

Purpose

The University of San Diego's academic program review (APR) provides a systematic and continuous means of assuring academic excellence in student learning. It is designed to encourage accountability and dialogue among members, within the program under review, as a self-reflective, continuous process within the broader institutional and discipline-based contexts. The process is meant to assist programs in understanding their distinctive and collaborative roles within the university community and with relevant external constituents. It provides the foundation for assessing student learning and for making evidence-based plans and decisions to foster improvements at all levels of the institution. Program reviews are integral to planning, resource allocation, and other decision-making within the university.

The four-stage process, shown in Figure 1, begins with the reflective process of department/program members completing a self-study; continues with an external peer review of the self-study and a campus visit by the external reviewers; proceeds to an internal review by the Academic Review Committee (ARC); and culminates with a long-term plan and Memorandum of Understanding (MOU).

Figure 1. Academic Program Review Four-Stage Process

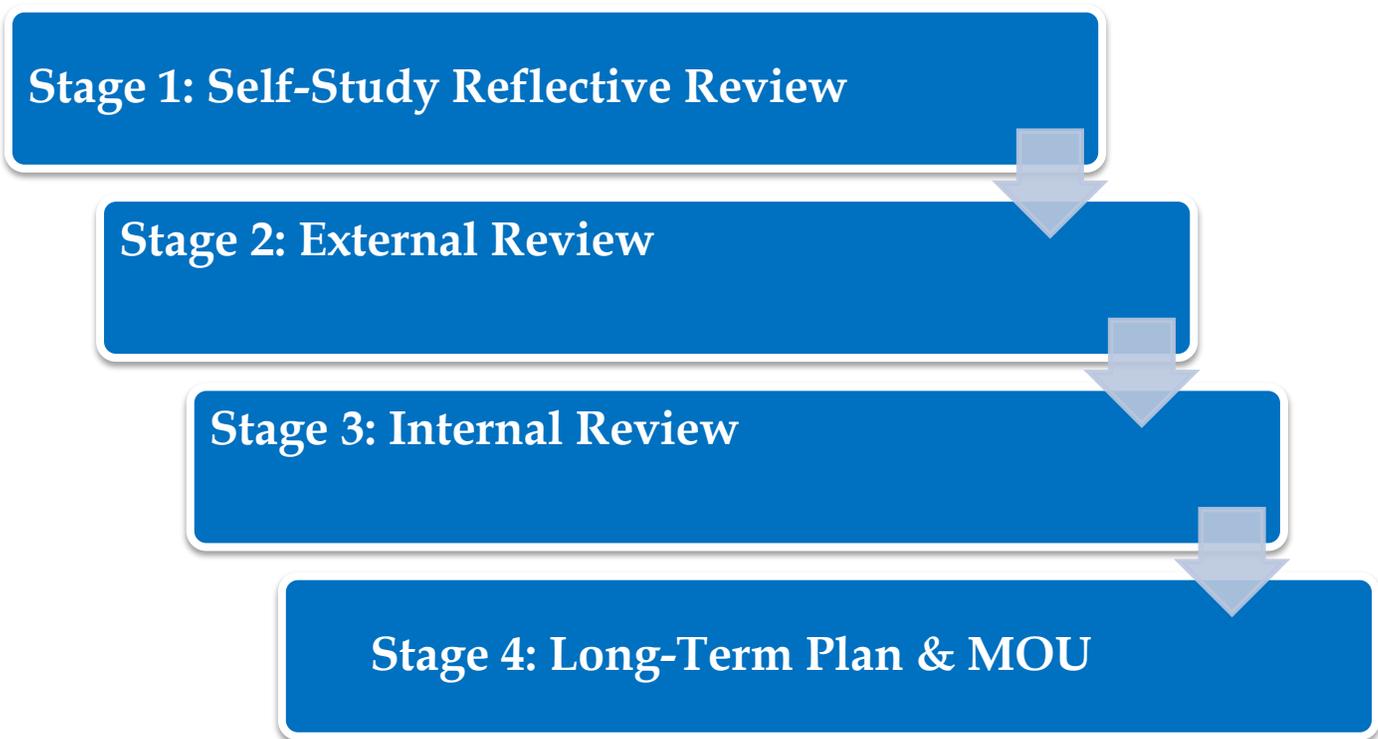


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Stage 1: Self-Study Reflective Review



A. Self-Study Preparation:

1. Initiation of process
 - The program administrator and dean confirm with each other the date that the self-study is to commence.
 - The self-study begins one semester prior to the semester of the site visit.
 - The program administrator and program faculty appoint members of the Self-Study Team.
 - Departments in the College meet with the associate dean of the College and school programs meet with designated representatives from their academic unit to plan the review process.
2. Resources
 - The Office of Institutional Effectiveness and Strategic Initiatives (IESI) provides a Program Review Guideline for the Self-Study Team.
 - The Center for Educational Excellence (CEE), in conjunction with the IESI Office, offers a Program Review Workshop for Self-Study teams to receive training in the program review process the semester prior to submission of the self-study. Teams should also schedule individual sessions with the dean's office prior to and following the workshop.
 - [The website of the Office of Institutional Research and Planning \(IRP\)](#) contains valuable data that should be used as evidence in responding to self-study items (e.g., enrollment, retention, graduation, faculty).
 - The Registrar's office can provide course enrollment data.

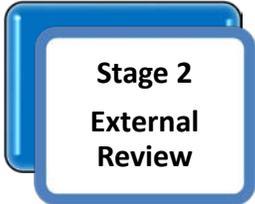
B. Drafting and Submitting the Self-Study Report:

- The self-study report template (**Appendix I**) assists programs by providing an organized format with the senate identified key characteristics, a series of questions, and suggested supporting data.
- Excluding appendices, **the self-study report should not exceed 20 pages.**
- Pending permission, programs will receive samples of other program review self-study reports and can consult with program self-study teams that have successfully completed the full program review cycle. Faculty whose programs are in various stages of the review process attend the CEE training workshop and provide mentoring roles to programs initiating the self-study phase.
- The final self-study report is to be uploaded to the IESI DropBox site by the Self-Study Team (see checklist for due date).

Senate Identified Key Characteristics

1. Articulation of program mission/goals, and alignment between these and the university's and college's/school's mission and goals.
2. Articulation of program learning outcomes, evidence of effectiveness through outcomes assessment, and alignment with the university's undergraduate goals and outcomes.
3. Description and analysis of data or evidence, including information about the curriculum, the learning environment, students, and faculty.
4. Articulation of the program's promotion of scholarly work, creative productivity, curricular and instructional innovations, and linkages among scholarship, teaching, student learning, and service.
5. Identification of and comparison with benchmark/aspiration programs.
6. Description of service in support of the program's academic mission.
7. Identification of support for student development.
8. Investment in faculty and staff.
9. Evaluation of facilities and equipment.
10. Long-term plan for improvement.

