

AY 2019-20

Academic Program Review Guidelines

For Academic Units Writing their Self-Study Report in AY 2019-20

Office of the Provost

Resource Contacts

Academic program reviews are overseen by the Vice Provost for Teaching, Learning Design & Assessment and the Provost. Members of Academic Affairs and the Office of Curriculum, Learning Design & Academic Assessment serve as consultants to academic units, particularly as questions arise in the preparation of the self-study report and the site visit. Below is a table identifying who to contact for a variety of questions related to the Academic Program Review.

Who:	For Questions Concerning:
K Laurie Dickson Vice Provost for Teaching, Learning Design & Assessment 523-1829 Laurie.Dickson@nau.edu	Changing the timeline of the Self-Study, Site Visit or Action Plan Approval of External Reviewers Provost's Review of the Self-Study Report
Roger Bounds Vice Provost for Academic Personnel 523-6159 Roger.Bounds@nau.edu	The following Self-Study Report sections: <ul style="list-style-type: none"> • Faculty: Characteristics • Faculty: Teaching & Mentoring • Faculty: Research, Scholarly & Creative Activities • Faculty: Service & Community Engagement
Melinda Trembl Director, Curriculum & Assessment 523-8695 Melinda.Trembl@nau.edu	The following Self-Study Report sections: <ul style="list-style-type: none"> • Student Success • Curriculum & Assessment • Resources & Governance And also: <ul style="list-style-type: none"> • Syllabi Review • UUC and UGC review of the Self-Study Report • Curriculum & Assessment Action Planning • APR Action Planning
Daniella Watson Assistant to the Vice Provost for Teaching, Learning Design & Assessment 523-1580 Daniella.Watson@nau.edu	Scheduling the site visit, including reimbursements, honoraria, meetings with administrators, etc.

Academic Program Review Guidelines: Table of Contents

Introduction	4
Purpose.....	4
ABOR Requirements and University Policy.....	4
Academic Program Review Process	4
Figure 1: Major Activities by Semester.....	5
Figure 2: Timeline of Submissions & Feedback.....	6
Initial Planning.....	7
Procedures for Writing the Self-Study Report.....	7
The Site Visit.....	8
Compilation of Reviewers’ Findings.....	9
Development of Action Plans.....	9
Progress Reporting Based on Action Plans.....	10
Appendix A: Site Visit Procedures	11
Selection of External Reviewers.....	11
Guidelines for External Reviewers.....	12
General Review Procedures.....	12
Sample Site Review Team Itinerary.....	13
Appendix B: Self-Study Report Template	14
Title Page.....	15
Table of Contents.....	15
Part I. Introduction: Academic Unit Purpose & Context.....	16
Part II. Descriptions to Inform Analyses.....	16
II.A. Student Success.....	16
II.B. Curriculum & Assessment.....	18
II.C. Faculty.....	21
II.D. Resources & Governance.....	22
Part III. Strategic Questions, SWOT Summary & Future Goals.....	22

I. Introduction

Purpose

The primary purpose of academic program review is to evaluate and strengthen academic units in terms of:

- 1) the quality of teaching and educational programs, including curricula and assessment of student learning outcomes;
- 2) the quality of research, creative activity, and/or scholarly work;
- 3) the quality of outreach activities and service to the university, the profession, and the community; and
- 4) the contribution of the unit to university goals and priorities.

The review should result in analysis and determination of the academic unit's strengths and weaknesses, enhanced quality of the unit's academic programs, and identification of future plans and priorities.

ABOR Requirements and University Policy

ABOR Requirements

Arizona Board of Regents policy (ABOR 2-225) requires review of all academic programs every seven years. The Provost may schedule an earlier review in response to changes or for other reasons. Similarly, a Dean may request an earlier review. On rare occasions, Academic Program Review (APR) may be delayed at the request of a Dean to the Vice Provost for Teaching, Learning Design & Assessment (VP-TLDA), subject to the approval of the Provost.

Unit of Review

An academic unit (department or school) is typically the basic unit of review. Normally, all programs within an academic unit are reviewed simultaneously. In some instances, particularly if a unit has one or more degree programs with discipline-specific specialized accreditation(s), sections of the APR may be done separately for academic programs within the unit. Programs that do not reside within an academic unit, including programs such as Liberal Studies or the Honors Program, are reviewed independently of academic units. Expectations for the unit will be clarified during the initial planning phase of the review.

Programs with a Discipline-Specific Specialized Accreditation

Degree programs engaging in a discipline-specific specialized accreditation are reviewed in compliance with the standards and procedures established by the accrediting organization and following the accrediting organization's calendar of review. A supplement to the accreditation review may be required in cases where the accrediting body does not fully address university expectations (e.g., the Degree Program Expectations). When an accreditation review does not apply to all of a unit's programs, the regular APR process is required for the programs not covered by the accreditation. In all cases, programs engaging in a specialized accreditation will develop action plans and submit progress reports as described in these guidelines.

The Academic Program Review Process

In its entirety, the Academic Program Review is a two-year process that includes completion of a self-study, a site visit by external reviewers, a review of Degree Program Expectations by Faculty Senate committees, a compilation of feedback from internal and external reviewers, and the development of a Curriculum & Assessment Action Plan and an APR Action Plan in collaboration with the Provost Office, Vice Provost for Teaching, Learning Design & Assessment (VP-TLDA), college Dean, Graduate College Dean (when appropriate) and Office of Curriculum, Learning Design & Academic Assessment. (See Figure 1 on the following page to review the Major Activities by Semester and Figure 2: Timeline of Submission & Feedback.)

