Academic Program Review Handbook

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SPELMAN COLLEGE

Office of the Provost
Office of Institutional Effectiveness

Updated: November 2023

This handbook serves as a guide for academic departments and programs as they strive to deliver the Spelman promise. The procedures and processes outlined herein enhance operational excellence by supporting an efficient, collaborative and results oriented culture among faculty, staff and administrators.

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The Program Review Framework

Philosophy

Spelman College reviews each instructional unit (department, program, center) **every five to seven years**, in accordance with guidelines that the College has established in collaboration with the Faculty Council. The academic review process provides an opportunity for each unit to **reflect, self-assess, and plan** with the goal of creating optimal learning experiences for students and exceptional environments for faculty and staff to thrive. When done effectively, the program review process not only supports continuity in long-term program planning but also supports the institution's strategic and operational planning process.

The first review for new academic programs (i.e., degrees/majors and minors) is required five years after implementation. The date for the five-year review is set at the time of initial program approval and implementation. After the initial five-year review, continuing academic programs must complete a program review at least once every five to seven years.

Objectives

The central question addressed in the review is whether the department, program, or center is fulfilling its evolving goals, in the context of the mission and goals of the College. The focus is on teaching effectiveness, continuous enhancement of student learning, and ongoing faculty development. As important, the program review process provides the department, program, or center an opportunity to address any areas needing improvement and support. The most useful program reviews are reflective, self-critical, and visionary, providing recommendations to improve operations that are reviewed and implemented when appropriate and feasible. The more effective program review processes also recognize the timeliness of the process and recognize that delays impact overall program planning, assessment and advocacy opportunities.

In essence, the objective of the program review is to answer three questions:

- How well are we meeting our goals?
- What evidence shows that we are meeting our goals?
- How might we improve what we do?

Who Participates in Academic Program Review

- Program Faculty
- Department/Program Chair or Director
- Division Chair
- Office of the Provost
- Office of Institutional Effectiveness
- Office of Institutional Research
- Curriculum Committee
- Students
- Staff
- Faculty peers serving on the External Review Team

The Program Review Process

Spelman's Program Review is a **four-step process** that involves: **1)** a program **self-study** and completion of the self-study narrative; **2)** an **external review** and **Onsite visit** by the external review team which culminates in an External Review Team Report; **3**) **review responses and follow-up** from the program and the Provost; and **4) strategic planning, implementation and continuing program review and enhancement.**

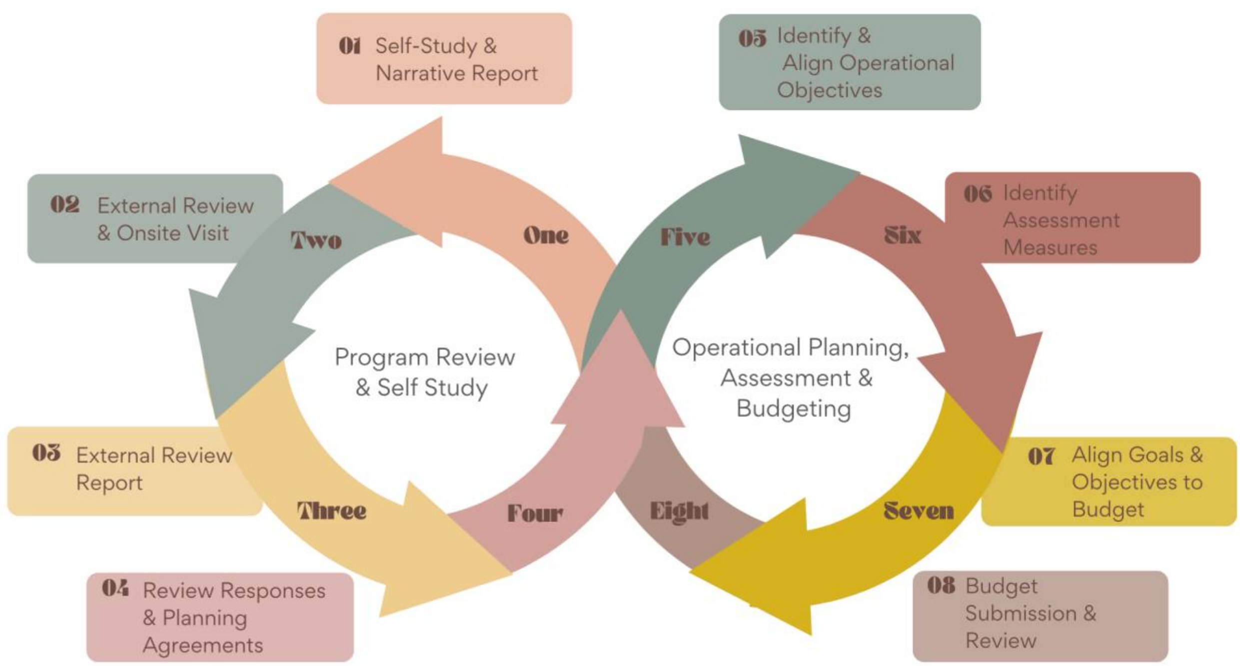
Ordinarily, the program review begins in September and is integrated with the operational planning and assessment cycle allowing departments to strategically align the Self-Study with planning and budgeting milestones[1]. This strategy allows programs to arrive at strategies for improving the overall operations of the departments. The first three steps of the process conclude by September of the following year; however, the fourth step is an ongoing and iterative process that supports program planning and continuous program improvement.

