

2016

UNO Academic Program Review - A Guide to the Review Process

University of Nebraska at Omaha

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ACADEMIC PROGRAM REVIEW

A Guide to the Review Process



University of Nebraska at Omaha Program Review

Internal program reviews are conducted by the Academic Planning Council (APC) and are an integral part of UNO's assessment and planning processes for the unit, college, and University. The review process is designed to monitor the quality and assist in the ongoing development of UNO's academic programs and units.

Every academic program offered at UNO will be reviewed at least once within a seven-year cycle. The reviews are conducted routinely and are coordinated with the review reports prepared for the Coordinating Commission for Postsecondary Education (CCPE).

For programs with external accreditation the UNO review process may be coordinated to minimize a need for duplication. In some cases the APC review process has been used to prepare for an external accreditation review. If the external process and related self-study do not fully address the criteria required in the APC review, additional documentation will be supplied by the academic program/unit.

UNO's academic program review is comprehensive and focuses on departmental/school units and encompasses all of the programs, both graduate and undergraduate (i.e., majors, certificates, general education courses, centers/institutes, service, etc.), as well as their research, service, and outreach activities.

Program reviews are important because they provide an opportunity to:

- Improve effectiveness of a program by clarifying goals, assessing goal achievement, and evaluating future direction
- Stimulate the review of policies, practices, procedures and records to enhance program success.
- Assess student and program outcomes that lead to data informed decisions regarding improvements in courses, curricula, and methodology or to support request for additional program resources.
- Help the University develop a better sense of a current program and make more informed decisions regarding strategic planning.



Program Review Procedure

The campus academic program review process is primarily comprised of four parts: a self-study, a site visit, a report prepared by an external reviewer, and a summary meeting.

Self-study prepared by the program.

The program self-study is due in the Office of Academic and Student Affairs in the fall term **at least one month** prior to the scheduled review team site visit. Instructions for preparing the self-study may be found in this document.

Site visit conducted by a review team.

The site visit by the review team usually takes place over two days during the fall semester. Each review team has at least one external member. The external reviewer is selected by the Assistant Vice Chancellor for Academic and Student Affairs responsible for program review, in consultation with the program leadership. The external reviewer is a critical member of the review team who will be paid a stipend by the Office of Academic and Student Affairs (OASA). Other members of the review team are internal faculty volunteers who sit on the Academic Planning Council or represent groups such as the graduate council or a past review team, as determined by OASA.

An internal faculty volunteer who sits on the APC is typically appointed as Chair of the review team. The review team Chair is responsible for coordinating the agenda with the program leadership, OASA and the external reviewer. Travel and accommodation arrangements are made by OASA. A sample schedule template is attached at the end of this guide.

Report prepared by an external reviewer.

Following the 2-day site visit, the external reviewer shall prepare a summary report on behalf of the review team. The report is due to OASA 30 days following the site visit. Once the review team report has been submitted, a follow up meeting will be scheduled. In advance of this meeting, the program may or may not elect to prepare a written response to the review team report.

Summary Meeting

The summary meeting is typically attended by the Senior Vice-Chancellor for Academic and Student Affairs, the Dean of the College, the Assistant Vice-Chancellor responsible for program review, the program Chair, and selected members of the APC review team. The purpose of the meeting is to discuss the review, associated issues, and to determine what informed decisions and actions would appropriately follow.



Self-Study Guidelines

The self-study prepared by the program is a narrative document (typically 15-25 pages). It is comprised of five parts.

- I. Review of Program Criteria (A-F)**
- II. Response to Previous Program Review Recommendations**
- III. Resource Allocation Plan**
- IV. Required Attachments (A-E)**
- V. Optional Attachments**

The self-study should follow the prescribed format and respond to each of the statements listed below, using both quantitative and qualitative indicators and referencing documentation as appropriate. Programs are encouraged to incorporate tables and/or graphs that illustrate accomplishments. The self-study (narrative and all supporting documents) should be containable in a 3-inch binder (three copies required) and also submitted electronically as a .pdf or MS Word document.