Stage 2: External Review



Stage 2
External
Review

A. External Review Team:

1. The external review process allows for objective feedback about the program: degree and concentration offerings, curriculum and learning experiences, assessment of student learning, resources, program strengths, program areas in need of strengthening, opportunities, and plans for program sustainability.
2. The two external reviewers are faculty members from peer institutions.
3. A USD faculty member, external to the program under review, serves as a liaison between the program and external reviewers. The liaison situates the program within the College or school by providing a historical context during a dinner meeting on the eve of the site visit. The USD liaison does not participate in the evaluation of the program.

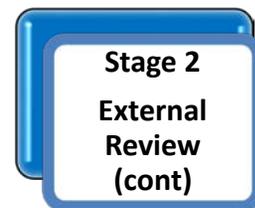
B. Choosing Reviewers:

1. The external reviewers are faculty chosen by the self-study team, in consultation with the dean's office and IESI. The program administrator submits a list of potential faculty reviewers to the IESI office (see checklist for date). The external reviewers should have a terminal degree, several years of experience, and a level of teaching appropriate to review the program. Preferably, at least one of the external reviewers should have prior program review experience, knowledge of student learning outcomes assessment, and knowledge of the WASC Senior College and University Commission (WSCUC) reaccreditation process (see wascsenior.org for more information).
2. External reviewers are ineligible if they graduated from USD, worked at USD within the past five years, were a prospective candidate at USD, are related to a USD employee, or have other conflicts of interest. External reviewers must disclose their relationships with USD employees; any current ties with program faculty should not interfere with reviewers' ability to serve with complete candor.
3. The USD liaison is a faculty member appointed by the dean's office in consultation with the self-study team. The USD liaison may not be directly affiliated with the program or its faculty under review; nor can the USD liaison be a non-tenured faculty member or an Academic Review Committee member.
4. External review candidates are selected by the end of the semester prior to the semester during which the site visit is to take place (see Checklist for date).

C. External Reviewer Documents:

1. Once external reviewers are selected, they must sign a Letter of Agreement (**Appendix IV**), complete a W9 form (**Appendix V**), and return both forms to iesi@sandiego.edu
2. External reviewers will be given access to a Dropbox folder containing the completed self-study and other pertinent documents prior to the site visit (see checklist for dates):
 - a. The USD Academic Program Review Guidelines with Appendices
 - b. Site Visit Logistics (**Appendix II**)
 - c. Site Visit Schedule and Contact Information (**Appendix III**)
 - d. The Letter of Agreement (**Appendix IV**)
 - e. W9 form (**Appendix V**)
 - f. The External Reviewer Report Guidelines* (**Appendix VI**)
 - g. Other relevant documentation requested by reviewers or supplied by the program

***Please note that a "Word" version of the guidelines will be in the Dropbox for use as a template.**



D. Preparation for Site Visit and Site Visit Itinerary

1. The IESI Office arranges lodging accommodations (**Appendix II**).
2. The external reviewers make their own travel arrangements to campus. If flying, reviewers should email flight itineraries to the IESI Office. Reviewers should keep original boarding passes to submit at the end of the visit or mail upon return home. If driving, the reviewers should indicate their mileage for mileage reimbursement.
3. The program constructs the itinerary for the site visit in consultation with the IESI Office (**Appendix III**). A typical site visit lasts 1 ½ to 2 days and 1-2 nights. The IESI Office will email the itinerary to the external reviewers and place a copy in the Dropbox.
4. The USD liaison meets with the external reviewers over dinner the night before the site visit begins.
5. The external reviewers should meet separately with the dean and program administrator on the first full day of the site visit. These meetings are used to welcome the external reviewers, provide an overview of the program, and answer questions.
6. At least one hour should be scheduled each day for the external reviewers to meet alone.
7. At the end of the site visit, the external reviewers provide a preliminary report at an exit meeting with the program administrator, dean, and provost.

E. External Review Report and Responses

1. The external review report should follow the format of the External Review Report Guidelines provided in **Appendix VI** and in the Dropbox as a template.
2. The external review report should be saved to the Dropbox within 4 weeks after the site visit (see checklist for dates). The IESI Office will distribute the report to the program director/department chair and dean's office.
3. Program faculty and the dean write their responses to the external review report and submit to IESI. Both responses should mirror the structure of the External Review Report Guidelines provided in **Appendix VI** (please see checklist for due dates).

F. Reimbursement and Honoraria Procedure

1. External reviewers must drop off their airline boarding passes and original itemized receipts to the Office of Institutional Effectiveness and Strategic Initiatives at the end of the visit or mail them to:

Office of IESI
Hughes Admin #204
University of San Diego
5998 Alcalá Park
San Diego, CA, 92110-2492

2. Upon receipt of the external review report, a check for the honorarium and reimbursement for travel and incidentals is mailed to the external reviewers at the addresses listed on their submitted W9 forms.

Stage 3: Internal Review



- A. The Academic Review Committee (ARC) meets after the dean and program administrator have submitted their responses to the external review report (see check list for dates). The ARC reviews the self-study, external reviewers' report, and the program's and dean's responses.
- B. When making its recommendations, the Academic Review Committee takes into account current structures in the program under review, program specific goals and learning outcomes, and the educational mission of the academic unit to which the program is assigned. The ARC will prepare a written commentary informed by the materials reviewed for the review process. When appropriate, the ARC may note opportunities for further development of the program, including University-wide opportunities for program enhancement and interdisciplinary and collaborative educational efforts.
- C. The Academic Review Committee will make its recommendations to the Provost, with copies to Dean and program administrator(s). The Dean may supplement ARC recommendations with their own recommendations to the Provost.

Stage 4: Long-Term Plan and MOU: The value of academic program review rests on its process, its outcomes, and its usefulness. Academic program review links evidence of academic quality and student learning with planning and budgeting. The final stage of program review is the blueprint for evidence-based decision-making that affects academic planning at all levels of the institution. It culminates in a long-term plan (**Appendix VII**) and a memorandum of understanding (MOU) (**Appendix VIII**).