Figure 1. Major Activities by Semester

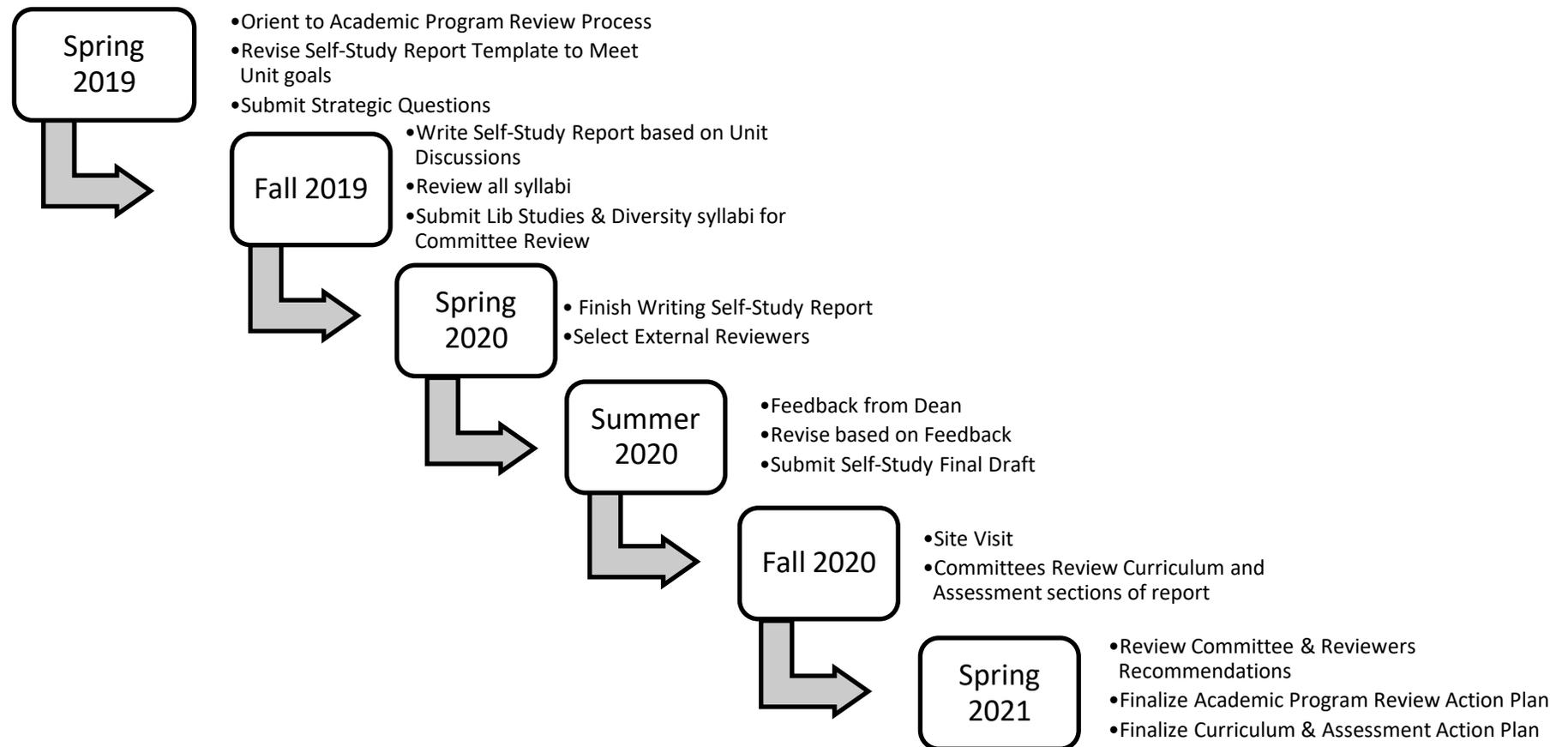
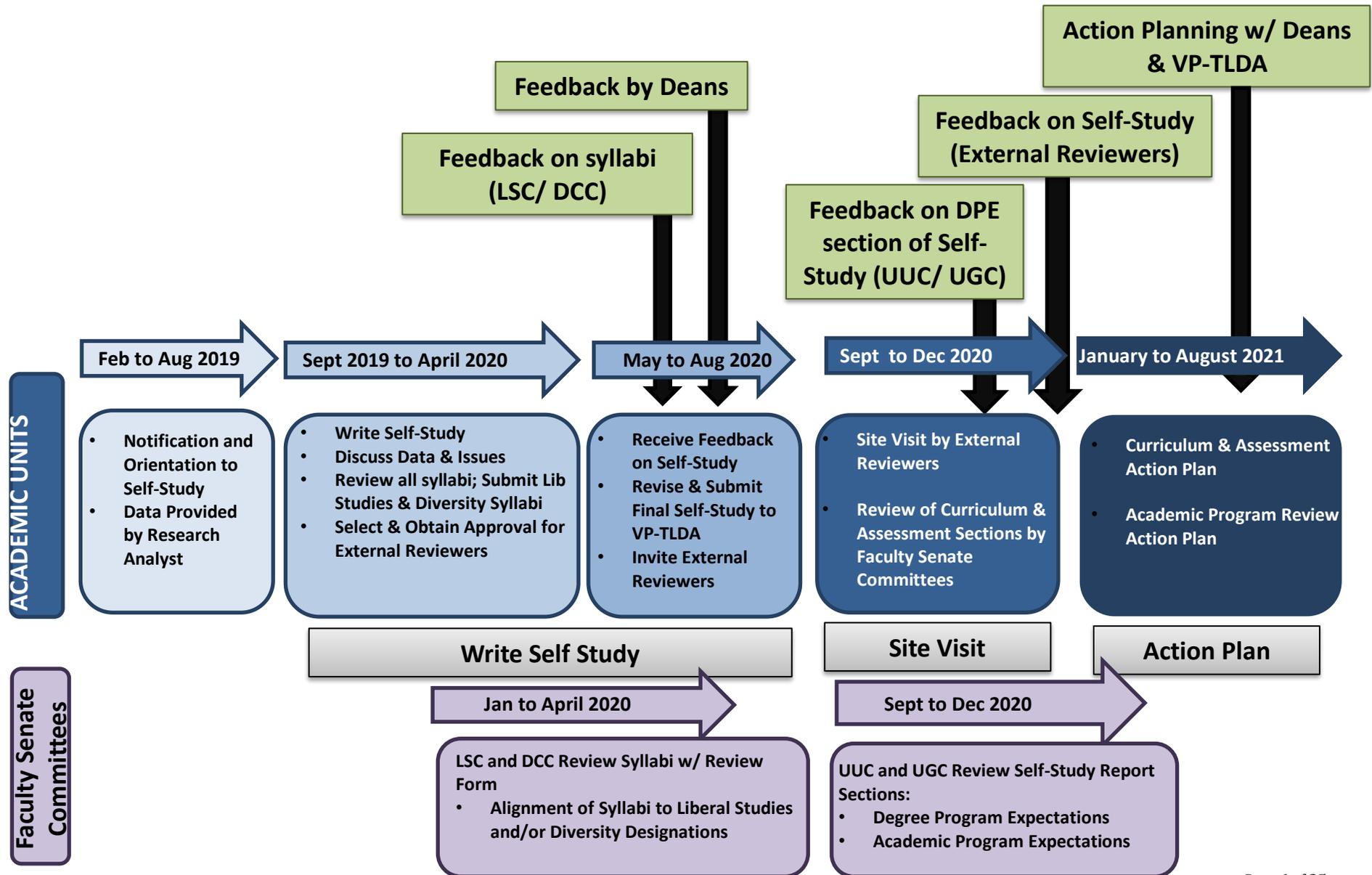


Figure 2. APR Timeline of Submissions & Feedback: For Units Conducting a Fall 2020 Site Visit



1. Initial Planning

Careful planning for the Academic Program Review will ensure a smooth, effective process that is completed within the expected two-year timeframe (see Figures 1 and 2).

Notification of the Review: The unit chair, director, or executive director (hereafter referred to as Chair) and college Dean of the academic unit scheduled for review are contacted the spring of the academic year prior to writing the self-study report to allow ample time to prepare for the review. The VPTLDA office maintains and posts the schedule of reviews <https://in.nau.edu/teaching-learning-design-assessment/Academic-Program-Review/>.