Programs which are externally accredited may conduct their Program Review on a cycle that is consistent with their external accreditation cycle.

Delays in the Program Review should be determined in conjunction with the Office of the Provost (Vice President of Institutional Effectiveness and the Provost).

Programs not completing a review within a 10-year span may experience delays in substantive program revisions until their program review is completed.

Academic Program Review & Self-Study and Operational Planning, Assessment & Budgeting Cycles[1]



Step 1: The Self-Study

The **self-study document consists of two parts**.

> *Part 1, the narrative* includes three major sections addressing program quality, program effectiveness, and a concluding summary section.
>
> *Part 2,* the appendices, provides supplementary information to explain further and support Part 1.

Ideally no longer than 25 pages (excluding the appendices), the narrative section is an opportunity for departments to address program effectiveness by examining any program strengths or weaknesses, documenting previous milestones or success and outlining goals and action plans for coming years (5-7 years). The more effective self-study narratives combine data and data analysis within their discussion referencing data provided in the appendices. Integrated with the operational planning & assessment cycle at Spelman College, the Self-Study helps to clarify and communicate program needs over time.

Optional Review Foci

Those programs that have completed consistent and cyclical review processes have the option, upon consultation with the Provost, to identify specific topics on which to focus their Self-Study. These topics should address key questions or concerns that have the potential to significantly impact the program or program improvement within the immediate future or that speak to very specific and current needs of the program. While the self-study must address the core review criteria of program quality and effectiveness in general, this option gives some flexibility to the department.

The request should be made at least a semester prior to the programs next scheduled review cycle.

Part 1: Preparing the Self-Study Narrative

Cover Page

Provide the following information:

> Academic Program: List the program and department.
>
> Division: List the division and the Division Chair for the program
>
> Program Majors/Minors Offered: List any majors and minors offered and the degrees conferred with each. Include any centers or initiatives.
>
> Program Review Team: Provide the names of all faculty members completing this self-study and their roles (if applicable).
>
> Submission Date: Date self-study document is submitted to the Office of the Provost.

Program Description

Provide the hyperlink to the current Spelman College Bulletin or appropriate website.

Briefly present the program's current strengths. Outline any areas that require attention or need enhancement.

Response and Follow-up to Previous Program Review (if applicable):
Summarize the findings and recommendations from the last program review process**.** Discuss actions or strategies implemented and the status of any program modifications.

The Narrative

The narrative generally consists of three sections. The **first section examines program quality** and may address issues related to accreditation or accreditation criteria, mission alignment and program resources (both human and physical resources). The **second section addresses program effectiveness** and examines the curriculum, student success, student learning outcomes and assessment. The **third section summarizes** the program's self-study findings, discusses implications, strategic planning goals and priorities.

The following inventory of questions provides prompts and suggestions on what to address in each section of the report.

Section I: Program Quality

Program quality refers to specific attributes of the program including program accreditation (if applicable), program mission alignment, program resources (fiscal, human and physical) and the methods and processes for ensuring quality within these areas.

A. Accreditation (if applicable)
   Provide details of any external accreditations held by the program.
   1. List all accrediting bodies that are relevant to program offerings.
   2. Describe the current accreditation status of the program.
   3. Describe future accreditation plans or reporting schedules.

B. Program Mission Alignment
   Discuss how the program mission aligns with the strategic mission of the college.
   1. Summarize the history of the program or department.
   2. Discuss the program's mission, vision and goals and their alignment with the mission of the college as well as that of the division or department.
   3. Consider the program's contribution to delivering the Spelman Promise and elevating the Spelman difference. Discuss academic innovations within the program that support the College's service, social and economic roles. Briefly highlight the program's research and scholarly products and its creative activity in support of the mission. (More detail may be provided in the section on *Faculty Scholarship, Research and Creative Production*).

C. Program Resources
   Provide details regarding the organization of the unit, faculty and staff qualifications, appointments and workloads, faculty research, scholarship, recruitment and retention, financial resources and budget allocation and physical resources and facilities.

   Organization of the Unit:

Discuss the various leadership roles and their assigned duties within the program. Discuss faculty and staff work distribution and the adequacy of support staff.