- A. **Long-Term Plan:** The IESI office coordinates with the provost's office, dean's office, and program administrators, to schedule a long-term plan meeting after submission of the ARC recommendations and long-term plan (see checklist for dates). The provost, dean, IESI representative, and program administrator meet to discuss the program's long-term goals and needs, based on the self-study, external reviewers' report, program and dean's responses, ARC recommendations, and long-term plan. The program's long-term plan should follow the guidelines in **Appendix VII** and include the following: goals for improving and sustaining the program; identification and outline of suggested strategies for responding to recommendations; prioritization of the recommendations; identification and brief description of needed resources, with a clear differentiation between existing and additional resources; and an appropriate timeline for obtaining new resources and implementing and completing each item.
- B. **MOU:** The Memorandum of Understanding (MOU) in the program review process is a negotiated set of commitments between the program faculty and the administration based on the program's long-term plan. It should provide a schedule for expenditures, which are agreed priorities for the faculty and administration. This agreement is only subject to change *if*: 1) available administrative funding changes; 2) there is an unforeseen change in program's situation; 3) there is a mutually agreed upon change between the program and the administration. (Passed by University Senate on May 7, 2018)

The dean, provost, IESI representative, and program administrator sign an MOU (**Appendix VIII**) acknowledging the program's long-term plan, with a commitment from the dean to budget for mutually agreed-upon resource needs and consideration from the provost when reviewing budget requests resulting from academic program review.



The IESI Office will enter the contents of the MOU into USD's assessment management system for follow-up. The program administrator will document all actions and provide progress updates to the IESI Office and the dean as requested.

- C. **Faculty Stipend:** After the signing of the MOU, the program will receive a standard stipend for program review to be distributed to faculty as the program deems appropriate. IESI will contact the program administrator and dean's office and request a list of program faculty members who are to receive stipends and the corresponding stipend amount for each.

Appendices



**Academic Program
Review Self-Study**

| | |
|---|--|
| Name of Program or Department | |
| Name of Program Director or Department Chair | |
| Email Address | |
| Submission Date: | |
| Self-Study Team Members | |

APPENDIX I: SELF STUDY REPORT TEMPLATE - Continued

- I. Introduction and Context:** This section describes central features of the program. Information in this section typically include answers to the following:
- A. **History and Development:** Provide a brief introduction and history of the program/department. Name the College or school within which the program/department resides and what year the program began. Describe degrees and concentrations. This section should especially focus on any major changes that have taken place within the program since the last review.
 - B. **Mission and Goals:** What is the program’s mission and what are its operational and strategic goals? How are these goals aligned with the mission and strategic directions of the university? If the program resides in the College or one of the schools, how does it also align with the mission of the College or school?
 - C. **Program Contribution to University and Community:** How does the program contribute to its discipline and to the university? How does the program respond to the needs of the community/region/profession?
 - D. **Overview of Special Issues:** Provide an overview of any special issues or concerns the program will address in this self-study, such as a response to a previous self-study or recognition of unique needs or concerns.

- II. Evidence of Program Excellence:** This section provides profiles of the central elements (students, curriculum, and faculty) and evidence of student learning effectiveness. This section identifies what the program provides or contributes to the intellectual community. The program profile is based on program planning, curricular assessment using direct and indirect evidence, and data provided by the Office of Institutional Research and Planning (IRP).

- A. **Students:** What is the profile of students in the program? How does the profile relate to or enhance the mission and goals of the program?

Data such as number of majors/graduate students, gender, ethnicity, average GPAs, and standardized test scores (general and discipline-specific), and retention and graduation rates are available in the program’s profile on the IRP website. Additional information about students such as membership in honors’ societies and post-graduation activities of students may be collected in exit and/or alumni surveys (contact the College or school’s dean’s office administrators for more information). For graduate programs, descriptions could include the various means used to recruit and retain students.

- B. **Curriculum:** What are the curricular requirements of the program and how current are they? Does the curriculum offer sufficient breadth and depth of learning for the program’s degree? How well is it aligned with learning outcomes? Are the courses sequenced and reliably available in sequence? Where appropriate, have external stakeholders, such as practitioners in the field, reviewed the program? Programs are expected to conduct comparative analyses. In some cases, disciplinary ratings may be available.

Data for this section should include a comparative analysis of **curricula** from at least two benchmark and aspirational programs; curricular maps or flow charts to show how curriculum addresses outcomes; course enrollments for the last five years noting any trends; and a description of other relevant learning experiences (e.g., internships, research experiences, study abroad or other international experiences, community-service learning, etc.), as well as how many students participate in those experiences. The data presented in this section should be consistent with the program website information and the curricular catalog listings.

APPENDIX I: SELF STUDY REPORT TEMPLATE - Continued

- C. **Student Learning and Success:** Are the students achieving the desired learning outcomes for the program? Are they achieving those outcomes at the expected levels of learning, and how is the expected level determined? Are they being retained and graduating in a timely fashion? Are they prepared to apply their advanced study to the world of work?

Data for this section should be available in the assessment reports of the program, including annual results of direct and indirect assessments of student learning (qualitative and/or quantitative); the degree to which students achieve the program's desired outcomes and standards; ongoing efforts by the program to respond to assessment results, student retention and graduation rates (disaggregated by demographics) and student satisfaction; assessment may also include placement of graduates in graduate or professional schools and/or jobs, graduating senior surveys, employer critiques of student performance or employer satisfaction surveys, and alumni achievements. This data can be collected by exit and alumni surveys (contact the College or school's dean's office administrators for more information).

- D. **Faculty:** What are the qualifications and achievements of the faculty in the program in relation to the program's mission and goals? How do faculty members' backgrounds, expertise, and professional work contribute to the academic excellence of the program?

Data should include the proportion of faculty with terminal degrees, institutions from which faculty earned terminal degrees, list of faculty specialties within discipline (and how these align with the program curriculum); evidence of teaching quality and effectiveness (e.g., peer observations and evaluations, faculty self-evaluations, students' course evaluations, faculty scholarship on teaching and learning, and participation in faculty development related to teaching, learning, and/or assessment record of scholarship; external funding awards; professional practice and service; distribution of faculty ranks; diversity; and general awards and recognition. In addition to the compilation of this information, faculty CVs should be appended. In the initial review cycle, data should be comprehensive; in subsequent reviews, the compilation should focus on faculty accomplishments in the previous 5-6 years.

III. Program Sustainability and Support: This section identifies student demand for the program and the degree to which resources are allocated appropriately and are sufficient in amount to maintain program quality. In the "dialogue," this section identifies what the program needs to be sustained.

- A. **Program Demand:** In terms of similarity and distinctiveness, evaluate how well this program compares with other programs in the field. What are the trends in numbers of student major declarations and enrollments reflected over a 5-8 year period? What is happening within the profession, local community, or society generally that identifies an anticipated need for this program in the future?

Data in this section might emphasize how the unique elements identified in previous sections are expected to attract students to this program.