Orientation Meeting and Selection of Strategic Questions: The process is initiated with an orientation meeting between the Chair, interested academic unit representatives, and the Provost's Office. The orientation will serve as an introduction to the APR process and its purposes and provide guidelines for successful completion. Together with the Provost's Office, the unit will identify sections of the template that are appropriate for analysis, and remove sections that are not applicable. Introduction to the Strategic Questions section will occur, and the unit leader and representatives will consider potential Strategic Questions with their college Dean. Strategic Questions decided upon by the college Dean are to be submitted for review to VP-TLDA. Wherever possible, completion of Strategic Questions should occur by the end of the spring semester to ensure any data needs related to NAU's Student Information System (PeopleSoft/LOUIE) can be extracted over the summer and delivered to the unit at the beginning of the fall semester for writing the self-study.

Formation of the Self-Study Committee and Development of the Self-Study Plan: During the spring semester, the Chair consults with the college Dean regarding an appropriate composition for the self-study committee the following year and incorporates those considerations into the development of faculty members' Statement of Expectations.

The composition of the self-study team committee is unique to the composition of each unit's faculty, types of academic programs, and teaching, research and service obligations. For large units having undergraduate and graduate programs, a promising practice has been to engage a representative (or two, if there are many undergraduate and/or graduate programs) on the self-study committee who leads a committee of faculty related to that level or program. Units with multiple programs at the same level frequently have representation for each program. Units with a heavy teaching agenda of service-related courses frequently engage faculty from those courses in writing various sections of the report; units with heavy research agendas typically engage faculty from those areas in writing the research sections of the report. Based on the breadth of depth of the strategic questions selected by the unit and/or Dean, representation would likely reflect the conversations and issues of importance to the unit. It is recommended that at least three academic unit faculty who have a good understanding of the academic unit and the discipline/ profession participate. The self-study committee should also include staff and student representatives, where possible.

After establishing the committee, the Chair should strongly consider meeting with a consultant from the Provost's Office to lead the committee in the development of an action plan and timelines for completion of the self-study within the two year timeframe. Units without realistic plans for self-study completion frequently extend the completion of the report over months. It's best to develop a plan, stick to the plan, and complete the process within the recommended timeframe.

2. Procedures and Timeline for Writing the Self-Study Report

The Self-Study Report provides basic information about the unit, addresses the strategic questions important to the unit, includes an evaluation of its strengths, weaknesses, opportunities, and threats, and identifies the unit's important Future Goals for review and evaluation by the college Dean, Provost's Office, and external and internal reviewers.

Fall Semester

Write Self-Study Report Sections: History/Context, Descriptive Analyses, Strategic Questions

The academic unit's faculty members prepare a descriptive and evaluative self-study using the Self-Study Report Template through reviewing data received from the Office of Curriculum, Learning Design & Academic Assessment, gathering other evidence, and discussing the report among the members of the academic unit.

Please keep the following in mind as you write the self-study:

- The self-study is the faculty's opportunity for self-evaluation.
- The resulting report should be comprehensive but concise.
- It is essential that the process and results be open and available to all members of the academic unit (faculty, students, and staff).

Start Early to Ensure Discussion: The self-study should be started immediately during the fall semester so that it can be completed in time for detailed review and discussion by the faculty within the academic unit. (The model timetable in Figure 1 allows sufficient time for the completion of a comprehensive report in balance with an individual's other teaching, research and service responsibilities.) It is ideal to have initial drafts of self-study sections completed in the fall semester to provide adequate time for discussion and revision of the report during the spring semester.

Program Data Reports: In preparation for writing your Self-Study, you will receive PeopleSoft, Enterprise Reporting, and FAAR data reports from the Office of Curriculum, Learning Design and Academic Assessment (OCLDAA) and Office of Academic Personnel, and have the opportunity to consult with Academic Affairs representatives to discuss the data and its implications.

Cline Library will provide a standard library report upon request. This report will be provided in the fall or spring while the unit is writing its self-study report. The Office of Sponsored Projects also plans to provide a standard research, creative and scholarly activity report, but the details are yet to be determined. Budget reports are available through the Budget Office.

Collection and Review of Academic Unit Syllabi: During the fall semester of the self-study period, the academic unit leader or designee(s) will review faculty members' class syllabi to ensure alignment with the Master/Common Syllabus/Syllabus of Record and determine whether the course's purpose or learning outcomes have changed substantially to warrant re-submission through the curriculum approval process. Additionally, academic units are expected to ensure their alignment with characteristics of Strategic Course Design (the course's purpose aligns with its learning outcomes and its assignments/ assessments). Syllabi for Liberal Studies and Diversity-designated courses are submitted to OCLDAA by the end of fall semester. OCLDAA coordinates the review of these syllabi by the Liberal Studies Committee and/or Diversity Curriculum Committee during the spring semester.

Spring Semester

Write the SWOT Analysis and Future Goals Sections of the Self-Study Report: Based on what the academic unit learned during the fall semester reviewing aspects of your unit's performance in relation to teaching,

learning, research and service; the distribution of resources to achieve the unit's goals; and the findings in relation to the unit's strategic questions. From this analysis, the next step is a reflective consideration of the unit's strengths, weaknesses, opportunities, and threats. Sharing, discussing, and collaborating in the writing of this section is vitally important to the development of a set of future goals for the unit. The future goals section provides a list of the actions the unit will take in order to maintain its strengths, address its weaknesses, seize upon opportunities and address potential threats. The future goals will be reviewed and considered by the college Dean, Provost's Office, and reviewers, who will give feedback concerning goal viability based on resources. The future goals section becomes the groundwork for the Action Plans creating in the following spring semester.

Selecting the Review Team (additional information can be found in Appendix B): External reviewers should be selected based on the questions and analyses being raised by the academic unit. Once the final selection is completed, the review team typically consists of two external reviewers selected by the academic unit and one internal (NAU faculty) reviewer selected by the Provost's Office. The purpose of the reviewer is to provide insights and feedback to assist the unit in achieving its future goals. For example, if the unit is stable, and foresees few changes in the future, they will likely focus on reviewers from universities with similar goals and programs. If the unit finds weaknesses in one or more of its academic programs, reviewers should be selected who have strong programs and can provide insights into how to strengthen the unit's programs.

Strategic questions might garner specific focus by reviewers. For example, if a unit is looking to expand its academic programs, it might obtain a reviewer who has recently successfully expanded a program. If a unit is facing a particular challenge, obtaining a reviewer or specialist who has successfully overcome a similar challenge would be beneficial.

The academic unit will submit a list of five potential external reviewers, ranked according to preference, and provide up to three sentences stating the reasoning for choosing the external reviewer. The list is submitted to the college Dean for initial review and approval. The VPTLDA will review the recommendations and select the external reviewers, subject to the approval of the Provost. The VPTLDA will send formal letters of invitation to the selected external reviewers. Individuals on the list are contacted until two reviewers provide an affirmative response.