1. What are the duties of the department chair, program chair, or unit director? Are these explicitly outlined in the Faculty Handbook? If so, this statement could be used along with specifics from the program.
2. How is work distributed to faculty and/or staff in a manner that enables the unit to function efficiently?
3. Is the support staff adequate to support the program/department operations? Is support staff sufficiently qualified and trained?

Faculty and Staff Qualifications, Appointments & Workloads (past five years):
Discuss faculty and staff qualifications. Discuss faculty and staff teaching loads/workloads and the extent to which current staffing supports the needs of the program.

1. List the qualification and rank of Full-Time (F) & Part-Time (P) Faculty. Describe the faculty and staff's areas of expertise. (See Attachment 1 for format).
2. What is the balance in terms of senior and junior appointments? Describe faculty career stage distribution and tenure flow.
3. What are the teaching loads for faculty and workloads for staff? Discuss the workloads of online faculty. What are the indicators of faculty satisfaction or dissatisfaction with their workloads?
4. To what extent are existing faculty and staff able to meet current needs of program. If new appointments are needed, how would the new faculty or staff line(s) complement the existing competencies within the department?
5. Comment on the overall quality of the faculty.

Faculty Scholarship, Research and Creative Production:
Discuss program faculty scholarship, research and creative activities that advance the culture of teaching and foster academic innovations. Comment on faculty quality, productivity, and standing in the field.

1. Discuss the depth and quality of faculty scholarship, research and creative activity. Does the department's scholarship/creative production reflect current practice in the discipline?
2. Discuss the impact of faculty scholarship, research and creative productions on the delivery of effective, high quality educational experiences and student services.
3. Comment on the faculty's pursuit of external funding to support the research, teaching, and creative production enterprises.
4. Describe faculty engagement in interdisciplinary teaching, and/or scholarship. How does such activity benefit the department?
5. How does the program recognize, reward and enable research and academic innovation of its faculty? Discuss the structures that foster ongoing academic innovation within the program.

Faculty Recruitment & Retention:
Discuss faculty *recruitment* and retention efforts.

1. Discuss any significant recent hires or departures within the last 5-7 year.
2. Has the department been successful in recruiting and retaining top faculty? If not, discuss any major challenges or barriers.
3. How does the department engage and mentor junior faculty?
4. What structures are in place to develop academic leadership?
5. What are the program retention patterns?

6. Is there adequate support for faculty professional development (including faculty mentoring and professional development opportunities beyond the college)?

Financial Resources-Budget Allocation:
Discuss in brief the adequacy of budget/financial resources and how the resource allocation aligns with the strategic priorities of the college.

1. Provide a copy of the current departmental budget.
2. Detail how program planning and assessment help direct operational planning decisions.
3. What are current and future operational goals and how are these aligned with budgetary planning?
4. What are the most urgent budgetary needs? How are these prioritized? Discuss short- and long-range plans that address these priorities and how resource allocation might support program quality or effectiveness.
5. Do faculty have input into developing budget priorities?

Physical Resources and Facilities:
Discuss the adequacy of physical resources to support the strategic priorities of the college.

1. Assess quantity and quality of space available to department. Does it meet the needs within the department?
2. How adequate are computers, computer support, computer networking, laboratories, and special equipment? How adequate is maintenance and upkeep?

Section II: Program Effectiveness [content, curriculum, and outcomes]

Program effectiveness addresses program content, the curriculum, student learning outcomes, student success measures and program assessment and the extent to which these are effectively delivered.

A. Curriculum
Discuss the program's course offerings and how they meet student needs and progression toward graduation.
1. Include a hyperlink of program descriptions from the current College Bulletin.
2. How does the curriculum incorporate new developments in the discipline?
3. What are the strengths and distinguishing characteristics of the program's curriculum?
4. Include the Program Curriculum Map. Are program learning outcomes addressed within the appropriate sequence in the curriculum? Are course sequences appropriate and support effective student learning? (See Attachment 2 for an example of a curriculum map.)
5. Which core courses offered within the program support program learning outcomes? Which do not?
6. If there are Centers or Institutes housed in the department, describe how these units support the mission of the program and effective teaching and learning.

B. Student Learning Outcomes
Discuss program student learning outcomes and achievement measures.
1. What are the student learning outcomes of the program?

a. How are the learning objectives assessed and revised, as necessary? Include a copy of the Student Learning Outcomes Reports for the Program.
b. Summarize annual program assessment results. What evidence is there to show that students are acquiring the desired competencies?
c. Identify and discuss any strengths or challenges related to the program's student learning outcomes.

2. Describe the strengths and weaknesses of advising for majors and non-majors. Describe the nature and effectiveness of faculty involvement in advising.