APPENDIX I: SELF STUDY REPORT TEMPLATE - Continued

B. Allocation of Resources:

1. **Faculty:** Are there sufficient numbers of faculty to maintain program quality? Do program faculty have the support they need to do their work?

Data in this section might include the number of full-time faculty (ratio of full-time-to-part-time faculty), student-faculty ratio, faculty workload, faculty review and evaluation processes, mentoring processes/programs, professional development opportunities/resources (including travel funds), release time for course development, research, etc.

2. **Student support:** Are there sufficient mechanisms in place to assist students with achieving their academic goals?

Data in this section might include academic and career advising programs and resources, tutoring and supplemental instruction, basic skills remediation, support for connecting general learning requirements to discipline requirements, orientation and transition programs, financial support, support for engagement across the community, and support for non-cognitive variables of success (including emotional, psychological, and physical interventions if necessary).

3. **Technology and Information Literacy Resources:** What technology and information literacy resources do the program currently use? Are there adequate Library and IT resources for sustaining the program?

Data in this section might include library print and electronic holdings in the teaching and research areas of the program, development and achievement of information literacy outcomes, technology resources available to support pedagogy and research in the program, and technology resources available to support students' program needs.

4. **Facilities:** What facilities and unique space or equipment (e.g., labs) does the program use? Are the facilities adequate for sustaining the quality of the program?

Data in this section might include classroom space, instructional laboratories, research laboratories, office space, student study spaces, access to classrooms suited for IT purposes, and access to classrooms designed for alternative learning styles/universal design.

5. **Staff:** Clerical and technical staff supporting program operations:

Calculate data in terms of faculty/student load, FTE, etc.

6. **Financial resources:** What do the operational budget trends (revenues and expenditures) show over a 3-5 year period?

Evidence in this category might include increasing or decreasing revenues in areas directly related to sustainability issues (e.g., no increases or replacements in tenure lines with rising numbers of students, or little funding available for necessary equipment to keep students current in the practice of their fields).

IV. Reflection Summary:

The self-study concludes with a general analysis or interpretation of the evidence for program excellence and effectiveness, and support for sustainability. Provide an overview of the program's strengths, weaknesses, and opportunities for improvement.

V. Goals and Planning for Improvement:

The reflection summary serves as a foundation for developing the program's long-term plan. Several guiding questions include:

- What are the program's primary goals for the next five-seven years?
- In order to achieve these goals, how will the program address any weaknesses and build on existing strengths?
- How will the program make improvements with existing resources (through reallocation) and with new and innovative collaborations?
- What additional resources are needed?
- If the program is currently using an already developed and executed long-term plan, please indicate how the current plan will integrate with the existing plan.

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APPENDIX II: SITE VISIT LOGISTICS

The site visit begins with the USD liaison dinner meeting with the two external reviewers the night before the two-day campus visit. This meeting serves as an opportunity to review the itinerary. The external reviewers will meet with the dean, the dean's office administration (associate dean, etc.), and program administration on the first day of the visit. Meetings with various faculty groups and students are scheduled throughout the visit. At least one hour per day is scheduled for the reviewers to meet alone to draft their report. During the exit meeting held at the end of the site visit, the external reviewers share their preliminary observations with the provost, dean, and program administration.

The department arranges breakfast, lunch, and dinner for the external reviewers for the duration of the visit. The program, with assistance from the dean's office, is responsible for constructing and coordinating the basic itinerary and arranging travel to and from campus. The dean's office and the IESI Office arrange lodging, dinner reservations with the liaison on the first night, and meetings with the dean and associate provost/provost. The reviewers make their own dinner arrangement the second night.

For External Reviewers

Travel - The external reviewer should make his or her own plane reservations and request reimbursement from the IESI Office (please submit original boarding passes). The university will reimburse round-trip, coach airfare.

Lodging - The IESI Office will make hotel accommodations for external reviewers, consistent with university policy.

Reimbursement - Meals and local travel expenses associated with the visit are reimbursed by the IESI Office upon request and with the submission of original receipts. Meals and incidental expenses are limited to \$64 per diem for San Diego (or the current M&IE per diem rate as published on the US General Services' web site www.gsa.gov/perdiem).

For Departments

Meals and Other Expenses - The IESI Office will provide a USD One Card to the USD liaison and a program faculty member responsible for external reviewers' meals and incidental costs. All original itemized receipts and names of attendees must be submitted to IESI.

If using a personal credit card or cash, fill out the petty cash form (if under \$100) or expense reimbursement form. Check requests, petty cash forms or expense reports should be sent to the IESI Office for approval. Forms are available online from the Accounting Office's web site at: <http://www.sandiego.edu/finance/accounts-payable/forms.php#accordion1>. Please follow all Accounts Payable policies.

If the department chooses to use its own USD One Card, please contact IESI for the POETS code.

APPENDIX III: SAMPLE SITE VISIT SCHEDULE AND CONTACT INFORMATION

Department/Program Name:

APR Reviewers:

Reviewer Name, Title, University or College Affiliation

Reviewer Name, Title, University or College Affiliation

Lodging:

Best Western Plus Hacienda Hotel, Old Town San Diego

Evening before Site Visit Officially Begins – Day, Date, Year

| Start Time | End Time | Interviewer | Location |
|------------|----------|--|--------------------------------|
| 3:00pm | | Hotel check-in | Hacienda Hotel lobby |
| 5:50pm | | Meet USD faculty liaison (First/Last Name) of the (Department name) in hotel lobby | Hacienda Hotel lobby |
| 6:00pm | | Dinner with USD faculty liaison (First/Last Name) | Name and address of restaurant |

Travel Information:

Indicate each reviewer's airline/flight #/arrival time/departure time OR indicate reviewer is driving OR taking train (Amtrak train #/arrival time/departure time)

Important Notes

- Start and end times of meetings are flexible, except for meeting with dean and exit meeting.
- Programs/Departments may decide to have longer meetings with faculty depending on the number of faculty present.
- A meeting with department staff can be a coffee/tea meeting for 20-30 minutes.
- If a full department meeting is desired, allow at least an hour.
- Lunch should be at least 75 minutes to avoid rushing.
- Extra time between meetings for walking should be factored into the schedule if meetings are in different buildings; indicate this in schedule (allot 10 minutes walking between different buildings)
- A tour of facilities or affiliated spaces should be 30-45 minutes.
- Report drafting time should be one session for 45-60 minutes per day.

