with whom a faculty member at Brockport has engaged in collaborative research).

The department chairperson collects the names of potential external reviewers from appropriate sources, including the professional association, the faculty, the Dean of the School, the Academic Vice President, the Faculty Senate, etc. The department chairperson prepares a vita from a standard reference work for each potential reviewer and following consultation with the faculty, submits the names in order of preference to the Dean of the School. Two reviewers will then be contacted to serve as consultants for a two-day visit and the preparation of a report. Once formal arrangements have been agreed upon, the Dean of the School forwards a formal letter of invitation to the prospective reviewers.

III. REVIEWER'S ON-SITE VISIT AND REPORT

The chairperson of the department or director of the program should provide the following information to the external reviewers in advance of their visit: the self-study report, the library report, the longitudinal data, the undergraduate catalog, the graduate catalog (if appropriate), the College Mission Statement and a list of questions to be addressed (see Appendix B).

The host department is responsible for scheduling the reviewer's itinerary and all social arrangements. Financial requirements for social events, luncheons, dinners, and the reviewer's stipend will be the responsibility of the Dean of the School and/or the Academic Vice President.

Reviewers should come as a team for a two-day visit and issue a single report of their findings.

While the exact schedule for the reviewers will vary by department, each visitation should include an interview with the following constituents:

1. Orientation meeting with the Dean of the School to outline the schedule of activities planned for the two-day period.
2. Individual and group meetings in the department, including the department chairperson, program directors, faculty, and students. The reviewers should also have an opportunity to tour the facilities in support of the program, such as the library, laboratories, research equipment, etc.
3. Meeting with faculty in other cognate departments or programs.
4. A meeting near the end of the visit with the Faculty Senate Review Committee.
5. A meeting near the end of the visit with the President, the Academic Vice President, and the Dean of the School.
6. A meeting of the reviewers with each other for the purpose of sharing their perceptions and evaluations in advance of preparing the final report.

The reviewers' report, submitted to the Dean of the School, will evaluate the strengths and weaknesses of the program, the faculty, and the students, and present a specific set of recommendations. The report should be structured according to a prescribed set of questions prepared in advance of their visit and in accordance with the College guidelines for site-visit reports (see Appendix B).

IV. THE REVIEWERS' REPORT

The reviewers' report will be forwarded to the Dean of the School, who will be responsible for distributing the report to the department chairperson, program director, to the Faculty Senate Review Committee, and to other appropriate administrators. The Dean of the School and the department chairperson, following consultation with the faculty, will prepare responses to be shared with the Faculty Senate Review Committee. The Faculty Senate Review Committee will then receive the package of findings and recommendations complete with the self-study report and external reviewers' report for their examination and comment. Their commentary and any additional recommendations will then be sent to the chair of the department or the director of the program, the Dean of the School, the Academic Vice President, and the President. An administrative executive statement will then be prepared for distribution within forty-five days following receipt of the complete package of findings and recommendations and will include a plan of action that will address directly the recommendations that have come forward.

2/15/90

Appendix A

GUIDELINES FOR SELF-STUDY REPORT Academic Program Review and Planning SUNY College at Brockport

Below are the guidelines for preparing a departmental or program self-study report. These are designed to effect a certain uniformity in the preparation of these reports and to ensure that appropriate areas for review and consideration are included:

A. NATURE OF THE UNDERGRADUATE AND/OR GRADUATE PROGRAMS

1. Prepare a departmental mission statement which outlines the goals and objectives of the program and which is in accord with the college mission statement.
2. Define the specific student learning outcomes for the program; i.e., what you think your students should be able to know, do, and value upon completion of the major program.
3. Provide a description of the program; identify any tracks or emphases; and outline the requirements for completion.
4. Prepare an evaluative statement about the depth and breadth of the program's curricular offerings as applied to disciplinary and College mission objectives.
5. Include an evaluative statement about the quality and extent of student advisement in the program, faculty-student interaction, student placement and student mix in the program (e.g., mature adult, women, minority, etc.).

B. RELATIONSHIP TO OTHER PROGRAMS

1. Identify the relationship and the contribution made to other programs, including General Education, Delta College, Honors Program, other departments, etc. What proportion of your faculty regularly contribute to programs outside of the department?
2. How does your program compare with programs at other SUNY units?
3. How does your program compare with similar programs at private colleges and universities in the region and in the State?
4. What articulation agreements exist with other institutions?
5. What plans do you have for developing cooperative relations with other programs, departments, institutions, and agencies within and outside the institution?