C. Student Profiles and Student Success

Discuss the enrollment, retention and graduation in the program majors and minors

1. Based on data tables provided in Appendix C, provide a narrative analysis of the majors and minors enrolled in the program. Indicate any trends in the data and provide justification if necessary.
2. Based on data tables provided in Appendix B, provide a narrative analysis of the program's graduation and retention rates and describe student recruitment and retention strategies used by the department.
3. Based on data tables provided in Appendix B provide a narrative analysis of student-faculty ratios and average class sizes.
4. Are any specific goals set around these student data?

D. Program Assessment

Discuss program assessment strategies and how these strategies are used to improve student success, teaching effectiveness and faculty excellence.

1. What are short-term and long-range strategic goals of the program? This is separate from the student learning outcomes which are addressed in other sections of the report.
2. In what ways do the department's objectives support the College's institutional goals for the Spelman graduate?
3. Discuss any major changes to the curriculum since the last program review. Include the rationale for any such changes.
4. How does the department use planning and effectiveness tools, such as operational plans?
5. How does the department use tools that evaluate teaching effectiveness, such as course evaluations?
6. Address the extent to which strategic goals presented in (or since the) previous program review cycle have been achieved.
7. What do the majors do after graduation? Does the department poll recent graduates to determine their satisfaction with the program?
8. Explain any plans to modify the program.
9. Are there program areas that need attention, enhancement or that should be de-emphasized? Consider student and faculty interests, faculty expertise and available resources.
10. Discuss any recent trends or development within the discipline and how these are likely to impact the program over the next several years. What is a reliable indicator? Does the department track these trends on the program's dashboard? -
11. How does the program plan to respond to these trends?

Section III: Summary and Implications

Bringing together what has been reported. This section can be a useful summary for the External Review Team.

A. Key Findings and Considerations
   Enumerate key findings from the self-study.
   1. In view of the program's description, mission, vision, and goals, what are the program's major strengths? What areas of improvement exist?

B. Implications
   Provide an interpretation of the evidence in support of the program's overall quality and effectiveness.
   1. What conclusions can the department draw regarding the effectiveness of the department and the curriculum?
   2. What are the indicators that support these conclusions?
   3. Comment on how the department contributes to the standing of the College locally, nationally, and internationally.

C. Future Goals and Priorities
   How might the program, the faculty and the college build upon these strengths and opportunities?
   1. What opportunities exist for improving the program? This may include a discussion of program enrollment and retention, curriculum updates, resource allocation, etc. (Are there any measures identified in conjunction with the president, provost, faculty council or the board?)
   2. Describe how the academic field(s) are changing nationally and how the department plans to respond to these changes?
   3. Given current resources, outline the strategic plans to enhance the quality and stature of the department.
   4. Describe three to five opportunities or threats the department must address in the next 5-7 years and how the department will address each. (This list may assist the external reviewers in addressing specific program concerns).

PART 2: APPENDICES

Appendix A: Faculty

Include information on program faculty. Data must cover the past five years.

1. Complete set of faculty CVs
2. Describe faculty demographics—gender, ethnicity, nationality, etc.
3. List faculty publications (books, journals), performances, exhibits, presentations (including conferences), faculty fellowships, grants, and awards.

A format for presenting this information is provided below. **See Attachment 1*, Qualifications of Full-Time (F) & Part-Time (P) Faculty.***

Appendix B: Students

Include data and information on students within the program. Data must cover the past five years.

1. Number of majors and minors
2. Enrollments in service courses
3. Enrollments in courses for majors
4. Number of students cross-registering from other AUC schools (if applicable)
5. Graduation and Retention by Majors (in fact book)
6. Student/Faculty Ratio

Note: The Institutional Research Office will provide much of this information to you.

Appendix C: Academic Program

Provide additional data and information on the academic program. This includes the program's curriculum map, schedule of current classes, advising system, additional programs and teaching evaluation process.

1. College catalog description of departmental programs (hyperlink)
2. Program Curriculum Map (**See Attachment 2**)
3. Schedule of classes, including the courses the department is currently offering (Institutional Research Office may provide this data)
4. Description of the department's advising system, including number of advisors and number of students per advisor.
5. Description of additional programs and services (e.g., honors program) which the department houses.
6. Description of procedures for evaluating teaching effectiveness within the department beyond the Student Course Evaluation.

Attachment 1: Qualifications of Full-Time (F) & Part-Time (P) Faculty*

Academic Rank	Name (F, P)	Academic Degrees & Area of Expertise	Years at Spelman	Type of Appointment[1]	Courses Taught Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]	Qualification to teach in area?
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Lecturer						

**** Based on SACSCOC Faculty Credentials Guidelines***

[1] Types of appointment: tenure-track, tenured, multi-year, 1-year term, 3-year term, other.