APPENDIX III: SAMPLE SITE VISIT SCHEDULE AND CONTACT INFORMATION

Department/Program Name:

Site Visit Day 1 – Weekday, Date, Year

| Start Time | End Time | Interviewer | Location |
|------------|----------|---|--|
| 7:45 am | 8:45 am | Name of faculty member (i.e., department chair or other) - (hotel pick-up & breakfast) | Suggestions: Aromas, La Paloma, Tu Mercado, Pavilion Dining |
| 9:00 | 10:00 | Dean’s Meeting (Name/School or College) *IESI schedules this meeting. | Building & room # (Dean’s Office) |
| 10:15 | 10:45 | Meeting with a stakeholder group ¹ or a tour of facilities and affiliated centers (list names of participants) | Building & room # |
| 10:45 | 10:55 | Break | Building & room # |
| 11:00 | 11:30 | Meeting with a stakeholder group ¹ or a tour of facilities and affiliated centers (list names of participants) | Building & room # |
| 11:45 | 1:15 | Pizza lunch with group of students OR lunch at La Gran Terraza with no more than 3 students OR no more than 3 faculty members (list names of faculty for La Gran Terraza) | Building & room # for pizza lunch with students OR La Gran Terraza for no more than 3 faculty or no more than 3 students |
| 1:15 | 2:00 | Report Drafting | Building & room # |
| 2:00 | 2:15 | Break | Building & room # |
| 2:15 | 2:45 | Meeting with a stakeholder group ¹ or a tour of facilities and affiliated centers (list names of participants) | Building & room # |
| 2:45 | 3:15 | Meeting with a stakeholder group ¹ or a tour of facilities and affiliated centers (list names of participants) | Building & room # |
| 3:15 | | Department arranges transportation to hotel (Uber/Lyft/taxi OR name of faculty member driving) | Building & room # |
| | | Working dinner on own (report drafting) | hotel |

¹A stakeholder group refers to program faculty, students, alumni, staff, administrators, adjunct faculty, relevant community partners, and the dean’s office (i.e. Dean, Associate Dean, Assistant Deans, etc.).

APPENDIX III: SAMPLE SITE VISIT SCHEDULE AND CONTACT INFORMATION

Department/Program Name:

Site Visit Day 2 – Weekday, Date, Year

| Start Time | End Time | Interviewer | Location |
|------------|----------|---|--|
| 7:45 am | 8:45 am | Name of faculty member (i.e., department chair or other) - (hotel pick-up & breakfast) | Suggestions: Aromas, La Paloma, Tu Mercado, Pavilion Dining |
| 9:00 | 10:00 | Meeting with a stakeholder group ¹ or a tour of facilities and affiliated centers (list names of participants) | Building & room # |
| 10:15 | 10:45 | Meeting with a stakeholder group ¹ or a tour of facilities and affiliated centers (list names of participants) | Building & room # |
| 10:45 | 10:55 | Break | Building & room # |
| 11:00 | 11:30 | Meeting with a stakeholder group ¹ or a tour of facilities and affiliated centers (list names of participants) | Building & room # |
| 11:40 | 12:55 | Pizza lunch with group of students OR lunch at La Gran Terraza with no more than 3 students OR no more than 3 faculty members (list names of faculty for La Gran Terraza) | Building & room # for pizza lunch with students OR La Gran Terraza for no more than 3 faculty or no more than 3 students |
| 1:05 | 1:35 | Meeting with a stakeholder group ¹ or a tour of facilities and affiliated centers (list names of participants) | Building & room # |
| 1:35 | 1:50 | Break | |
| 1:50 | 2:50 | Report Drafting | Building & room # |
| 3:00 | 4:00 | Exit Meeting with Reviewers, Provost Gail F. Baker, Dean (Name), Dept./Program Chair (Name) *IESI schedules this meeting. | Hughes Administration 214 |
| 4:00 | | Department arranges transportation to airport, train station, OR hotel (Uber/Lyft/taxi or name of faculty member driving) | |

¹A stakeholder group refers to program faculty, students, alumni, staff, administrators, adjunct faculty, relevant community partners, and the dean's office (i.e. Dean, Associate Dean, Assistant Deans, etc.).

CONTACT INFORMATION

External Program Reviewers

Reviewer's Name, Title, College or University affiliation

[Reviewer's email address \(hyperlinked\)](#)

reviewer's cell phone # (cell)

Reviewer's Name, Title, College or University affiliation

[Reviewer's email address \(hyperlinked\)](#)

reviewer's cell phone # (cell)

USD Liaison

First/Last Name, Title, Department name

[Liaison's USD email address \(hyperlinked\)](#)

619-260-xxxx (work); xxx-xxx-xxxx (cell)

Department/Program Contacts

First/Last Name, Title, Name of Department/Program

[Program Administrator's USD email address \(hyperlinked\)](#)

619-260-xxxx (work); xxx-xxx-xxxx (cell)

First/Last Name, Department/Program Executive Assistant

[Executive Assistant's USD email address \(hyperlinked\)](#)

619-260-xxxx (work)

Office of Institutional Effectiveness and Strategic Initiatives

Dr. Karen Lee, Assistant Vice President, IESI

kmlee@sandiego.edu

619-260-4816 (work)

Hilda DePeder, Executive Assistant, IESI

hdepeder@sandiego.edu

619-260-4816 (work)

Hotel

Best Western Plus Hacienda Hotel, Old Town, 4041 Harney Street, San Diego, CA 92110

619-298-4707

Appendix IV: External Reviewer– Letter of Agreement

LETTER OF AGREEMENT PERTAINING TO EXTERNAL REVIEW PARTICIPATION

Thank you for serving as an external reviewer for the University of San Diego (USD). For your participation, you receive an honorarium of one thousand dollars and reimbursement for travel to and from USD.

As an external reviewer, your responsibilities include reviewing the self-study and any additional relevant materials delivered to you 4-6 weeks prior to the 1 ½ to 2 day site visit. You will be invited to participate in a dinner meeting on the eve of the site visit.

During the site visit you will meet with faculty, students, staff, and senior administrators. Before you depart campus, you will have an exit meeting with administrators from the provost’s office, dean’s office, and program. You will have four (4) weeks from the last day of the site visit to write and submit the external review report using the External Review Report Guidelines in Appendix VI of the USD Academic Program Review Guidelines.

Every program review requires the utmost care in preserving confidentiality. You will secure all documents and refrain from discussing issues with anyone other than the other external reviewer or USD faculty and staff. We would also expect that any personal and/or professional ties you may have with the program faculty would not affect your ability to serve with complete candor.

Occasionally, you may hear allegations of misconduct (e.g., harassment, falsification, etc.) during the site visit. It is not your responsibility to handle these allegations. You should report allegations to the IESI Assistant Vice President, who will discuss them with the appropriate USD personnel.

If you agree with these terms, please sign and date this form and e-mail to the Office of Institutional Effectiveness and Strategic Initiatives: iesi@sandiego.edu.