In the case of discipline-specific accreditation review, the external reviewers are typically selected by the accrediting agency. Details regarding the selection of the external reviewers are available in Appendix A.

Summer Semester

Drafts and Revisions of the Self-Study: Units will submit a draft of the Self-Study Report to the unit college Dean **by the end of May**. The Dean will provide feedback to the academic unit **by July 31**. The Chair or their designee will incorporate feedback into revisions in August. The final draft of the Self-Study is due **by August 31**.

Distribution of the Final Self-Study Report: Once the self-study is finalized, the Chair should forward the final version of the report simultaneously to the college Dean, the VPTLDA, the Dean of the Graduate College (if the unit has one or more graduate programs) and Vice President for Research (if the unit has a Ph.D. program and/or research-intensive mission). The Provost's Office will distribute the final draft of the self-study to the internal and external reviewers at least one month in advance of the site visit. NAU's review committees, including the University Undergraduate Committee and University Graduate Committee, will receive the *Degree Program Expectations for Curriculum & Assessment* section of the Self-Study Template that pertain to the area of their charge for review and feedback during the fall semester of the site visit.

3. The Site Visit

The site visit is scheduled for the fall term following the year spent writing the self-study. The site visit consists of entry/exit interviews with members of the Provost's Office, various meetings with the College's Dean, the Chair, faculty members and students, and tours of academic unit facilities. In addition, curriculum and assessment aspects of the academic unit are evaluated by faculty serving on four Review Committees: the Diversity Curriculum Committee, the Liberal Studies Committee, the University Graduate Committee, and the University Undergraduate Committee.

Site Visit Preparation: The schedule for the site visit should be developed in consultation with the VPTLDA to ensure that all appropriate personnel are available during the site visit. If the unit offers one or more graduate degrees, the Dean of the Graduate College should be included in the site visit schedule. Details regarding scheduling of the site visit and a sample site visit itinerary are provided in Appendix A.

External Reviewers' Travel, Reimbursement and Honoraria: The external reviewers' travel arrangements (flight, hotel, etc.) should be made by the external reviewers with assistance from the unit if needed. Consultant travel, lodging, and meal expenses should be reimbursed by the unit (collect necessary forms and receipts during the visit). The unit will pay the external reviewers' honoraria (\$750 each) upon receipt of their written report. Subsequently, the Provost's office will reimburse the unit for the travel expenses and honoraria.

Review of Academic Programs Quality by University Committees: During the spring semester prior to the site visit, the Liberal Studies or Diversity Designation course syllabi, are reviewed by the appropriate committee to ensure their alignment with Designation characteristics and characteristics of Strategic Course Design (the course's purpose aligns with its learning outcomes and its assignments/ assessments).

In the fall semester of the site visit, the University Undergraduate Committee and/or University Graduate Committee are provided the Degree Program Expectations for Curriculum & Assessment sections of the Academic Program Review. Committees will use reviewers' guides to evaluate and provide accolades and/or recommendations to the academic units concerning each degree program's curriculum and assessment efforts since the previous review period. The Purpose Statements and Learning Outcomes for minors and certificates will also be reviewed by university committees.

4. Compilation of Reviewers' Findings

The academic unit, Dean and VPTLDA will receive findings and feedback from the external reviewers, the internal reviewer, and review committees (the Diversity Curriculum Committee (DCC), Liberal Studies Committee (LSC), University Graduate Committee (UGC) and/or University Undergraduate Committee (UUC)).

Review Committee Responses: The Office of Curriculum, Learning Design & Academic Assessment coordinates and collects the feedback from committees engaged in the review of the units' report and syllabi. The findings are used, in conversation, to develop the Curriculum & Assessment Action Plan.

External and Internal Reviewers' Report(s): External reviewers have the option of submitting a combined reviewer's report authored by both reviewers, or submitting multiple reports authored by each individual reviewer. The Internal Reviewer has the option to provide useful feedback to the academic unit and the Provost's Office. Within six weeks following their visit, the external and internal reviewers should submit their completed report(s) to the VPTLDA, who will distribute it to the Provost, Dean of the Graduate College (if relevant), the college Dean, and Chair. After the Chair receives the report, the Chair should, in turn, distribute the report to the unit faculty and discuss the evaluation and recommendations made by the external reviewers and internal reviewer. Note, often the external reviewers will submit the report to the

unit Chair or college Dean, in that case the individual who receives the report should distribute it as described above.

5. Development of Action Plans

Orientation to the Action Plan: Following the site visit and receipt of reports from reviewers and committees, a representative of the Provost's Office will meet with the unit and its representatives to discuss the next steps for creating the Action Plan.

Curriculum & Assessment Action Plan Development: **Prior to Spring Break**, the academic unit will work with a consultant from the Office of Curriculum, Learning Design & Academic Assessment to draft a Curriculum & Assessment Action Plan, which is provided back to committees for final review to ensure feedback was addressed.

APR Action Plan Development: The Chair will facilitate discussion of the self-study and the reviewer's feedback (received from internal and external reviewers and review committees) among the unit's stakeholders. Through these discussions, the academic unit will revise the Future Goals section of the Self-Study report to incorporate the feedback from reviewers and committees and prioritize the goals. This compilation is sent to the Dean **by Spring Break**.

Prior to May 1, the Chair and Dean will use the Future Goals section to determine the following:

- Confirm the priority of the goal;
- Develop the efforts or actions that will be taken to achieve the goal; and
- Identify the timeframe needed for goal completion.

In this manner, the APR Action Plan will contain the priorities and efforts the unit will assume in order to maintain their current strengths, address challenges, and achieve the unit's priorities in preparation for the next Academic Program Review.

APR Action Plan Meeting: The college Dean will send the draft APR Action Plan to the VPTLDA for review. An action plan meeting will be scheduled including the Chair, college Dean, Provost, VPTLDA and Dean of the Graduate College and VPR (if appropriate). By the conclusion of the meeting, all participants should agree upon the actions to be taken and any revisions needed to the draft action plan. If revisions are needed to the Curriculum & Assessment Action Plan based on these meetings, the revisions will be submitted as part of the academic unit's next Annual Curriculum & Assessment Report.

Finalized APR Action Plan: The Chair should submit the proposed final action plan to the college Dean **by August 31**. The plan should reflect the discussion among all parties during the action plan meeting. In turn, the college Dean should present the proposed final action plan to the VPTLDA. The VPTLDA will review the document for finalization. The final action plan will be filed and used for reference both for annual decision making and during the three-year interim review and subsequent APR.

Permanent Record of the Program Review: The Provost's Office retains copies of the self-study, external reviewers' report, the APR Action Plan, and the Curriculum & Assessment Action Plan in the Curriculum and Assessment Archives.