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment

Attachment 2: Curriculum Map Template

Program	**SLO 1**	**SLO 2**	**SLO 3**	**SLO 4**
Core Courses/Experiences	**1.**	**2.**	**3.**	**4.**
1 200 level – formative	X	X		
2 200 level – formative	X		X	X
3 300 level – formative/summative		X		
4 300 level – formative/summative		X		
5 400 level –summative	X			
6 400 level –summative (capstone)	X	X	X	X

Identify at least one ***formative*** and one ***summative*** assessment for each SLO, including the student Artifact, Rubric, Performance Standard and Rationale.

Step 2: The External Review and Onsite Visit

Overview

Step 2 of the program review process involves the department nominating experienced scholars or peers from other institutions to serve on an External Review Team. The external peer group will review the Self-Study report and participate in a two-day Onsite campus visit. This phase of the process is an opportunity for programs to dialogue with colleagues in their respective fields and review any strengths, challenges, or areas for growth. Following the Onsite visit, the reviewers submit a summary of their findings and recommendations. The department then has an opportunity to composes a written response to these findings. The Program Response is submitted to the Provost's Office who then prepares 1). a response to the external review report and 2). a response to the program's response report.

Nomination and Selection of External Review Team

The department under review submits a prioritized list of five to six proposed reviewers that cover the areas of expertise within the field and that have the knowledge and experience to provide a thorough and fair assessment of the program(s). Department chairs and directors are encouraged to include all faculty in the selection and/or review of the nominee list. This gives each department member the opportunity to share in the selection process as well as identify any potential conflicts of interest.

The final nominations list is forwarded to the Office of Institutional Effectiveness (OIE). The Provost then selects one or two of the nominated individuals and another member to comprise the final three-member review team.

OIE will contact the external reviewers and arrange for the team's two-day Onsite visit. During an orientation call, the chair of the team is selected. Prior to this campus visit, the Office of the Provost sends the Self Study document along with other relevant college documents, such as the catalog, to the reviewers.

The list of nominations should include contact information, a CV or link to the CV (if possible), and a brief biographical sketch or information supporting each candidates' qualifications as an external reviewer for the program. Any potential conflicts of interest should be disclosed and discussed.

When nominating reviewers consider scholars that have:

- a history of involvement and success in scholarship or research as well as experience in undergraduate teaching in the program field;
- broad knowledge of the discipline as a whole and representative of the major subfields within the discipline as appropriate;
- widely acknowledged national and/or international eminence and are also noted for good judgment and objectivity;
- a mix of public and private higher educational experience at least comparable to that of Spelman College.

External Review Team Nomination FAQ

*Refer to the operational planning and budgeting guidelines.

- Do the external reviewers need to be academic faculty? Can they be administrators or hold leadership positions within or outside of higher education?

  The external reviewers can be administrators or hold leadership positions within or outside of higher education, but they must have faculty/instructional experience within the field and at a level comparable to that offered at Spelman College.

- If external reviewers must be academic faculty, does rank and tenure matter?

  Yes, the nominee must be tenured or have held tenured rank.

- Can the nominee be a retired academic or must they be actively working?

  If the nominee is retired, please address this in the information submitted. Include a justification/ rationale regarding the appropriateness of the nomination.

- A biographical sketch is required for each nominated reviewer. What type of information should be included, and should this come from the nominee?

  The biographical sketch should include information sufficient to provide an overview of the individual and why you believe they would be a good external reviewer. Information can be drawn from public sources such as websites, LinkedIn, etc. Recommendations should be accompanied by brief statements supporting the choices and stating any current or previous relationship. The statements should include brief bios of the proposed reviewers including their professional/artistic credentials, most recent professional accomplishments, and a summary of their creative activities and scholarly works.

- Who would not be considered as an appropriate External Review Team nominee?

  Individuals who have previously served on a program's External Review Team, former faculty, faculty who were previously recruited, or program alumni are not appropriate external review team nominations.

- Does the department contact the external reviewers?

  The Office of the Provost will contact external reviewers and arrange for a team of three to come to campus for an Onsite visit.

- What criteria might restrict a nominee from participating on the review team?

  In general, any conflict of interest would exclude a nominee from participating on the review team.

  The following are examples of potential conflicts of interest. Nominee's with:
    - *close collaborative relationships with a faculty member in the program under review (currently or within the past seven years),*
    - *prior faculty appointment in the program under review (within the past ten years),*
    - *associations (organizations, boards, corporations, etc.) that may benefit from a research project that includes faculty from the program under review,*
    - *associations with a corporation that currently sponsors research projects involving a faculty from the program under review; and/ or,*
    - *corporate or board associations in which a faculty member from the program under review is also currently a member of the board, a consultant, or has similar conflicts of commitment.*
    - *A current employee of an Atlanta University Center (AUC) institution.*

The Onsite Visit and Exit Interview

*Refer to the operational planning and budgeting guidelines.