Print Name/Signature

Date

IESI-AVP Signature

Date



External Review Report Guidelines USD Academic Program Review

The external review process provides a means for gathering objective feedback about the many aspects of a program. In addition to reviewing the program's self-study, the external reviewers participate in an on-site campus visit to observe firsthand how the program operates. The reviewers will produce a report that discusses the program's strengths, areas that could benefit from attention, and opportunities for long-term improvement and sustainability. This report follows the structure of the self-study, but may include additional topics as well.

Please provide us with the following information:

Program Name

Name of Reviewers

Date

Appendix VI: External Reviewer Report Guidelines (continued)

I. Introduction and Context

Use Section I of the self-study and your site visit observations to provide feedback about the following aspects of the program:

IA. History and Development: *Program offerings and development.*

How do the program's current status and future plans connect to or follow from its history and past development?

IB. Mission and Goals: *Program's alignment of mission and goals with the university's mission and strategic directions.*

To what extent has the program aligned its mission and goals with the university's mission and strategic directions?

IC. Program's Contribution to University and Community:

To what extent is the program contributing to the University and the needs of the community?

ID. Program's Overview of Special Issues or Concerns:

If there were any special issues or concerns, how were they presented in the self-study?

Section I. Reviewers' Comments: Introduction and Context of Program

Section I. Reviewers' Recommendations: Introduction and Context of Program

II. Evidence of Program Excellence

Use Section II of the self-study and your site visit observations to provide feedback about the following aspects of the program:

IIA. Students: *Evidence of student profiles related to program and university mission.*

To what extent are student profiles related to program and university mission?

IIB. Curriculum: *Evidence of a current curriculum and related learning experiences.*

How current are curricular requirements? Does the curriculum offer sufficient breadth and depth of learning for the program's degree? How well is the curriculum aligned with the learning outcomes? Are the courses sequenced and reliably available in sequence? What was revealed from the program's comparative analysis of similar and aspirational programs?

IIC. Student Learning and Success: *Evidence of student learning and success.*

How well are the student learning outcomes interwoven throughout the curriculum to provide opportunities for students to develop increasing sophistication? To what extent are the student learning outcomes reflective of national disciplinary standards or trends? To what extent are students achieving the desired learning outcomes for the program? To what extent are students being retained and graduating in a timely fashion? To what extent are students prepared to apply their advanced study to the world of work? To what extent is a program assessment plan being used to capture student learning outcomes, assessment measures, results, and opportunities for improvement?

IID. Faculty: *Evidence of faculty contribution to the academic excellence of the program.*

To what extent do the qualifications and achievements of program faculty align with the program's mission/goals? How do faculty members' backgrounds, expertise, and professional work contribute to the academic excellence of the program and service to the institution and community?

Section II. Reviewers' Comments: Evidence of Program Excellence

Section II. Reviewers' Recommendations: Evidence of Program Excellence

Appendix VI: External Reviewer Report Guidelines (continued)

III. Program Sustainability and Support

Use Section III of the self-study and your site visit observations to provide feedback about the following aspects of the program:

IIIA. Program Demand: *Evidence that program offerings are determined with consideration of and in response to program demand.*

In terms of similarity and distinctiveness, how does the program compare to other programs in the field? What is happening within the profession, local community, or society in general that identifies an anticipated need for the program in the future? To what extent does the program enrollment trend suggest a sustainable program?

IIIB1. Resources - Faculty: *Evidence that there is a number of faculty members and a level of support identified to maintain program quality.*

To what extent can the program maintain a quality program with the current number and distribution of faculty? How does the student/faculty ratio compare to similar programs? How does the tenure-line faculty/adjunct faculty ratio compare to similar programs? To what extent do program faculty have the support they need to do their work (e.g., mentoring program, professional development opportunities, release time opportunities for course development or research, travel funds, and a well-defined review and evaluation process)?

IIIB2. Resources - Student Support: *Evidence that there are sufficient mechanisms (student support services) identified to help students achieve their academic goals.*

To what extent are there mechanisms in place to assist students with achieving their academic goals (e.g., academic and career advising; tutoring or remediation; orientation; financial support; and emotional, psychological, and physical interventions)?

IIIB3. Resources - Technology and Information Literacy: *Evidence that there are adequate technology and information literacy resources identified for program sustainability.*

To what extent are there technology and information literacy resources to support and sustain the program (e.g., electronic and print holdings, development and achievement of information literacy outcomes, technology to support pedagogical and research needs, and technology and information literacy resources to support student program needs)?

IIIB4. Resources - Facilities: *Evidence that there are adequate facilities identified for sustaining the quality of the program.*

To what extent are the facilities and equipment adequate for sustaining a quality program?

IIIB5. Resources - Staff: *Evidence that there are a sufficient number of clerical and technical staff identified to support program operations.*

To what extent does the program have clerical and technical staff to support program operations?

IIIB6. Resources - Financial Resources: *Evidence of operational budget trends that support program sustainability.* To what extent do the operational budget trends (revenues and expenditures) suggest a sustainable quality program?

Section III. Reviewers' Comments: Section III. Program Sustainability and Support

Section III. Reviewers' Recommendations: Section III. Program Sustainability and Support

IV. Reviewers' Comments

This section allows for reviewers' comments about the overall strengths of the program, areas that could benefit from attention, and program opportunities for long-term improvement and sustainability.

Section IV. Reviewers' Comments: Program Strengths

Section IV. Reviewers' Comments: Program Areas that can Benefit from Attention

Section IV. Reviewers' Comments: Program Opportunities for Long-Term Improvement and Sustainability:

Section IV. Additional Reviewers' Comments:



**Academic Program Review
Long-Term Plan Guidelines**

| | |
|---|--|
| Name of Program or Department | |
| Name of Program Director or Department Chair | |
| Submission Date: | |
| List of Program/Department Faculty | |

The long-term plan for the department/program should stem from the academic program review findings and the responses and recommendations received from the external reviewers, the Dean's Office, program faculty, and the Academic Review Committee. Start by writing a narrative that explains the information that will be shown in the long-term summary tables that follow. Goal/Action areas can be taken directly from the self-study (e.g., students, curriculum, student learning outcomes, student success, faculty, program demand, student support, information literacy, technology, facilities, staff, financial resources, other). The long-term plan should cover at least a five-year period and can extend beyond five years if necessary. The first year of this long-term plan may be the final year of the academic program review process. The table format can be modified as needed.

