

DUQUESNE UNIVERSITY

ACADEMIC PROGRAM REVIEW GUIDELINES FOR UNDERGRADUATE AND GRADUATE PROGRAMS

The primary goal of an Academic Program Review (APR) is to maintain and strengthen the quality of Duquesne University's undergraduate and graduate degree programs. APRs incorporate both an internal self-study and external reviewers' visit. Programs/Departments submit final written reports to the appropriate academic Dean and the Associate Provost for Academic Affairs. Graduate programs may also be requested to present a brief oral report to the Graduate Council.

Academic Program Reviews must be conducted at least once every 7 years. However, an APR may be requested at an earlier date if deemed desirable or necessary by the department chair, Dean, or Provost. The schedule for APRs is updated annually and posted under Academic Affairs. The self-study and external review should address the evaluative criteria and should provide both descriptive and evaluative information.

Degree programs that undergo specialized accreditation review meet the University requirement for Academic Program Review through that process.

PROCESS AND TIMELINE FOR ACADEMIC PROGRAM REVIEW

Prior to beginning the self-study, the Associate Provost for Academic Affairs (APAA) schedules a meeting with department chairs to review the process and resources available to provide support and information to the committee.

The APR typically follows a 12-to-14 month timeline:

- Self-study: 8-10 months (beginning September/October)
- External review: 2 months
- Final report and recommendations: 2 months.

DEADLINES: (If a deadline falls on a weekend, then due by following Monday.)

- May 15: List of 4-5 possible external reviewers submitted to dean
- June: External reviewers contacted
- August 25: Completed Self-Study submitted to Dean & APAA
- September: External reviewers visit
- October 15: External review completed; submit to Dean & APAA
- November 10: Departmental response to review submitted to Dean & APAA
- December 1 – Dean review submitted to APAA
- January 15 – Provost response

NOTE: All materials must be submitted in electronic format to the office of the Associate Provost for Academic Affairs (sommersg@duq.edu). PLEASE DO NOT SEND MATERIALS TO THE OFFICE OF THE PROVOST.

SELF-STUDY, EXTERNAL REVIEW, DEPARTMENTAL RESPONSE

The Self-Study report addresses the evaluative criteria for each program of study offered by the department. Standard appendices are required and are listed below. The appendices should provide data to support the narrative of the Self-Study. The Associate Provost for Academic Affairs will coordinate the standard reports indicated in the guidelines for the APR process.

The Departmental response to the external review team report addresses any recommendations and plans for improvement.

Department chairs should electronically submit the Self-Study, external review team report, and departmental response by the dates specified under DEADLINES. The reports go to their Dean and the office of the Associate Provost for Academic Affairs (sommersg@duq.edu):

EXTERNAL REVIEW TEAM VISITS MUST BE COMPLETED BEFORE OCTOBER 1

The department chair submits a list of recommendations for external reviewers to the Dean for his/her approval prior to extending invitations and finalizing plans for a site visit. External reviewers should be from peer or aspirant doctoral institutions with experience and credentials that enable them to contribute knowledgeably to the review process.

Academic Affairs will provide financial support for 2 external reviewers for a two-day visit on campus. In cases where multiple programs are being reviewed together (undergraduate and graduate) it will provide financial support for 3 external reviewers for a two-day visit on campus. Please check with the Office of the Provost well in advance of scheduling the site visit to ensure the Provost's availability.

Each reviewer will be paid \$1,200.00 per day and will be reimbursed for travel, lodging and meals. The Self-Study and the reviewers' CVs must be forwarded to the Associate Provost for Academic Affairs no fewer than two weeks prior to the site visit.

On Day 1, the external review team should meet with the department chair, faculty (individually or as a group), undergraduate students and/or graduate students, and the Dean.

The external review team should be given time on Day 2 of the visit to develop its oral report and outline its findings for writing the final report later. They should also have separate report-out meetings that day with the department chair and faculty, the Dean, and the Provost.

The self-study and external review should address the same program review guidelines and should provide both descriptive and evaluative information.

Within 30 days of the campus site visit, ideally no later than October 15, external reviewers should submit electronic copies of the final written report to the Department Chair, Dean, and Associate Provost for Academic Affairs.

DEPARTMENTAL RESPONSE

After receiving the External Review Team Report, the Department Chair will prepare a brief Departmental Response, which is due by November 10 to the Dean and Associate Provost for Academic Affairs.

DEAN'S REPORT TO THE PROVOST

By December 1, the Dean should add a brief report which reflects her/his review of all APR documents and submit it to the Associate Provost for Academic Affairs.

