

**UNIVERSITY OF SOUTH FLORIDA**

**Program Review Process and Guidelines**

**Office of Academic Affairs**

## INTRODUCTION

### Program Review Cycle

Each University of South Florida (USF) degree program listed on the State University System Academic Degree Programs Inventory must be reviewed at least once during a seven-year period in accordance with Florida Board of Governors (BOG) Regulation 6C-8.015. In order to avoid duplication, for programs with specialized accreditation, external reviews conducted for accreditation may be used for the purposes of program review.

### Program Review Rationale

The program review process at USF encompasses a systematic, ongoing and intentional gathering of information on academic program performance and effectiveness. The result of this information is used to enhance student learning and improve academic programs in the context of USF Board of Trustees (BOT) and BOG strategic priorities.

### Process

The Office of Academic Affairs will coordinate all activities for USF program reviews.

The current program review process includes the following elements:

- A program self-study prepared by the chair and faculty of the program under review.
- A Dean's Report prepared by the Dean of the College that house(s) the program under review.
- A written report from one or more external reviewers selected by the Office of Academic Affairs in consultation with the program under review and the Dean's Office. As the program review process is web-based, external reviewer(s) will participate in the process via the web unless the Office of Academic Affairs in consultation with the Dean determines that a site visit is necessary.
- A summary report of the program review prepared by the Office of Academic Affairs and sent by the Provost (or designee) to the BOG.

This document details the contents for each of the four reports. In addition, a recommended timeline for activities is provided.

## SELF-STUDY REPORT

### Instructions for Preparing the Self-Study Report

The Self-Study Report provides an opportunity for an academic unit to present a comprehensive assessment of its academic degree program(s). The unit presents its evaluation of its programs in the context of its own defined mission, the USF mission, and the strategic priorities of the USF BOT and the BOG. During the process, it is expected that the faculty will participate and discuss the elements of the report and contribute to the program evaluation process. The seven-year review cycle is designed to confirm achievement of program mission as well as the effectiveness of continuous improvement processes at the program, unit, and institutional level.

The Self-Study Report will be presented in a web based format (via the Program Review website) that includes the following elements.

#### I. PROGRAM OVERVIEW

Units that house both graduate and undergraduate programs should organize the following information into distinct sections for each program by level:

##### *Mission, Goals and Purpose of Program(s)*

- Briefly describe the unit's overall mission/goals in the areas of research, teaching, and service (if appropriate), as well as the distinct missions and goals of the graduate and undergraduate programs, if appropriate.
- Briefly describe each degree program, including areas of strength and concern, and any special characteristics of the program, its students, or its graduates.
- Briefly assess the effectiveness of the program(s) in the context of the USF mission and Strategic Plan, and the BOG Strategic Plan. Include the undergraduate major(s) and minor(s), graduate programs, research programs, teaching, service courses and any other activities.
- Describe short-term and long-term plans, aspirations, and goals for the future (refer to compact plans and strategic directions).
- If the academic unit plans to develop a new degree program in the same or a similar discipline as the program(s) being reviewed, a description of the proposed program and a timeline for implementation should be included in the self-study. Include any plans to develop academic initiatives with institutions other than USF and/or at institutions outside of the United States.

- If a new program proposal is in preparation, the draft proposal should be included as an appendix to the self-study.

## II. CURRICULUM

### A. *Undergraduate Program Curriculum*

For each undergraduate program or concentration, state the Expected Core Learning Outcomes in the areas of content knowledge and skills, communication skills, and critical thinking skills and the measures used to assess them, as recorded in the program's Academic Learning Compact (ALC).

Provide a curriculum map showing courses aligned with the broad ALC categories (discipline specific skills, communication skills, and critical thinking skills).

Indicate how the results of assessment of student learning outcomes have been used to plan and implement program improvements.

Provide evidence that all courses have been reviewed within the past seven years to ensure that syllabi in use are current, curriculum is relevant, courses are properly sequenced, and prerequisites/co-requisites are appropriate.