Appendix VII: Long-Term Plan Guidelines (continued)

Program/Department Name

| Goal/ Action Area | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 and Beyond |
|--------------------------|-----------|-----------|-----------|-----------|-------------------|
| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022 - |
| | | | | | |
| Resources Needed: | | | | | |

Program/Department Name

| Goal/ Action Area | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 and Beyond |
|--------------------------|-----------|-----------|-----------|-----------|-------------------|
| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022 - |
| | | | | | |
| Resources Needed: | | | | | |

Appendix VII: Long-Term Plan Guidelines (continued)

Program/Department Name

| Goal/ Action Area | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 and Beyond |
|--------------------------|-----------|-----------|-----------|-----------|-------------------|
| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022 - |
| | | | | | |
| Resources Needed: | | | | | |

Program/Department Name

| Goal/ Action Area | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 and Beyond |
|--------------------------|-----------|-----------|-----------|-----------|-------------------|
| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022 - |
| | | | | | |
| Resources Needed: | | | | | |

Appendix VII: Long-Term Plan Guidelines (continued)

Program/Department Name

| Goal/ Action Area | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 and Beyond |
|--------------------------|-----------|-----------|-----------|-----------|-------------------|
| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022 - |
| | | | | | |
| Resources Needed: | | | | | |

Program/Department Name

| Goal/ Action Area | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 and Beyond |
|--------------------------|-----------|-----------|-----------|-----------|-------------------|
| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022 - |
| | | | | | |
| Resources Needed: | | | | | |

Appendix VIII: Blank Memorandum of Understanding (MOU)



University of San Diego Academic Program Review Memorandum of Understanding

IESI Office
Hughes Center 204
5998 Alcalá Park
San Diego, CA 92110
Phone (619) 260-4816
iesi@sandiego.edu

Purpose of Academic Program Review

The University of San Diego's academic program review (APR) provides a systematic and continuous means of assuring academic excellence in student learning. It is designed to encourage accountability and dialogue among members within the program under review as a self-reflective, continuous process within the broader institutional and discipline-based contexts. The process is meant to assist programs in understanding their distinctive and collaborative roles within the university community and with relevant external constituents. It provides the foundation for assessing student learning and for making evidence-based plans and decisions to foster improvements at all levels of the institution. Program reviews are integral to planning, resource allocation, and other decision-making within the university.

Department's Summary of Evidence-Based Plans:

Components of Long-Term Plan Requiring Additional Financial Resources:

- 1.
- 2.
- 3.

Components of Long-Term Plan Requiring No Additional Financial Commitment:

- 1.
- 2.
- 3.

This form serves as acknowledgement to all interested parties that the **Program/Department** engages in continuous program improvement and has completed the University's Academic Program Review Process, using the guidelines suggested by WSCUC and established by the University Assessment Committee.

Dr. Karen Lee, Assistant Vice President, IESI **Dr. Gail F. Baker, Vice President and Provost**

*The following parties acknowledge completion of the University's Academic Program Review Process by the **Program/Department** and defer action items in need of additional resources to be carried out at the discretion of the Dean through existing university processes (e.g. Budget Process, Academic Initiatives Procedures, etc.).*

| Name and Title | Signature | Date Signed |
|--------------------------|-----------|-------------|
| Dean | | |
| Program/Department Chair | | |

Appendix IX: Cohort Checklists

| USD Academic Program Review Checklist | | | |
|--|---|---------------------|--|
| Cohort: F17/Sp18 - Fall 2017 Self-Study and Spring 2018 Site Visit | | | |
| Check | Actions | Guideline Reference | Important Dates |
| | IESI Notifies Program Members of Self-Study Initiation | Stage 1 | Fall Semester of 2016 |
| | Program's Self-Study Team Attends IESI Program Review Workshop, Sponsored by the Center for Educational Excellence | Stage 1 | Friday, February 17, 2017 |
| | Program's Self-Study Team Submits List of Potential Reviewers (6 to 10) to IESI office | Stage 2 | Friday, March 17, 2017 |
| | Draft, Review, and Revise Self-Study using template in Appendix I | Stage 1 | Fall 2017 Semester |
| | IESI Finalizes Selection of External Reviewers and Completes Paperwork (Agreement Letter and W9) | Stage 2 | Fall 2017 Semester |
| | Program's Self Study Team Submits Self-Study to IESI Dropbox folder | Stage 1 | Friday, December 15, 2017 |
| | Program's Self-Study Team Coordinates with IESI to Prepare for External Review Site Visit | Stage 2 | Early Spring 2018 Semester (January or February 2018) |
| | IESI Shares the Self-Study and Academic Review Guidelines with External Reviewers via Dropbox | Stage 2 | Early Spring 2018 Semester (January or February) |
| | Program's Self-Study Team Hosts External Review Site Visit (follow itinerary) | Stage 2 | Mid-Spring 2018 Semester (February or March 2018) |
| | External Reviewers Submit their Report to IESI via DropBox. IESI forwards report to program/department chair and dean's office. | Stage 2 | Within 4 weeks of site visit (March or April 2018) |
| | Department's/Program's Response saved to Dropbox | Stage 2 | 4 Weeks prior to the scheduled ARC meeting |
| | Dean's Response saved to Dropbox | Stage 2 | 2 Weeks prior to the scheduled ARC meeting |
| | Academic Review Committee (ARC) Reviews Self-Study, External Review Report, Dean's Response, and Program's Response. | Stage 3 | During a Fall 2018 ARC Meeting: October, November, or December |
| | Academic Review Committee (ARC) sends Recommendations to Provost, Dean, and Program/Department Chair | Stage 3 | Thirty days after the ARC meeting (Nov, Dec, or Jan.) |
| | Program Faculty, in consultation with the Dean's Office, develop final Long-Term Plan, with consideration of the Academic Review Committee's recommendations and other review materials. Note: This process should begin prior to receiving ARC recommendations. | Stage 4 | <i>ad interim</i> |
| | Program Faculty submit the final draft of their Long-Term Plan to their Dean and IESI. | Stage 4 | Thirty days after receiving ARC recommendations (Dec or February). |
| | Long-Term Plan/ MOU Meeting: Program Administrators, Dean, Provost, IESI Representative meet to review the long-term plans of the department/program that will improve the quality of the program and enhance student learning and success. | Stage 4 | Spring 2019 |
| | Signing of Memorandum of Understanding (MOU) generates a record of the needs of the department to be addressed and the mutually agreed-upon allocation of resources resulting from the long-term plan meeting. | Stage 4 | Spring 2019 |
| | IESI enters outcomes of the MOU into TracDat for periodic follow-up. | Stage 4 | Spring 2019 |