6. Progress Reporting Based on Action Plans

Annual Curriculum & Assessment Reports: The academic unit will use its Curriculum & Assessment Action Plan to develop and submit Annual Curriculum & Assessment Reports by Spring Break of each year following the APR. The Annual Curriculum & Assessment Reports are submitted to the Office of Curriculum, Learning Design & Academic Assessment and reviewed by the unit's College Curriculum & Assessment Committee prior to the end of each academic year.

Third Year Progress Reports/Mid-Point Review: The VPTLDA will request a progress report three years after the site visit. This report will entail a brief summary of progress relative to the APR Action Plan and any updates that have impacted the implementation of the plan. Any Degree Program Expectations that were not completed as part of the Self-Study Report will need to be completed by this time.

Appendix A: Site Visit Procedures

Selection of External Reviewers

External reviewers, as recognized experts in the disciplinary/professional field of the unit undertaking program review, provide critical judgment, ensure the objectivity of the program review process, and determine how the program compares to other programs in the region and nation. Reviewers should bring an informed and unbiased view to the evaluation of the program. External reviewers should judge whether the plans of the department are appropriate, considering such factors as the current condition of the program, trends in the discipline, the nature of the faculty, and the characteristics of the students and the community the program serves.

Desirable qualifications of the external reviewers include:

- Prior program review service or training for a reviewer's role;
- Expertise in the academic and professional area(s) fitting with the department;
- Experience with similar institutional/departmental context;
- No close relationships with personnel in the unit undergoing review, or other potential conflicts of interest;
- Sufficient time to devote to the task.

National and/or regional associations or professional networks may make available or be willing to provide the names of individuals who are qualified to serve as external reviewers.

The Chair should submit to the college Dean a ranked list of four to six potential external reviewers, including contact information and some biographical information or other explanatory reasoning for the choices. The Dean will review and forward a ranked list to the VPTLDA. The VPTLDA will review the recommendations and select the external reviewers, subject to the approval of the Provost. The VPTLDA will send formal letters of invitation to the selected external reviewers. Guidelines and general information about NAU are also sent with the invitation. The VPTLDA also selects the internal faculty consultant assigned to the review and notifies the Dean and Chair.

After two potential external reviewers confirm willingness to serve, the Chair contacts the external reviewers to determine a mutually agreeable date for the site visit. The Chair should confirm that the Dean (or designee) and VPTLDA or Provost (or both), will be available to meet with the external reviewers during the visit. In the case of an accrediting organization, meetings with other personnel (e.g., Registrar, President) may be expected or required as well. The Chair should verify that essential personnel will be available before finalizing the dates for the visit. The initial discussion should result in a determination of the dates and duration of the visit (typically 1.5 to 2.5 days) and any other arrangements critical to the visit.

The Chair, in cooperation with the offices of the Dean, VPTLDA, and others as needed, will formulate an itinerary for the site visit to include:

- An entrance interview during the first morning of the visit including the external reviewers, Provost, VPTLDA, and Dean of the Graduate College (if relevant).
- During the first morning of the visit if possible, interviews with the college Dean and the Chair. This meeting may be a joint meeting (Dean and Chair together) or two separate meetings, depending on the preferences of all involved.
- Interviews with unit faculty, staff, and students and possibly with chairs of supporting academic departments and unit advisory committees (if pertinent).
- The external reviewers may request tours of facilities.
- An exit interview between the external reviewers and the Provost, VPTLDA, Dean of the Graduate College (if relevant), college Dean, and Chair.
- Accrediting organizations may request a private meeting with the Provost or President before or after the larger exit interview, so the schedule should be developed with some flexibility.

- The external and internal reviewers should be provided the opportunity to review the draft itinerary prior to finalization.

The unit is responsible for reimbursing the external reviewers for travel expenses (airline, lodging, meals – alcohol is not reimbursed). The unit also pays a \$750 honorarium to each of the external reviewers upon receipt of the external reviewers' report. The Provost's office will reimburse the unit for travel and honoraria. Other expenses (such as report preparation, postal costs, catering, local transportation, meals for non-consultant participants) are the responsibility of the unit and will not be reimbursed by the Provost.

Important: The external reviewers' social security numbers, mailing addresses, and signatures on the vendor registration forms and all required expense receipts must be obtained by the unit. The most convenient time to obtain this information and signatures is during the visit.

Guidelines for External Reviewers

The VPTLDA will send the following guidelines to external reviewers:

Dear Dr. [Consultant Name]:

Thank you for considering our request to serve as an external reviewer for the Department [School] of [Unit Name] at Northern Arizona University (NAU). Academic Program Review (APR) is conducted under a mandate from the Arizona Board of Regents with the most important purposes being to assure the quality of educational programs and to identify opportunities for future development. As an external consultant you have a critical role in this review process. Your objective input will help the unit and University evaluate its programs and develop strategic plans for program development.

The following information provides background on Northern Arizona University's program review process, specific functions and responsibilities of external reviewers, and suggestions for maximizing the effectiveness and outcome of the site visit and final report.

General Review Procedures

Academic programs at NAU are reviewed on a seven year schedule. Normally, program reviews include evaluation of both undergraduate and graduate degree programs, other educational programming, and scholarly activities housed within the academic unit. The reviews are coordinated and conducted under the auspices of the Provost's office by the office of the Vice Provost for Teaching, Learning Design & Assessment (VP-TLDA).

The unit undergoing an APR prepares a comprehensive Self-Study Report with the following sections:

- Part I. Introduction: Academic Unit Purpose & Context
- Part II. Descriptions to Inform Analyses
 - Student Success
 - Curriculum & Assessment
 - Faculty
 - Resources & Governance
- Part III. Strategic Questions, SWOT Summary & Future Goals

Normally two external reviewers, selected by the Provost's office from a list developed by the academic unit, are invited to the NAU campus to participate in a site visit. A member of the university faculty is assigned to serve as the liaison to the external reviewers for each program review.

Prior to the site visit, the external reviewers are provided with:

- A copy of the self-study report, the unit's marketing materials, website URL, and any other information the academic unit believes will aid the external reviewers in understanding the unit
- URLs for the online University Catalogs and NAU Strategic Plan
- A draft itinerary for the site visit

The two-day site visit typically begins with an entrance interview with the Provost and VPTLDA. Over the next 1.5 to 2 days, the external reviewers generally meet with the unit Chair or Director, faculty, staff, students, the college Dean, and Dean of the graduate college (if the unit has a graduate program). On request, the external reviewers may also meet with Chairs of supporting units, staff from the Registrar's office and Cline Library, and program alumni. The external reviewers may also tour the University and examine facilities. The site visit ends with an interview with the unit Chair or Director, the college Dean, the VPTLDA, the Provost, and (if appropriate) the Dean of the Graduate College.