Examine approved common prerequisites to ensure that the program is in compliance with State-approved common prerequisites. For those baccalaureate programs that have been approved as Limited Access, review the rationale for Limited Access status and determine whether such status is still warranted.

Describe changes in the curriculum (additions, deletions, modifications) in the last seven years and the rationale for those changes.

Discuss the relationship of unit offerings to other USF programs (e.g. other degree programs and/or university-wide initiatives). Describe any joint, accelerated, or interdisciplinary programs.

Discuss any areas of concern about curriculum.

### B. *Graduate Program Curriculum*

State the goals and core learning outcomes of the program(s) and the assessment strategies used to measure the outcomes.

Provide a curriculum map indicating the link between courses and learning outcomes.

Indicate how the results of assessment of student learning outcomes have been used to plan and implement program improvements.

Provide evidence that all courses have been reviewed within the past seven years to ensure that syllabi in use are current, curriculum is relevant, courses are properly sequenced, and prerequisites/co-requisites are appropriate.

Describe changes in the curriculum (additions, deletions, modifications) with regard to individual programs in the last seven years and the rationale for those changes.

Discuss the relationship of unit offerings to other USF programs (e.g. other degree programs and/or university-wide initiatives). Describe any joint, dual degree, accelerated or interdisciplinary programs.

Discuss any areas of concern about curriculum.

### **III. FACULTY**

#### *A. Overall Assessment of the Faculty*

Briefly describe the unit faculty (tenure track and non-tenure track) FTE by program. Address unit organization and interactions among faculty of the various programs, tracks, and concentrations (if applicable), and report the results of any faculty surveys conducted as part of the self-study. Include a list of graduate faculty and an assessment of faculty strengths and areas of concern.

Provide data on faculty distribution across ranks and analyze briefly.

Describe how the salary range at each rank in the program compares with that in the discipline at comparable institutions.

List any projected faculty retirements, the expected impact of the retirements, and the unit's plans to address this impact.

Comment on the racial, ethnic, and gender diversity of the program's faculty. Note any significant trends in the last seven years and discuss recruitment, retention, and support procedures for racial and ethnic minority faculty and other underrepresented populations within the program.

Include abbreviated curriculum vitae for each faculty member that summarizes publications, honors and awards, participation in national and international societies and meetings, editorial responsibilities, university, regional, national and/or international committees, and research funding during the past seven years.

For each faculty member, summarize:

- Number of completed master's theses/papers chaired/advised (last seven years).
- Number of completed dissertations chaired/advised (last seven years).
- Involvement in supervision of doctoral students or postdoctoral fellows and any related awards received.
- Involvement in development, delivery and improvement of undergraduate instruction and any related awards received.
- Course development work (developing new courses, revising courses, preparing new course materials), either independently or in conjunction with programs in the Center for 21<sup>st</sup> Teaching Excellence, and any related awards received. Include design, development, and delivery of distance learning programs and any related awards received.
- Faculty service activities that promote student learning outcomes.

*B. Faculty Research and Scholarship*

Describe the research goals of the faculty in each program area and include how these goals compare to those of similar programs at peer institutions.

Describe arrangements for research or study leaves, or alternative means by which faculty are encouraged to broaden their perspectives and to renew their qualifications for teaching and research. Comment on the success of faculty in obtaining outside or competitive funding for leaves such as Fulbright, etc.

Comment on research funding in the unit over the last five to seven years.

Provide a list of research-related honors and distinctions of the faculty for the last five to seven years.

*C. Teaching*

Describe the unit's policy and practice with respect to teaching loads. Distinguish between the teaching of graduate and undergraduate courses when possible, but include both when applicable.

Discuss the rationale for this policy and practice, how it corresponds to the program's curricular goals, and how it advances the strategic directions of USF.