Coordination of the site visit is completed in conjunction with the Office of the Provost and Office of Institutional Effectiveness and begins as soon as the review team is selected and a date for the on-site visit is set. The program is responsible for determining the visit schedule and agenda and coordinating the external review team meetings with program faculty and staff (and/or with related departments). These interview style meetings include the department chair, department faculty (full and part-time, tenured, tenure-track, non-tenure, adjunct, and faculty in respective majors or subfields), staff, students and directors of any specialized programs or initiatives within the department. For more details on this process, see the ***Site Visit Guidelines*.**

The two-day on-site opens with a Welcome Meeting hosted by the department chair, the Provost and/or the division chair. Department chairs may provide a brief introduction of the program including any areas of focus for the review. The department may also invite program alumni or community partners. Note: Program leadership is not required to be present at all meetings.

On the second day of the on-site visit, the External Review Team continues any meetings. The day concludes with a close out/exit meeting in which the review team provides an oral report of any preliminary findings to the department chair, the program review committee faculty and representatives from the Office of the Provost and/or the Office of Institutional Effectiveness.

The External Review Team Report

Two-weeks following the exit interview, the External Review Team submits a 10-to-15-page summary report of their findings and recommendations to the Provost who forwards the report to the Department Chair for distribution to program faculty.

The report typically includes:

- An overview of the strengths, weaknesses, opportunities, and threats faced by the program.
- Recommendations for the future geared toward improving the overall quality and relevance of the academic program.
- Prioritized recommendations distinguished between short- and long-term goals.

Review Team Logistics: Travel, Meals and Accommodations

The Office of the Provost provides logistic and financial support including travel, and hotel accommodations, an honorarium, and a per diem for the External Review Team members. Food, beverages and any meals offered to the review team while on campus are coordinated by the program but funded by the Provost. Reviewers are encouraged to arrive the night before the visit and depart late evening of the second day.

Additional Considerations: Virtual Visits

When scheduling of an Onsite visit is impacted by external factors such as public health or weather, a virtual site visit is an option. If the program believes a virtual visit is appropriate, communicate with the Provost and the Office of the Institutional Effectiveness early in the planning phase. Previously outlined guidance on selection of the External Review Team is still applicable; however, the virtual visit schedule and timeline may be expanded to accommodate technology requirements and to facilitate online engagement.

Below are some general considerations when scheduling a virtual site-visit.

- A virtual site visit schedule and sessions can generally mirror those conducted in person on the college campus.

*Refer to the operational planning and budgeting guidelines.

- Consider building in an additional day (beyond the standard 2-day on-site visit) and include amble breaks between sessions.

- Consider time zone differences. If applicable, no session begins before 9am Eastern Time (ET) and later if some evaluators are in the Pacific Time (PT) zone. No sessions end after 6pm ET. Consider other time zone differences if reviewers will be participating from outside of the United States.

6am PT 7am MT 8am CT9am ET
3pm PT 4pm MT 5pm CT 6pm ET

- Consider breaking for 30-60 minutes at mealtimes, again keeping in mind time zone differences for meals.

- For Zoom or Microsoft Teams meetings, consider these options:
    - One meeting link (either Zoom or Teams) for the entire site visit. Turn on the meeting room features.
    - Separate meeting links (either Zoom or Teams) for each session. With this option the "allow participants to join before host" feature may be turned on. This allows the review team to enter the virtual meeting room whenever they are ready.
    - A meeting moderator for each session is required. The moderator will start sessions, assign any co-host responsibilities and monitor the chats.

Step 3: Response Reports, Meetings and Follow-up

Program Response to External Review Team Report

*Refer to the operational planning and budgeting guidelines.

The Department Chair, in consultation with the department faculty, prepares a response to the External Review Team's report, addressing each of the recommendations, including any action plans for implementing recommendations, and strategies for follow-up and continuation including prioritization for improvement of the educational program or enhancing program operations. This response report is forwarded to the Provost within two months after receipt of the external review report.

The response report may address or include:

5 to 7-year program action plan

How the program will build on existing strengths outlined in the review.

How the program will address any weaknesses identified in the review.

Outline improvements possible with existing resources.

Outline improvements that require additional resources.

Program chairs and faculty are encouraged to prepare a summary chart that addresses each of the reviewer recommendations including any action plans that support continued improvement.

Provost's Response and Meeting

In response to the external review findings and the department response, the Provost prepares a report addressing the review recommendations and the top priorities identified by the program in their response report. The Provost's response report is forwarded to the Dean of Undergraduate Studies and to the department chair.

The Provost then meets with the program chair and/or faculty to discuss the review findings and the response reports. This meeting results in a collaborative comprehensive program review statement outlining agreed upon strategic plans or actions for the program based on the program review process. This program review statement guides the strategic planning implementation and ongoing assessment processes (Step 4). A follow-up meeting is also scheduled.