External reviewers have the option of submitting a combined reviewer's report authored by both reviewers, or submitting multiple reports authored by each individual reviewer. Within six weeks following their visit, the external reviewers should submit their completed report(s) to the VPTLDA, who will distribute it to the Provost, Dean of the Graduate College (if relevant), the college Dean, and Chair. The VPTLDA will distribute the report to the unit leadership and Provost for review and comments. The evaluation and recommendations are used in future planning by both the reviewed unit and other affected campus units.

Sample Site Review Team Itinerary

(Accreditation visit itineraries may include additional meetings mandated by accreditation teams)

DAY 1

8:00a – 8:45a	Breakfast with college Dean and/or Chair
9:00a – 9:30a	Entrance interview with the Provost, VPTLDA, and the Dean of the graduate college (if applicable)
9:45a – 10:15a	Meet with college Dean
10:15a – 10:45a	Meet with self-study committee
11:00a – 11:30a	Meet with program faculty
11:30a – 12:00p	Tour facilities
12:00p – 1:30p	Lunch
1:45p – 2:15p	Meet with undergraduate and graduate (if relevant) students
2:15p – 2:45p	Meet with staff
3:00p – 3:30p	Meet with Chairs from supporting units (e.g.)
3:45p – 4:15p	Meet with alumni or advisory boards (if relevant and available)
4:30p – 5:00p	Meet with representatives from Curriculum and Assessment
6:00p – 7:30p	Dinner (possibly with unit personnel)

DAY 2

8:00a – 9:00a	Breakfast and consultants work time
9:00a – 10:00a	Open forum for faculty, staff and students
10:15a – 11:00a	Meet with Chair and/or a program coordinator
11:00a – 12:00p	Meet with college Dean
12:00p – 1:30p	Lunch
1:30p – 2:30p	Exit meeting with the Provost, VPTLDA, and college Dean. Include the Dean of the graduate college (if relevant).
2:45p – 3:45p	Wrap up with Dean and Chair

Appendix B: Self-Study Report Template

Purpose of the Self-Study Report

A Self-Study Report presents a comprehensive picture of an academic unit's strengths, challenges and potential, and serves as a roadmap to its future. It addresses any specific limitations or weaknesses cited in previous Self-Study Reports, Annual Curriculum & Assessment Reports, and Mid-Cycle Progress Reviews, while also describing what the academic unit does best and how it could do better in both the immediate- and long-term. The report is the primary document used by review committees and External Reviewers to evaluate the academic unit's use of human and fiscal resources to create and maintain quality academic programs, research, and service to the university. It is one link in NAU's regional accreditor's (the Higher Learning Commission) requirements for continual evaluation and improvement of academic programs.

The Self-Study Report is the product of focused, collaborative work by the faculty and staff of the academic unit and ideally, incorporates contributions from the academic unit's students and alumni. While a designated self-study committee may assemble the Self-Study Report, when the entire academic unit is involved in its discussion and creation, the document more effectively communicates the essence and nuances of the academic unit that are so critical to a thorough and useful evaluation by the unit's reviewers.

Benefits of the Self-Study Report

Preparing a Self-Study Report presents academic units with a tremendous opportunity for self-reflection and evaluation its performance against the standards of the academic profession. The feedback the Self-Study Report generates from students, faculty, administrators, review committees and external reviewers lends greater clarity to the academic unit's goals and objectives while illuminating its accomplishments and opportunities for growth. Academic units that write the most effective Self-Study Reports are those that recognize and use the Self-Study Report as a valuable tool in defining and implementing their own goals.

Preparing an Effective Self-Study Report

Before beginning to write the Self-Study Report, programs should thoroughly review the Academic Program Review Guidelines, Review Committee Forms, and the Self-Study Template. Once an academic unit is familiar with the purposes the Self-Study is designed to address, it should begin the analysis of evidence provided by the Office of Curriculum, Learning Design & Academic Assessment.

Title Page

Academic Program Review Evaluation Period Fall XXXX – Spring XXXX

Self-Study Report

for the

Academic Unit or Program Name

at

**Northern Arizona University
Flagstaff, Arizona**

Prepared by

Names & Titles

Date of submission

Table of Contents

Part I. Introduction: Academic Unit Description & Context	N
Part II. Descriptions to Inform Analyses	N
II.A. Student Success.....	N
II.B. Curriculum & Assessment.....	N
II.C. Faculty.....	N
II.D. Resources & Governance.....	N
II.E. Strategic Questions.....	N
Part III. SWOT Summary & Future Goals	N
Appendices, As Applicable	

I. Introduction: Programs' Purpose & Context

I.A. Description of Academic Unit

The description of the academic unit summarizes the goals and aims of the unit's academic programs, its teaching, research/scholarly/creative agenda(s), and its service agenda(s). Also, it clearly identifies any subunits (Centers, Institutes, etc.) and the specific role(s) each plays at NAU.

I.B. Context of Academic Programs

Describes the unit in relation to (a) trends in its field(s) or discipline(s), and (b) its alignment with NAU's strategic plan. Overall, the context summarizes the field/discipline, university and society needs that the unit seeks to fulfill, and describes what the unit has, is, and/or will implement in relation to adapting to or aligning with the areas listed.

I.C. Brief History: Progress and Substantive Changes since the Previous Review

Describes the unit's progress and substantive changes since the previous review. As well, includes pertinent historical decisions that are important to understanding the unit in the present.

Attach the Action Plan from your last review, as well as the mid-cycle progress report and any other strategic planning documents, as applicable.

I.D. Website

Ensure that your website is up-to-date and accurately represents your academic unit.

II. Descriptions to Inform Analyses

II.A. Student Success

The academic unit will receive an Excel Workbook from the Office of Curriculum, Learning Design & Academic Assessment to provide data for the descriptions and analyses requested in this section.

II.A.1. Student Credit Hours & Trends in Student Enrollment

Describe your unit's % change in Student Credit Hour (SCH) and your unit's enrollment trends ("enrollment trends" indicates enrollment of students in the degree programs, minors, and certificates offered by your unit) in relation to your college and to NAU.

- *For all academic programs within the unit experiencing enrollment growth, describe what the unit is doing to accommodate the enrollment growth.*
- *For all academic programs within the unit maintaining enrollments or experiencing reduced enrollments, describe what the unit is doing concerning the decrease in enrollments.*

Based on your examination of the context of your field/discipline (Part I.B) and the goals set forth in NAU's Strategic Plan (Part I.B) how do you expect student engagement to evolve in the future: will it decline, remain the same, increase? Based on your response, what has, is, and/or will your academic unit do based on your findings?

II.A.2. Who are Our Students: Demographics of Students Enrolled in the Unit's Academic Programs

For all programs, describe the demographics of students enrolled in the academic unit's degree programs, minors, and certificates in relation to the historical demographics of NAU students.

For graduate programs, also examine recruitment approaches, admissions standards and acceptance/ matriculation rates of students.