Describe who does the undergraduate teaching (if applicable) in the program. If graduate students teach undergraduate courses, describe the process by which they are selected, trained, supervised, and evaluated. Describe and comment upon the adequacy of the compensation they receive.

Describe the program's process for evaluating teaching, and explain how these evaluations are used.

Describe the program's efforts to assist faculty to improve their teaching.

State the program's goals and policies for faculty advising/mentoring of graduate students, undergraduate majors and minors, and postdoctoral fellows, and describe how this is accomplished.

Describe how the program fosters a commitment to academic integrity.

#### *D. Service*

Briefly describe how the program service activities promote unit student learning outcomes and contribute to USF's engagement mission (if applicable).

### **IV. STUDENTS**

Review the data reports provided by the Office of Decision Support on undergraduate and graduate students. Comment on the trends revealed by those data for at least the past five years with respect to enrollment, undergraduate and graduate applications and acceptances, credit hours generated, and degrees conferred.

#### *A. Undergraduate Programs*

Comment on the racial, ethnic, and gender diversity in the student population. Note any significant trends in the last seven years. Present the program's recruitment, retention, support and placement procedures for racial and ethnic minority students and other underrepresented populations within the discipline. Describe how the unit seeks to ensure a hospitable environment for all students in its undergraduate programs.

Describe the unit procedures for dispute resolutions and academic integrity.

Describe the procedures for monitoring the progress of undergraduate students.

Provide any available statistics on student retention and an analysis of data for matriculated students who left before completion of their program.

Identify significant professional or intellectual contributions by undergraduate students while in training (e.g., awards and honors, notable publications, leadership roles in professional organizations, etc.).

Provide information about placement of graduates for the most recent five years.

*B. Graduate Programs*

Describe the criteria by which applicants to the unit's graduate programs are selected for admission.

Comment on the racial, ethnic, and gender diversity in graduate student populations. Note any significant trends in the last seven years. Present the program's recruitment, retention, support and placement procedures for racial and ethnic minority students and other underrepresented populations within the discipline. Describe how the program seeks to ensure a hospitable environment for all of its graduate students.

Describe from what sources (e.g., federal funds, grants, university awards, teaching, research and graduate assistantships), and the average number of graduate students who are supported financially. What is the average rate of support per student? If seven year data are available, please provide; otherwise note trends.

Describe the unit's procedures for dispute resolutions and ensuring academic integrity.

Describe procedures for evaluating the progress of graduate students.

Provide any available statistics on student retention and an analysis of any available data on matriculated students who left before completion of their programs.

Identify significant professional or intellectual contributions by graduate students while enrolled or after graduation (e.g., awards and honors, notable publications, leadership roles in professional organizations, awarded patents, etc.).

Provide information about placement of graduates for the most recent five years by program.

## **V. GOVERNANCE, ADMINISTRATIVE SUPPORT, FACILITIES AND EQUIPMENT, LIBRARY AND INSTITUTIONAL RELATIONSHIPS**

### *A. Governance*

Describe the unit's internal organization for governance and administration.

Provide a current copy of the department governance document or a web link. Please identify any changes since the last program review.

### *B. Administrative Support*

Comment on the adequacy of staff support and the financial base of this support. This should include technical, clerical, secretarial, and administrative staff.

### *C. Facilities and Equipment*

Comment on the status and adequacy of physical facilities, including:

- physical space for teaching, research, and administration,
- instructional, research, and administrative equipment,
- computer capacity available to the program from the campus and/or from other agencies.

### *D. Library Resources*

Comment on the adequacy and availability of library resources that support the academic programs and faculty research and scholarship.

### *E. Institutional Relationships*

Describe relationships with other academic and research units (e.g., joint or interdisciplinary programs, institutes and centers, grants and other awards).

## **VI. CONTINUOUS IMPROVEMENT**

Comment on the major programmatic changes that have taken place in the unit over the past five to seven years including:

- The relationship among undergraduate and graduate programs within the unit (if applicable).