Step 4: Strategic Planning, Implementation & Ongoing Assessment

Step 4 is the logical extension of Step 3 of the program review process and includes a **Three-Year Interim Report** to assess progress since the last program review. It is an opportunity for programs

*Refer to the operational planning and budgeting guidelines.

to further reflect on the outcomes of the self-study process and use the review findings as a foundation for building an evidenced-based plan for continued program success and improvement. This involves ***implementation and ongoing, meaningful assessment that supports informed decision making, operational planning and budgeting*.***

The chair submits this report to the Office of Institutional Effectiveness and meets with the Provost and/or other senior administrators.

**Refer to the operational planning and budgeting guidelines.

Regarding Program Planning and Continuous Assessment

Program review provides a structure to foster continuous program planning and improvement that align with departmental and institutional goals. Primary questions to address are: *How is the program supporting the strategic goals of the college and department or division? What changes must occur for continued programmatic success? What challenges hinder achievement of program outcomes and action plans?*

Considerable thought should be given to the programs action plan for the next five to seven years and what actions might support continued improvement.

Such improvements may include:

- Curricular changes to improve student learning, scholarship and success;
- Collaborations with student support services (i.e., advising, library services, or other student success initiatives) to improve the academic outcomes of students in the program;
- Developing or refining program learning outcomes and appropriate means for assessing achievement;
- Further alignment of program, department and institutional goals;
- Refining methods and interventions to improve retention and graduation rates;
- Addressing professional development needs of program faculty and staff;
- Evaluation, reorganizing or refocusing of resources in support of program improvements;
- Budget requests to support program success initiatives;
- Collaborations with other institutional program or departments.

*Refer to the operational planning and budgeting guidelines.

Implementation

While the self-study assists in setting the goals and direction for the program, it is the implementation plan that helps move these goals forward. The implementation plan is an extension of the action items outlined in the response reports and during the follow-up meetings in Step 3.

The ***most effective implementation plans are directive, clear and documented*** and most often mirror the objectives and plans of the college's strategic plan.

When developing the program implementation plan, consider the following:

- How flexible is the plan?
- Would plan phasing be appropriate and beneficial?
- How engaged are program faculty? Does faculty engagement need to be addressed?
- How sustainable is the plan? Can it be maintained between review cycles (5-7 years)?
- Who (beyond the program chair) has responsibility for this plan?

Ongoing Assessment, Accountability and Improvement

A self-study is not successful if it sits on the shelf and collects dust. A successful self-study engages and propels a program forward and is marked by ***ongoing assessment*** (and review of action items), ***appropriate levels of accountability and systems of improvement.***

This is particularly important when review cycles are long (i.e., 5 to 7-years). Program leadership and support structures can change, sometimes drastically, during such lengthy periods. Ensuring that the program review is integrated with other institutional level processes and systems including institutional strategic planning, assessment of student learning outcomes, and the operational planning and budgeting process can forestall gaps in program planning and review.

The challenges of maintaining the action plans and assessment activities that emerge from the program review are numerous with one of the greatest barriers being time-commitment. However, well thought out implementation plans that are clear, specific about roles and accountability and that are focused on creating systems of improvement can forestall these barriers and ultimately advance the mission of the college.

APPENDIX A

Preparing For The Onsite Visit

Onsite Visit Schedule Guide

The External Review Team Onsite Visit (see above sections) follows submission of the program's Self-Study document. This campus visit is an opportunity for program faculty to meet with colleagues in their field and receive an objective review of and feedback on the program's successes and areas of needs.

This guide includes information to assist departments with scheduling the onsite visit including information regarding the agenda, transportation, hotel accommodations and meals.

Once the review team is selected, the Office of the Provost works with the reviewers and the department to determine suitable meeting dates. **Programs begin planning the agenda for the site visit as soon as the meeting dates are set. Meeting space reservations, catering and other meals, technology assistance and equipment should also be addressed by the department or program as soon as possible**

Preparing for the Onsite Visit

The External Review Team site visit is typically a two-day event. Department chairs and their faculty teams are responsible for creating and coordinating the visit schedule. (Please note that the external review team's travel arrangements are not initiated until a tentative schedule has been established).

Day one involves an early morning welcome meeting followed by meetings with various department and College constituents or affiliates. Department or campus tours or tours of other relevant facilities or organizations (e.g., AUC partners) . Meetings continue on day two and culminate in an exit briefing with the Review Team, The Department Chair, Provost And Program Review Committee/Faculty. Additional guidance is available in the Onsite Meeting Guide.

The department does not contact the external review team members prior to the site visit.

- The Office of Institutional Effectiveness schedules a preparatory meeting with the department chair to discuss goals for the visit, outline a general schedule and review any planning logistics.

  Note: The Office of Institutional Effectiveness will work with the Review Team members to coordinate travel and hotel arrangements.