II.A.3. First-Year Retention Efforts

Respond to this section only if it is applicable to the academic programs offered by your unit.

Describe any curricular changes, academic support systems, and/or advising recommendations that your unit has, is, and/or will incorporate to improve student success while maintaining high academic standards based on the following:

- *Review and identify any academic support systems that would assist your program in retaining students from the first to the second year.*
- *Consider and document any information that would be valuable for advisors to know about your program. Then, meet with advisors to learn about aspects that assist and/or hinder students to remain at NAU.*

II.A.4. Alignment of Multi-Section Courses

The growth of NAU's enrollments frequently means adding sections of courses to provide enough seats for students. As sections increase, a greater number of diverse instructors will frequently teach courses. This can lead to "drift" of class sections to fulfill the purpose and outcomes set forth by the faculty for each course. One way of determining "drift" is to examine the Student Success rate across instructors of multi-section courses.

II.A.5. Service to Other NAU Programs

This section examines the demand of an academic unit's courses by other academic programs within NAU. Describe the service provided by your unit to two university-wide undergraduate requirements: the Liberal Studies Program and Diversity Requirements.

Describe the demand of your unit's courses as requirements or recommendations in other academic programs, and the course enrollment demands from those programs.

Describe how collaborations and connections with other academic units at NAU support the unit's purpose and goals and how the unit has, is, and/or will develop collaborations and connections with other academic units to support the university's goals.

II.A.6. Graduating from NAU: Academic Program Completions

Describe trends in the unit's academic program completions in relation to the college's and NAU's historical completion patterns.

- *Examine data concerning the demographics of students and numbers of transfer students graduating from your academic unit's programs.*
- *Examine high-impact practices that have been shown to increase rates of student retention and engagement.*

Describe what the unit has, is or will implement in its curriculum to bolster completions of students while maintaining high quality academic programs.

II.A.7. Success beyond NAU

Examine and describe the National Clearinghouse Data Report that identifies other degrees your students have attained. Based on your examination of the context of your field/discipline (Part I.B), describe how your unit has, is, and/or will adapt its curriculum to ensure students receive the experiences most likely to prepare them for a productive future.

II.B. Curriculum & Assessment

The following sections II.B.1 through II.B.6 must be completed for EACH Degree Program offered by the Academic Unit. Respond to all questions for one degree, and then provide a separate section responding to all of the questions for the next degree, and so on.

II.B.1. Degree Program Name

II.B.2. Degree Program Purpose Statement

The purpose statement identifies the overall goals or aims of the degree program (or academic program), as collectively understood by the faculty members teaching in the program. The degree program purpose statement summarizes the following in a manner that differentiates it from other academic programs offered at NAU:

- a. *The scope of the program,*
- b. *The content studied, skills developed and so on,*
- c. *The learning experiences provided, and*
- d. *The future opportunities for which it prepares students.*
- e. *Graduate degree programs also address the population that is best suited for the graduate program.*

Copy and paste from the Academic Catalog

II.B.3. Degree Program Student Learning Outcomes

Degree program student learning outcomes define the scope (breadth and depth) of what students will know, be able to do, etc., upon completion of the degree program. Degree program student learning outcomes:

- a. *Are explicit;*
- b. *Are learning-centered (focus on what students learn rather than on what faculty teach);*
- c. *Align with the degree program purpose;*
- d. *Are appropriate to the level of the degree offered (Master's degree outcomes would be more rigorous and comprehensive than Bachelor's degree outcomes, etc.); and*
- e. *If a degree program has emphases, the outcomes capture the learning associated with both the common and unique curricular requirements of the degree.*

Copy and paste from the Academic Catalog (<http://catalog.nau.edu/learningoutcomes/>)

II.B.4. Curriculum Design

Curriculum has coherent course sequencing and structure designed to achieve the intended student learning outcomes in a manner that both students and faculty can articulate the rationale behind the sequencing and structure of the degree program.

- a. *A basic curriculum matrix visually demonstrates the required and elective courses covering each intended degree program student learning outcomes (including those courses required from outside of the academic unit).*
- b. *A written description of how the courses and their sequence relate to students' achievement of the intended learning outcomes.*

II.B.4.a. The Curriculum Map/ Matrix

A basic curriculum matrix visually demonstrates the required and elective courses covering each intended degree program student learning outcomes (including those courses required from outside of the academic unit).

The Curriculum Map that you provide will be posted on a Degree Program Expectations website.

Attach Curriculum Map

Attach Degree Progression Plan

II.B.4.b. Analysis of Curriculum Design:

Describes how the curriculum achieves the breadth and/or depth, as appropriate to the program's purpose, and explores the strengths and weaknesses of the curriculum's design.

II.B.5. Systematic Assessment of DPSLOs

Information about student learning is collected and analyzed by program faculty to determine the extent students achieve degree program student learning outcomes. **NAU requires that minimally, all broad learning outcomes are assessed using direct methods of assessment toward or at the end of the student's program of study at least once between program reviews.** The following evidence is documented in relation to the assessment of each broad learning outcome:

- *Assessment Planning, Design & Data/Information Collection.* The academic unit systematically obtains information about student's performance of learning outcomes using valid assignment(s), performance indicator (s), or measurement tool(s) or approach(es) selected or developed by the faculty members in the program.
- *Analysis of Data & Discussion of Findings:* Analysis and findings articulate the discoveries and findings for each broad learning outcome.

II.B.5.a. Step 1. Describe where, when and how assessment evidence was collected

Description, and table, of where (step 1), when (step 1) and how (step 2) the program assessed all broad learning outcomes (at or near the end of the student's program of study). Identify strengths and/or weaknesses you encountered concerning this assessment approach.

In the table (below), identify the following three indicators of where and when the program assessed all of its broad learning outcomes:

Student Learning Outcome	Where: Course, Evaluation, or Experience Used for Data Collection	When: Timeframe of Data Collection	How: Assignment/ Performance Indicator/ Measurement Tool

The Table of where, when and how the program assesses all broad learning outcomes will be posted on a Degree Program Expectations website.

II.B.5.b. Step 2. Design outcome measures

Describe the outcome measures' design. These must include direct measures of student learning (assignments, tests, portfolios, etc.) for all broad learning outcomes. Identify strengths and/or weaknesses you encountered concerning this assessment approach.

II.B.5.c. Step 3. Data Collection: Gathering, Evaluation, Storage

Describe how quantitative or qualitative data was (a) gathered, (b) evaluated and (c) stored for each of the assessment approaches used. In describing the evaluation of student work, state and/or describe how the faculty in the program identified acceptable levels of performance.

II.B.5.d. Step 4. Analysis & Interpretation of Findings

Present the findings in the table for each of the program's broad learning outcomes, and describe/summarize the analysis/findings and interpretation below the table.