PROVOST'S RESPONSE

By January 15 the Provost will provide a response in writing to the Dean, department chair, and Associate Provost for Academic Affairs.

DUQUESNE UNIVERSITY
ACADEMIC PROGRAM REVIEW
SELF-STUDY NARRATIVE OUTLINE

Adapted with permission from Boston University

The report's narrative portion may be up to **20 pages in length** plus the Executive Summary.

Executive Summary

A brief description of the mission and goals of the program, the program's current strengths, its plan for improvement, and its plan for the future. The Executive Summary may be **no more than two pages in length**.

Overview

1. Provide an introduction to the emerging trends in the discipline.
2. Describe the current academic/intellectual/artistic profile of the unit and how its profile compares to other programs in the field.
3. Identify peer and aspirant peer programs and describe what distinguishes the unit from its peers. **(The Enrollment Management Group will provide the program with a list of potential peer and aspirant peer programs)**.
4. Provide a description of how the program/unit is responsive to the goals in the University's mission and strategic plan.

Assessment of Quality

1. Outline the program's current degree offerings that are included in the Self-Study.
2. Analyze the quality and diversity of students including reference to enrollments and degree-completion rates. **The Office of Institutional Research and Planning can provide:**
 - **Historical program enrollment**
 - **Graduation Rates**
 - **Retention Rates**
 - **Diversity figures**
 - **Other demographic data**

Contact irp@duq.edu to request, allowing at least three weeks' notice.

3. Describe the stature and diversity of the faculty including recent achievements, awards, research strengths, sponsored research support, patents, performances, and service.
4. Describe the program's history of recruitment and retention of faculty and the programs in place to support faculty mentoring and development.
5. Analyze the quality of teaching, evaluate the educational programs, and provide evidence of assessment of student learning outcomes.
6. Describe how the unit supports community-engaged teaching and research within its programs and faculty research.
7. Outline the unit's comparative strengths, weaknesses, and distinctive approach to its offerings.

Plan for Improvement

1. List core objectives and priorities as part of a plan for improvement over the next five years.

2. Consider where the academic discipline is likely moving in the next five years and describe how the program will position itself to respond to this changing context.
3. Describe what opportunities exist to extend current strengths and briefly discuss the major obstacles.
4. Explain the internal improvements that are possible through reallocation of existing resources; explain improvements that can only be addressed through additional resources.

DUQUESNE UNIVERSITY
ACADEMIC PROGRAM REVIEW
LIST OF SELF-STUDY APPENDICES *

Adapted with permission from Boston University

The Appendices should provide data to support the narrative.

Faculty and Program Resources

1. Faculty responsibilities with respect to teaching, advisement and mentoring of undergraduate and graduate students
2. Any relevant summaries of student and/or peer evaluations of teaching
3. Describe the unit's access to technology, Gumberg Library, and other learning resources
4. Describe the unit's current facilities and space, future plans and needs

Assessment of Student Learning and Educational Effectiveness*

(Please refer to WEAVE and where the information is located within it when possible)

1. The unit's assessment plan and how it defines its undergraduate and graduate student learning outcomes by academic program
2. Evidence of undergraduate and graduate student learning (i.e., should include both direct and indirect measures as well as both quantitative and qualitative measures; surveys, portfolio review, exhibits, capstone course, theses, internship ratings, job placement, alumni surveys)
3. Student scholarship (publications, conference presentations, grants, national awards, Honors College Fellow projects)
4. Ph.D. placements for the last ten years, including placement rates into tenure-track faculty positions
5. Methods used to evaluate doctoral dissertations and master's theses
6. Student and faculty involvement in high-impact educational practices such as first-year seminars and experiences, learning communities, writing-intensive courses, capstone courses, undergraduate research, diversity and global learning, common intellectual experiences, collaborative projects, community engagement, internships, and service.

***The Associate Provost for Academic Affairs will provide a brief (2 pages) review of the assessment plan, student learning outcomes, and resulting improvements to the program and, upon request, Dean and Provost. The program is to address any areas for improvement that are noted in the report.**

Faculty CVs

Please provide up-to-date CVs for all faculty in an electronic format or through SEDONA.

****Appendix that does *not* go in the Self-Study packet provided to outside reviewers.**

****The Associate Provost for Administration will provide the department, Dean, and Associate Provost with a CONFIDENTIAL report that provides an analysis of finances, enrollment trends, and student retention tied to degree completion, and faculty teaching productivity. This report will be provided in early September, but it is not to be shared with anyone externally, including external site visitors, since it contains proprietary information for Duquesne University.**