- The department appoints one or two program ambassadors who serve as points of contact during the site visit. These individuals may be faculty, staff or students. These department ambassadors ensure that the Review Team follows the schedule, has required resources and may escort reviewers around campus or the department, if required.

*Creating The Schedule: A General Guide**

- Forty-five minutes to one hour is sufficient for focused meetings with small groups of faculty, staff, students, or administrators.

- For focused meetings, groups of 5 to 7 (8 at most) typically work best.
    - Students may be more willing to attend meetings if food is provided.
    - Consider offering virtual attendance options when appropriate.
- Incorporate at least a 1-hour break to allow reviewers time to meet and reflect on the visit and consolidate notes. You may suggest that this occur over dinner if time is limited.
- Schedule regular breaks of at least 15 minutes throughout each day. If there are several back-to-back meetings, plan to include at least a 30-minute break after those meetings.
- Consider inviting representatives from other programs particularly if there is an interdisciplinary focus or sharing of initiatives or strategic priorities.

Tours of the program facilities (labs, classrooms, etc.) should also be scheduled. Some programs also schedule campus tours. These can be coordinated by contacting the admissions office and filling out the [Tour Request Form](https://app.smartsheet.com/b/form/148fcac91c9e4842b954583c9c1a6842) (https://app.smartsheet.com/b/form/148fcac91c9e4842b954583c9c1a6842).

***For more detailed information, see the Onsite Meeting Guide document.**

Welcome Meeting

Plan a welcome meeting for the review team on day 1 of the on-campus site visit. This is an opportunity for introductions, a review of the schedule as well as expectation and goals for the visit. Attendees would include department chair(s)/vice chair, the provost or other vice president(s) and/or specific faculty or staff involved in completing the self-study. The chair and the provost provide the initial greeting and introductions. The meeting is then open to the reviewers to ask general and broad questions about the program or college.

Selection of Meeting Attendees:

Programs are encouraged to have a diversity of perspectives and the participation from a wide range of individuals from within and outside the department.

- Include a list of college constituents that will participate during the review meetings.
- Identify and invite campus administrators, department faculty and staff representatives. The department invitees might include, for example, the Interim VP for Faculty, Director(s) of Teaching Resource Center, the Associate Provost for Research, the Dean of Undergraduate Studies, etc. These meetings are organized as needed and may replace others listed if required.
- Meetings with faculty and/or representatives of related departments, special programs, or initiatives within the program are also appropriate This meeting will give the program the opportunity to highlight any interdisciplinary activities or any unique or particularly exceptional aspects of the program.
- Separate meetings should be established for:
    - tenured/tenure-track faculty
    - non-tenure track lecturers and instructors

   - adjunct and part-time faculty
   - program support staff
   - specific program major or minor faculty (if relevant for the program review)
- Identify students, alumni, and/or community members etc. that can speak to specifics regarding the program.

Meals: Food & Refreshments

Meals, food and refreshments offered during the onsite visit are coordinated by the program; and the expenses will be covered by the Office of the Provost. Submission of all receipts, purchase orders and check requests should be coordinated with the Office of Institutional Effectiveness and sent to the Provost's Office.

- Food and refreshments should be provided throughout the day. A break area stocked with water, tea, coffee or other beverages and light snacks are appropriate. Programs can order beverage service through Spelman's food/dinning vendor. Orders with the vendors should be placed several weeks in advance. Please check the vendor's website for specifics.
- Breakfast, lunch and dinner options:
   - Breakfast-The review team has the option of dining at the hotel on their own or the program has the option of providing breakfast on campus.
   - Lunch-The program should provide an hour lunch for the review team. This mid-day meal is typically provided on campus. Programs may invite the external review team to dine in the Faculty Dining area or place an order via the Spelman approved dinning vendor. Alternately, programs may order from a vendor approved restaurant (pickup or delivery, if available). Campus orders can be placed directly with the designated campus food vendor.
   - Dinner-Programs may opt to have dinner with the review team either on campus or at an off-site restaurant. If the department chooses to dine out with the review team, careful consideration should be made regarding those who will attend, restaurant location, etc. Also, consider offering the Review Team the opportunity to dine on their own (per diem) or provide a workspace for them on campus, should they wish to work over dinner.

Close Out/Debriefing

A close out or exit interview should be scheduled on the final day of the meetings. **The review team will provide an oral report of any preliminary recommendations or findings**.

- This meeting is also an opportunity to discuss next steps and ask and answer in final questions before the team departs. The review team may present any final questions for the department and the chairs may have questions for the reviewers.
- The department chair, the program review team and the Provost and/or representatives

from the Office of Institutional Effectiveness should be in attendance.

- The review team is asked to present any preliminary findings or recommendations during this meeting.

Visit the Office of Institutional Effectiveness Program Review Website for more information and resources to assist with completing the program self-study and preparing for the onsite visit.

https://www.spelman.edu/about-us/administration/institutional-effectiveness