Student Learning Outcome	Analysis/ Findings	Interpretation

II.B.6. Continual Improvement Efforts

II.B.6.a. Step 5. Use of Findings

The minimum requirement for this expectation is to identify at least one of the following three actions for each outcome:

- *Improve the assessment*
- *Improve the curriculum*
- *Disseminate the findings of learning strengths*

In the table, present the actions selected for each of the program's broad learning outcomes. Then, describe/summarize the actions that will be taken.

Student Learning Outcome	Interpretation	Improve Assessment	Improve Curriculum	Disseminate Learning Strengths

Identify the outcomes for which you would like to disseminate learning strengths in the following table, including the analysis/findings and interpretations. The table below will be posted on a Degree Program Expectations website.

Student Learning Outcome	Analysis/ Findings	Interpretation

II.B.6.b. Other Improvement Efforts

Summarize the changes that have been made in the degree program's curriculum in the past five years. Describe how these changes influenced student learning, or how you expect the changes to influence student learning.

II.B.7. Minor and/or Certificate Expectations

The following section must be completed for EACH Minor or Certificate offered by the Academic Unit. Respond to all questions for one Minor or Certificate, and then provide a separate section responding to all of the questions for the next Minor or Certificate, and so on.

II.B.7.a. Name of Minor or Certificate

II.B.7.b. Minor or Certificate Purpose Statement

The purpose statement identifies the overall goals or aims of the minor or certificate, as collectively understood by the faculty members teaching in the program. The minor or certificate's purpose statement summarizes the following in a manner that differentiates it from other degree programs, minors or certificates offered at NAU:

- The scope of the program,*
- The content studied, skills developed and so on,*
- The learning experiences provided, and*
- The future opportunities for which it prepares students.*
- Graduate degree programs also address the population that is best suited for the graduate program.*

Copy and paste from the Academic Catalog (<http://catalog.nau.edu/learningoutcomes/>)

II.B.7c. Minor or Certificate Student Learning Outcomes

Minor and certificate learning outcomes define the scope (breadth and depth) of what students will know, be able to do, etc., upon completion of the plan. Minor and certificate learning outcomes:

- Are explicit;*
- Are learning-centered (focus on what students learn rather than on what faculty teach);*
- Align with the minor or certificate purpose;*
- Are appropriate to the level of the minor or certificate offered (Master's level outcomes would be more rigorous and comprehensive than Bachelor's level outcomes, etc.); and*

Copy and paste from the Academic Catalog (<http://catalog.nau.edu/learningoutcomes/>)

II.C. Faculty

II.C.1. Faculty Characteristics

- 1. Examine the unit's composition with regard to hiring diverse, qualified candidates from historically under-represented populations. Describe what the unit has, is, and/or will do to recruit, hire, support, and retain diverse, qualified candidates from historically under-represented populations.*
- 2. Examine the Minimum Qualifications of all faculty to ensure that faculty are qualified to teach the courses they have been assigned to teach. If you happen to identify a faculty member who does not fulfill the minimum qualifications, contact Academic Personnel to work through the situation.*

II.C.2. Teaching & Mentoring

II.C.2.a. Teaching Load

- Review the data provided concerning overall Student Credit Hours (SCH) devoted to Lower Division, Upper Division and Graduate Courses.*
- Compare that number to your headcount by Academic Unit and Tenure Status summary and the Total faculty in your unit.*

Based on your findings, describe how well current approaches for distributing teaching loads are achieving the units' teaching priorities, and balancing goals for teaching with the research/scholarship/artistic and service agendas of the academic unit.

Describe what the unit has, is, and/or will do to achieve the unit's goals with regard to its teaching priorities.

II.C.2.b. Teaching Quality

Describe how the unit is, has, and/or will:

- a. Develop priorities for continuous improvement for instructors individually and/or across the unit,*
- b. Identify opportunities for innovation for individuals and/or across the unit and,*
- c. Share best pedagogical practices across instructors in the unit.*

II.C.2.b. Mentoring

Describe how the academic unit incorporates mentoring of students and faculty into its unit, distributes mentoring requirements, and facilitates the growth and development of faculty in mentoring positions. Describe what the unit has, is, and/or will do to make any changes or improvements to its mentoring of students and of faculty.

II.C.3. Research, Scholarship & Creative Activities

Describe how current approaches for distributing research/scholarship/artistic requirements are achieving the units' research/scholarship/creative priorities, and balancing goals for research/scholarship/artistic and service with its teaching and service agendas. Describe what the unit has, is, and/or will do to achieve the unit's goals with regard to its research/scholarship/artistic priorities.

II.C.4. Service & Community Engagement

Describe how current approaches for distributing service and community engagement responsibilities are achieving the units' service and community engagement priorities, and balancing goals for service with its teaching and research/scholarship/creative priorities. Describe what the unit has, is, and/or will do to achieve the unit's goals with regard to its service and community engagement priorities.

II. D. Resources & Governance

II.D.1. Resources

- 1. Describe and appraise the staff and administrative support available in the unit for supporting teaching, research/ scholarship/ creative activities and service activities.*

2. Describe the quality and sufficiency of the academic unit's physical facilities and equipment for both teaching and research.

3. Describe the overall fiscal operations of the academic unit with regard to its purpose, size, and scope. Consider state, local, and Foundation resources.

4. Describe the quality and sufficiency of technical resources and support.

5. Cline Library prepares reports for each unit's Academic Program Review. Describe the quality and sufficiency of library holdings and resources based on the report.

II.D.2. Governance

For this section, please attach the following policies and/or processes developed within your academic unit:

- Workload Policy
- Promotion & Tenure Policy
- Annual Review Policy/Process

II.E. Strategic Questions/Areas of Interest

The Strategic Questions/Areas of Interest section is provided for the Academic Unit, Dean/Associate Dean, Vice Provosts and Provost to identify and examine any strategic questions or areas of interest that are perceived as having a potential benefit to the academic unit.

To design this section, an e-mail prompt inviting the Academic Unit, Dean/Associate dean, Vice Provosts and Provost to submit questions/areas of interest will be issued by the Office of Curriculum, Learning Design & Academic Assessment (OCLDAA). OCLDAA will collect the questions, re-issue them to the participants and determine whether the leaders would like to meet. Once all questions/areas of interest have been agreed upon, they will be compiled for this section. If data collection is required for the response, OCLDAA will either conduct the data collection, or work with the appropriate offices on campus to collect the data, unless otherwise directed.

III. Strategic Questions, SWOT Summary, & Future Goals

III.A. SWOT Summary: Strengths, Weaknesses, Opportunities, Threats

Based on the descriptions developed in Parts I and II of the Self-Study Report, summarize and interpret the findings as strengths, weaknesses, opportunities and threats.

III.B. Future Goals: Formulating the Action Plan

Based on the actions identified in Parts I, II, and IIIA and the SWOT Summary, list the goals and objectives (individual actions the unit, college, and/or university would need to take to accomplish the broader goal) the unit aspires to work toward and/or achieve prior to the unit's next Academic Program Review.