I. Review of Program Criteria

Please provide evidence that supports each of the following statements. These criteria are aligned with the Core Components in the Criteria for Accreditation set forth by the Higher Learning Commission. Please note the attached guidelines that require the Program Review Team to use a performance rating of “Met”, “Met with Concerns”, or “Not Met” to assess these standards.

A. Educational Offerings

1. The program’s courses and offerings are current and require levels of performance by students appropriate to the degree or certificate awarded. (HLC 3.A.1)
2. The program’s degrees and offerings engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. (HLC 3.B.3)
3. Where applicable, please describe how the program contributes to the general education program of the University. (HLC 3.B.1)
4. The program’s educational offerings recognize the human and cultural diversity in which students live and work. (HLC 3.B.4)
5. The program communicates about its educational offerings with students and other constituencies, and ensures that its quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality). (HLC 3.A.3) The program ensures that instructors in any dual credit, contractual, and consortial programs are appropriately credentialed. (HLC 3.C.2)
6. Where applicable, please describe how the program offers co-curricular or community engagement opportunities that contribute to the educational experience of the program’s students. (HLC 3.E.1)

B. Students

1. The program’s students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.5)
2. The program ensures that its instructors are accessible for student inquiry. (HLC 3.C.5)
3. The program provides academic advising suited to its programs and the needs of its students. (HLC 3.D.3)

C. Faculty and Staff

1. The program faculty members contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.5)
2. The program has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. (HLC 3.C.4)
3. The program ensures that all of its staff members are appropriately qualified, trained, and supported in their professional development. (HLC 3.C.6)

D. Ethical and Professional Practice

1. The program operates with integrity, and establishes and follows fair and ethical policies and procedures. (HLC 2.A)
2. The program has established policies with respect to academic honesty and integrity. (HLC 2.E.3)
3. The program offers support to ensure the integrity of research and scholarly practice conducted by the program's students. (HLC 2.E.1)
4. The program offers its students guidance in both the ethical and effective use of information resources. (HLC 2.E.2 and 3.D.5)

E. Performance Measures

1. The program has identified the available external accreditation options for its degrees and maintains such accreditation wherever applicable. (HLC 4.A.5)
2. Using appropriate indicators, the program evaluates the success of its graduates, including whether its degree and certificate programs prepare students for advanced study or employment. (HLC 4.A.6)
3. The program gathers and analyzes data about student retention, persistence, and completion in its degree programs, and uses this information to make improvements as warranted by the data. (HLC 4.C)
4. The program employs effective procedures to improve its own performance. (HLC 5.D)
5. The program addresses its role in a multicultural society. Its processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves. (HLC 1.C.1 and 1.C.2)
6. The program has identified and engaged with external constituencies and communities of interest, responding to their needs as its mission and capacities allow. (HLC 1.D.3)

F. Current Resources

1. The institution has provided the program, including its students and instructors, with the infrastructure and resources necessary to support effective teaching and learning. (HLC 3.D.4)
2. The program employs its resources efficiently and strategically. (HLC 3.D)
3. The program has sufficient numbers and continuity of faculty to carry out both the classroom and non-classroom roles of faculty. (HLC 3.C.1)

II. Response to Previous Program Review Recommendations

Please attach a statement explaining how the program has responded to recommendations provided in the most recent prior program review.

III. Future Resource Allocation Plan

Please attach a summary statement explaining (A) how resources should be invested in the unit in the case of increased funding levels, and (B) what areas should be reduced/eliminated in the case of decreased funding levels.

IV. Required Attachments

A. Program Strategic Plan and Mission Statement

The attached strategic plan and mission should include or be prefaced by a statement explaining how the program's strategic plan and mission are related to the strategic plan and mission of the University. How does the program communicate its strategic plan and mission? (HLC 1A, 1B, 1C, 1D)

B. Assessment Plan

An assessment plan must be included for each degree granted by the program and for any affiliated centers. For example, if the program grants the M.A., B.A., and B.S. degrees, then three assessment plans should be included or it should be noted that the same plan is included for multiple degrees. Assessment plans for any concentrations or certificates may be included but this is not required.