C. INFORMATION ABOUT THE UNDERGRADUATE AND/OR GRADUATE STUDENTS IN THE PROGRAM

1. Include the longitudinal data, covering the last five years (prepared by the Office of Analytic Studies) in order to provide information about enrollments, student performance, mix of students, degrees granted, certification, etc.

2. Include reports from the Career Placement Office and the Alumni Office regarding student outcome information such as job placement, graduate degrees achieved, placement in professional schools, etc.
3. Describe the special ways in which the program makes an effort to serve its students and the community (e.g., research opportunities, cooperative programs, service contributions, etc.)
4. Identify the steps that have been taken to evaluate the quality of instruction in the program.

D. THE FACULTY AND ITS QUALITY

1. Include complete faculty vitae in an Appendix to the report.
2. Provide a statement highlighting faculty teaching, service and research awards and achievements.
3. Include a summary of faculty grants awarded during the last five years from information provided by the Dean's Office or the Academic Vice President.
4. Discuss the state of continuing faculty development in the department.
5. Provide information regarding the credentials and contributions of part-time faculty to the program.
6. Discuss past and future staffing changes and the resultant impact on the program (include curricular and affirmative action considerations).

E. SUPPORT RESOURCES FACILITIES

1. Prepare a statement outlining the strengths and weaknesses in the instructional support area. Discuss the adequacy of facilities, equipment, laboratories, offices, etc. What additional resources and facilities are needed to accommodate present and anticipated enrollments.
2. Include a three-year budget summary report provided by the Dean's Office.
3. Include a report from the library detailing holdings in support of the program.

F. CONCLUSION

1. Prepare a summary of the strengths and weaknesses, achievements, and problems in the program.
2. To what extent are the programs operating as designed?
3. Provide specific recommendations for improvement of the program in the next five years.

2/15/90

Appendix B

GUIDELINES FOR EXTERNAL REVIEWERS FOR SITE VISIT AND WRITTEN REPORT
Academic Program Review and Planning
SUNY College at Brockport

A. UNDERGRADUATE AND/OR GRADUATE PROGRAM(S)

1. Assess the objectives and requirements of the program. To what extent does the major program constitute a coherent whole with introductory level courses providing a sound foundation for proceeding to intermediate and advanced levels of coursework? Does the program provide an opportunity for the student to demonstrate a final mastery of the discipline?
2. Comment on the relationship between the goals and objectives of the program and the Mission Statement of the College (e.g., integration of theory and application; fostering an understanding of global interdependence and cultural diversity, etc).
3. Evaluate the depth and breadth of curricular coverage in terms of faculty availability and expertise in regular course offerings.
4. Are there significant gaps in the major program curriculum that seriously reduce its quality and utility? Are there redundant or obsolete factors in the program that need to be remedied?
5. Comment on the role and significance of the program's service contribution to other departments and programs (e.g., General Education).

B. STUDENTS

1. Is it evident from a sampling of student transcripts of courses that their program of study exhibits sufficient sequencing, depth, and balance to ensure sound preparation in the discipline?
2. Are there sufficient students in the program? Are there too many? Is there an appropriate student mix? To what extent are graduates of the major program finding job placement following graduation or going on to post-graduate programs of study?
3. How do students perceive their experience in pursuing the major and its effects on their growth and development?

C. Faculty

1. Evaluate the faculty in terms of training, experience, diversity, scholarly contributions and reputation in the field.
2. Assess the faculty in terms of size and qualifications for the areas of specializations offered and students served. Are there areas of the program not sufficiently served by the current faculty? What impact have recent staffing changes on the program?

3. Assess student-faculty interaction in the department or program.
4. Discuss the state of on-going faculty development in the department.
5. Report on faculty activity in research and in generating funds for research.
6. Discuss the credentials and contributions of part-time faculty to the program.

D. SUMMARY

1. Provide an overview of the state of the department.
2. Provide specific recommendations for improvement in the next five years.
3. Offer any observations which may be essential to the growth and development of this program and to its role within the context of a comprehensive college of arts and sciences and the particular mission of SUNY Brockport.

2/15/90