- Briefly describe the major factors that has enabled the unit to reach its goals, objectives and expected learning outcomes since the last program review.
- Briefly describe the major factors that have hindered the unit from reaching its goals, objectives and expected learning outcomes since the last program review.
- Briefly describe any major opportunities that have promoted student learning outcomes since the last program review.
- Briefly describe any other major activity that has influenced programmatic changes (i.e. feedback from student surveys or exit interviews, alumni input, advisory boards, etc).
- Briefly describe any activities undertaken to promote global outreach of the unit since the last program review.
- List recommendations from previous program reviews and/or accreditation reviews and provide a brief synopsis of actions taken in response.

### **DEAN'S REPORT**

Should include, but not necessarily be limited to, discussion of the following aspects of the program(s) under review:

1. General Comments

- A: Overview of University mission and aspirational status
- B: Overview of College mission and strategic alliance with the University
- C: Overview of Department mission and strategic alliance with the College and University

2. Undergraduate Program

- A: Contribution to USF mission and strategic priorities
- B: Internal and external program need and demand
- C: Competitive and strategic advantage to the College and USF
- D: Quality of students: admission criteria and graduation rates
- E: New initiatives or other special issues

3: Graduate Program

- A: Contribution to USF mission and strategic priorities
- B: Internal and external program need and demand

- C: Competitive and strategic advantage to the College and USF
  - D: Quality of students: admission criteria and graduation rates
  - E: New initiatives or other special issues
- 4: Faculty
- A: Research
  - B: Teaching
  - C: Service (if applicable)
- 5: Space and Facilities
- A: Adequacy
  - B: Plans
- 6: Summary
- A: Program progress on continuous improvement activities
  - B: Additional comments
- 7: Specific questions for external reviewer(s) to address

### **EXTERNAL REVIEWERS**

External reviewers are normally required for all program reviews. The purpose of an external review is to provide an objective perspective and discipline-based expertise on the department's demonstrated effectiveness in the areas of curriculum, support for student academic and faculty achievement, productivity and resource management.

#### **Selection of External Reviewers**

The Office of Academic Affairs will request a prioritized list of three to five names and short bios of potential reviewers from the Dean of the College in which the program under review is located. The Dean will identify the potential reviewers in consultation with the Chair/Director of the program under review.

Once the names have been submitted, the Office of Academic Affairs will contact the reviewers beginning with the first one on the prioritized list to establish if the reviewer is willing and available to conduct the review. If none of the reviewers nominated is willing and/or available, the Office of Academic Affairs will request additional names from the Dean.

*Nominees must meet the following minimal criteria:*

- ❑ Holds (or has held) the rank of Associate Professor or higher in a Carnegie-designated “very high research” institution.
- ❑ Is (or has been) affiliated with an institution outside the State of Florida that offers programs similar to the one(s) being reviewed.
- ❑ Has administrative experience
- ❑ Has a respected record of scholarly activity in the discipline
- ❑ Is currently active in the discipline
- ❑ Has no conflict of interest with USF or with the unit(s) housing the program(s) being reviewed

*Preferred criteria for nominees include:*

- ❑ Has experience in a publicly supported university or college
- ❑ Has experience in evaluating programs (e.g. as accreditation or program review team member)
- ❑ Has a national reputation in the discipline
- ❑ Is (or has been) affiliated with an institution that the program being reviewed or its home unit regards as an aspirational peer.

When the external reviewer is selected, the Office of Academic Affairs will prepare a contract and arrange for a site visit if necessary.

### **Proposed External Reviewer Report Visit Guidelines and Report Format**

The external reviewer(s) must be able to participate in virtual meetings or conference calls with various USF constituents or conduct a site visit if this is determined to be necessary, and prepare recommendations in a report submitted electronically via the Program Review website.