C. Assessment Report

An assessment report regarding student learning outcomes (SLO) must be included for each degree granted by the program and for any affiliated centers. New assessment data or documentation of student learning may be included if available; otherwise, programs may submit their most recent prior SLO report(s) along with feedback received from the UNO Assessment Committee. Assessment reports for all concentrations or certificates may be included but this is not required. (HLC 4.B and 3.A.1)

D. Academic Department Indicators

The Office of Institutional Effectiveness can assist in compiling this data.

E. Faculty Curriculum Vitae

Summary form is acceptable. (HLC 3.B.5 and 3.C.2)

V. Optional Attachments

These may include items such as unit annual reports, summaries of other external reviews such as accreditation reports, summaries of student evaluation results, and web pages or other informational or promotional materials.



Program Review Feedback Guide

A. Educational Offerings

1. The program's courses and offerings are current and require levels of performance by students appropriate to the degree or certificate awarded. (HLC 3.A.1)			
Comments:	Met:	Met with concerns:	Not Met:
2. The program's degrees and offerings engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. (HLC 3.B.3)			
Comments:	Met:	Met with concerns:	Not Met:
3. Where applicable, please describe how the program contributes to the general education program of the University. (HLC 3.B.1)			
Comments:	Met:	Met with concerns:	Not Met:
4. The program's educational offerings recognize the human and cultural diversity in which students live and work. (HLC 3.B.4)			
Comments:	Met:	Met with concerns:	Not Met:
5. The program communicates about its educational offerings with students and other constituencies, and ensures that its quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality). (HLC 3.A.3) The program ensures that instructors in any dual credit, contractual, and consortial programs are appropriately credentialed. (HLC 3.C.2)			
Comments:	Met:	Met with concerns:	Not Met:

6. Where applicable, please describe how the program offers co-curricular or community engagement opportunities that contribute to the educational experience of the program's students. (HLC 3.E.1)			
Comments:	Met:	Met with concerns:	Not Met:

B. Students

1. The program's students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.5)			
Comments:	Met:	Met with concerns:	Not Met:

2. The program ensures that its instructors are accessible for student inquiry. (HLC 3.C.5)			
Comments:	Met:	Met with concerns:	Not Met:

3. The program provides academic advising suited to its programs and the needs of its students. (HLC 3.D.3)			
Comments:	Met:	Met with concerns:	Not Met:

C. Faculty and Staff

1. The program faculty members contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate. (HLC 3.B.5)			
Comments:	Met:	Met with concerns:	Not Met:

C. Faculty and Staff Continued

2. The program has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. (HLC 3.C.4)			
Comments:	Met:	Met with concerns:	Not Met:

3. The program ensures that all of its staff members are appropriately qualified, trained, and supported in their professional development. (HLC 3.C.6)			
Comments:	Met:	Met with concerns:	Not Met:

D. Ethical and Professional Practice

1. The program operates with integrity, and establishes and follows fair and ethical policies and procedures. (HLC 2.A)			
Comments:	Met:	Met with concerns:	Not Met:

2. The program has established policies with respect to academic honesty and integrity. (HLC 2.E.3)			
Comments:	Met:	Met with concerns:	Not Met:

3. The program offers support to ensure the integrity of research and scholarly practice conducted by the program's students. (HLC 2.E.1)			
Comments:	Met:	Met with concerns:	Not Met:

4. The program offers its students guidance in both the ethical and effective use of information resources. (HLC 2.E.2 and 3.D.5)

Comments:

Met:

Met with
concerns:

Not Met:

E. Performance Measures

1. The program has identified the available external accreditation options for its degrees and maintains such accreditation wherever applicable. (HLC 4.A.5)

Comments:

Met:

Met with
concerns:

Not Met:

2. Using appropriate indicators, the program evaluates the success of its graduates, including whether its degree and certificate programs prepare students for advanced study or employment. (HLC 4.A.6)

Comments:

Met:

Met with
concerns:

Not Met:

3. The program gathers and analyzes data about student retention, persistence, and completion in its degree programs, and uses this information to make improvements as warranted by the data. (HLC 4.C)

Comments:

Met:

Met with
concerns:

Not Met:

4. The program employs effective procedures to improve its own performance. (HLC 5.D)

Comments:

Met:

Met with
concerns:

Not Met:

5. The program addresses its role in a multicultural society. Its processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves. (HLC 1.C.1 and 1.C.2)			
Comments:	Met:	Met with concerns:	Not Met:

6. The program has identified and engaged with external constituencies and communities of interest, responding to their needs as its mission and capacities allow. (HLC 1.D.3)			
Comments:	Met:	Met with concerns:	Not Met:

F. Current Resources

1. The institution has provided the program, including its students and instructors, with the infrastructure and resources necessary to support effective teaching and learning. (HLC 3.D.4)			
Comments:	Met:	Met with concerns:	Not Met:

2. The program employs its resources efficiently and strategically. (HLC 3.D)			
Comments:	Met:	Met with concerns:	Not Met:

3. The program has sufficient numbers and continuity of faculty to carry out both the classroom and non-classroom roles of faculty. (HLC 3.C.1)			
Comments:	Met:	Met with concerns:	Not Met:

II. Response to Previous Program Review Recommendations

Reflections on the program's response to its previous review recommendations:

III. Future Resource Allocation Plan

Comments or suggestions are about resource allocation in the program:

IV. Required Attachments

A. Program Strategic Plan and Mission Statement

Comments or suggestions related to the program's mission and strategic plan:

B. Assessment Plan

Comments or suggestions concerning the program's most recent assessment plan:

C. Assessment Report

Comments concerning the program's most recent report on Student Learning Outcomes assessment:

D. Academic Department Indicators

Observations related to the academic department indicators, including majors and minors, SCH productivity, and trends over time:

E. Faculty Curriculum Vitae

Observations related to the Curriculum Vitae of the faculty:

V. Optional Attachments

Observations related to any optional attachments or additional topics not addressed above:

Attachment - Sample Itinerary

Program Review, Nov 12-13, 201__

Team Chair: _____

External Reviewer: _____

GPC Rep: _____,

UNO Rep: _____,

Sunday, Nov 11

0X:00 Pick-up of Prof. _____ at airport by _____ (Program Rep)

0X:00 Dinner with _____ (Program Rep)

Monday, Nov 12

08:00 Pick up of Prof. _____ at hotel by _____ (Team Chair)

08:15 - 09:00 APC Team Meeting (Room #)

09:00 - 10:00 Meeting with _____ (Program Rep) and tour of program facilities

10:00 - 11:00 Meeting with Dean _____

11:00 - 12:00 Faculty: _____, _____, _____, etc (Room #)

12:00 - 01:00 APC Team Lunch (Room #)

01:00 - 02:00 Meeting with Graduate Dean - Deb Smith-Howell (EAB 203)

01:30 - 02:00 Area Faculty: (Room #)

02:00 - 02:30 Class Visit: (Room #)

02:30 - 03:00 Graduate Program Committee: (Room #)

03:00 - 03:30 Meeting with undergraduate reps/majors (Room #)

03:30 - 04:00 Meeting with graduate rep, graduate students (Room #)

04:00 - 05:00 Class Visit (Room #)

05:00 - 06:00 Pick-up and tour of _____ (Program Rep)

06:00 - 07:00 APC Team dinner (MBSC - XXX Room)

07:00 - Returned to hotel by _____

Monday, Nov 12

08:00 Pick up of Prof. _____ at hotel by _____ (Team Chair)

08:30 - 09:00 Meeting with staff (Room #)

09:00 - 09:30 Community Partners (Room #)

09:30 - 10:00 Undergraduate Program Committee: (Chair/Faculty), (Room #)

10:00 - 10:30 Reappointment-Promotion-Tenure Committee: (Chair/Members), (Room #)

10:30 - 11:00 Resource Committee: (Chair), (Room #)

11:00 - 12:00 Meeting with Senior Vice Chancellor BJ Reed (EAB 202)

12:00 - 02:00 APC Team Lunch (Room #)

02:00 - 03:00 Exit Meeting with Department (Chair) (Room #)



For additional information contact:

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