The external reviewer will be given login privileges to the Program Review website where s/he will complete the web-based Program Review Report. The report will contain at a minimum the following sections:

- I. General overview of the program
- II. Evaluation of need and demand for program
- III. Consistency of the program mission and purpose of the program within the context of the University mission and BOG strategic plan.

- IV. Evaluation of program quality:
- Curriculum
  - Faculty
  - Students
  - Administration
  - Resources and facilities
- V. Assessment of continuous improvement activities
- VI. Program strengths
- VII. Program weaknesses
- VIII. Recommendations

### **SUMMARY REPORT TO THE BOG**

#### **Prepared by the Office of Academic Affairs**

Based on the information provided by the unit, Dean, and external reviewer(s), the Office of Academic Affairs will generate the required report to the BOG. This report will summarize any changes since the last program review, noted strengths and weaknesses of the unit and a summary of recommendations and/or proposed action plans for the unit/curriculum.

### **ADDITIONAL INFORMATION**

The results of the program reviews are expected to inform strategic planning, program development, and budgeting decisions at the university level and, when appropriate at the state level. The Provost and the Dean will work with the department to determine future action in response to the reports and recommendations. The Office of Academic Affairs will keep a permanent record of the self-study, Dean's report, program review report, and any unit response and agreements.

For programs being reviewed in conjunction with specialized/professional accreditation, a University addendum to the accreditation self-study may be developed to address questions and issues of specific interest to USF, the BOT, and the BOG. Submission of University addenda (if required) will be coordinated with the schedule for preparation and submission of the accreditation self-study and the visiting team report

## **TIMELINE FOR PROGRAM REVIEW-FOR 2009**

The University's Academic Program Review Plan will be updated and disseminated annually and will be posted on the Academic Affairs web page. Below is a timeline provided as a general template for the program review process.

### ***January-March***

The Office of Academic Affairs sends the USF Program Review Plan and other relevant guidelines (e.g. the BOG Program Review Policies) to the Dean, Associate Dean and the Department Chair along with a reminder indicating which program(s) are to be reviewed during the coming academic year. Directions will be provided on where to access the documents in the Program Review Website.

### ***March-October***

The academic unit prepares the self-study which is submitted to the Dean (or Associate Dean). The Self-Study Report is submitted electronically via the web-site on or about October 1. The Dean (or Associate Dean) will be given access to the web-site and prepares the Deans' Report. The Dean's report is submitted electronically via the web-site on or about December 1.

By May 1, the academic unit will send a list of three to five potential external reviewers to the Dean (or Associate Dean), who will review the list, amend it if appropriate, and forward it to the Office of Academic Affairs. The Office of Academic Affairs will correspond with potential external reviewer(s) to determine their willingness and availability to review the program(s). Once an external reviewer has been selected, s/he will be provided with exact dates for review of program reports, and a log-on ID and password.

### ***November-February***

The self-study will be reviewed online by the external reviewer(s). If the unit wishes to have the consultant review other non-electronic supplementary materials (e.g. brochures, flyers, etc) as part of the self study report, they will be sent to the Office of Academic Affairs at least a month before the scheduled date of the beginning of the review. The Office of Academic Affairs will mail them to the consultant.

If no site visit is conducted, a meeting will be organized via a webinar/video conferencing or phone conference. This meeting will include the consultant, who will deliver an oral report, representatives from the Provost's Office, the College Dean and Associate Dean, and the Dean of the Graduate School and/or the Dean of Undergraduate Studies (or Associate Dean),

The external reviewer(s) will be requested to submit a complete electronic report no later than four weeks following the exit meeting. The report will be submitted to the Office of Academic Affairs, which will distribute a copy to the Dean of the College for further dissemination and discussion.

***May-June***

The Office of Academic Affairs will prepare a summary report for submission to the BOG Office.

# UNIVERSITY OF SOUTH FLORIDA

## PROPOSED TIMELINE/CYCLE FOR ACADEMIC REVIEW-FOR 2009