Appendix IX: Cohort Checklists (continued)

| USD Academic Program Review Checklist | | | |
|---|---|----------------------------|--|
| Cohort: Sp18/F18 - Spring 2018 Self-Study and Fall 2018 Site Visit | | | |
| Check | Actions | Guideline Reference | Important Dates |
| | IESI Notifies Program Members of Self-Study Initiation | Stage 1 | Spring Semester of 2017 |
| | Program's Self-Study Team Attends IESI Program Review Workshop, Sponsored by the Center for Educational Excellence | Stage 1 | Friday, September 22, 2017 |
| | Program's Self-Study Team Submits List of Potential Reviewers (6 to 10) to IESI office | Stage 2 | Friday, October 20, 2017 |
| | Draft, Review, and Revise Self-Study using template in Appendix I | Stage 1 | Spring 2018 Semester |
| | IESI Finalizes Selection of External Reviewers and Completes Paperwork (Agreement Letter and W9) | Stage 2 | Spring 2018 Semester |
| | Program's Self Study Team Submits Self-Study to IESI Dropbox folder | Stage 1 | Friday, May 18, 2018 |
| | Program's Self-Study Team Coordinates with IESI to Prepare for External Review Site Visit | Stage 2 | Early Fall 2018 Semester (September or October 2018) |
| | IESI Shares the Self-Study and Academic Review Guidelines with External Reviewers via Dropbox | Stage 2 | Early Fall 2018 Semester (September or October 2018) |
| | Program's Self-Study Team Hosts External Review Site Visit (follow itinerary) | Stage 2 | Mid-Fall 2018 Semester (October or November 2018) |
| | External Reviewers Submit their Report to IESI via DropBox. IESI forwards report to program/department chair and dean's office. | Stage 2 | Within 4 weeks of site visit (November and December 2018) |
| | Department's/Program's Response saved to Dropbox | Stage 2 | 4 Weeks prior to the scheduled ARC meeting |
| | Dean's Response saved to Dropbox | Stage 2 | 2 Weeks prior to the scheduled ARC meeting |
| | Academic Review Committee (ARC) Reviews Self-Study, External Review Report, Dean's Response, and Program's Response, | Stage 3 | During a Spring 2019 ARC Meeting: April or May |
| | Academic Review Committee (ARC) sends Recommendations to Provost, Dean, and Program/Department Chair | Stage 3 | Thirty days after the ARC meeting (May or June) |
| | Program Faculty, in consultation with the Dean's Office, develop final Long-Term Plan, with consideration of the Academic Review Committee's recommendations and other review materials. Note: This process should begin prior to receiving ARC recommendations. | Stage 4 | <i>ad interim</i> |
| | Program Faculty submit the final draft of their Long-Term Plan to their Dean and IESI. | Stage 4 | Thirty days after receiving ARC recommendations (Sept or Oct). |
| | Long-Term Plan/ MOU Meeting: Program Administrators, Dean, Provost, IESI Representative meet to review the long-term plans of the department/program that will improve the quality of the program and enhance student learning and success. | Stage 4 | Fall 2019 |
| | Signing of Memorandum of Understanding (MOU) generates a record of the needs of the department to be addressed and the mutually agreed-upon allocation of resources resulting from the long-term plan meeting. | Stage 4 | Fall 2019 |
| | IESI enters outcomes of the MOU into TracDat for periodic follow-up. | Stage 4 | Fall 2019 |

Appendix IX: Cohort Checklists (continued)

| USD Academic Program Review Checklist | | | |
|---|---|----------------------------|--|
| Cohort: F18/Sp19 - Fall 2018 Self-Study and Spring 2019 Site Visit | | | |
| Check | Actions | Guideline Reference | Important Dates |
| | IESI Notifies Program Members of Self-Study Initiation | Stage 1 | Fall Semester of 2017 |
| | Program's Self-Study Team Attends IESI Program Review Workshop, Sponsored by the Center for Educational Excellence | Stage 1 | Friday, February 16, 2018 |
| | Program's Self-Study Team Submits List of Potential Reviewers (6 to 10) to IESI office | Stage 2 | Friday, March 16, 2018 |
| | Draft, Review, and Revise Self-Study using template in Appendix I | Stage 1 | Fall 2018 Semester |
| | IESI Finalizes Selection of External Reviewers and Completes Paperwork (Agreement Letter and W9) | Stage 2 | Fall 2018 Semester |
| | Program's Self Study Team Submits Self-Study to IESI Dropbox folder | Stage 1 | Friday, December 14, 2018 |
| | Program's Self-Study Team Coordinates with IESI to Prepare for External Review Site Visit | Stage 2 | Early Spring 2019 Semester (January or February 2019) |
| | IESI Shares the Self-Study and Academic Review Guidelines with External Reviewers via Dropbox | Stage 2 | Early Spring 2019 Semester (January or February 2019) |
| | Program's Self-Study Team Hosts External Review Site Visit (follow itinerary) | Stage 2 | Mid-Spring 2019 Semester (February or March 2019) |
| | External Reviewers Submit their Report to IESI via DropBox. IESI forwards report to program/department chair and dean's office. | Stage 2 | Within 4 weeks of site visit (March or April 2019) |
| | Department's/Program's Response saved to Dropbox | Stage 2 | 4 Weeks prior to the scheduled ARC meeting |
| | Dean's Response saved to Dropbox | Stage 2 | 2 Weeks prior to the scheduled ARC meeting |
| | Academic Review Committee (ARC) Reviews Self-Study, External Review Report, Dean's Response, and Program's Response, | Stage 3 | During a Fall 2019 ARC Meeting: October, November, or December |
| | Academic Review Committee (ARC) sends Recommendations to Provost, Dean, and Program/Department Chair | Stage 3 | Thirty days after the ARC meeting (Nov, Dec, or Jan.) |
| | Program Faculty, in consultation with the Dean's Office, develop final Long-Term Plan, with consideration of the Academic Review Committee's recommendations and other review materials. Note: This process should begin prior to receiving ARC recommendations. | Stage 4 | <i>ad interim</i> |
| | Program Faculty submit the final draft of their Long-Term Plan to their Dean and IESI. | Stage 4 | Thirty days after receiving ARC recommendations (Dec or February). |
| | Long-Term Plan/ MOU Meeting: Program Administrators, Dean, Provost, IESI Representative meet to review the long-term plans of the department/program that will improve the quality of the program and enhance student learning and success. | Stage 4 | Spring 2020 |
| | Signing of Memorandum of Understanding (MOU) generates a record of the needs of the department to be addressed and the mutually agreed-upon allocation of resources resulting from the long-term plan meeting. | Stage 4 | Spring 2020 |
| | IESI enters outcomes of the MOU into TracDat for periodic follow-up. | Stage 4 | Spring 2020 |

Appendix IX: Cohort Checklists (continued)

| USD Academic Program Review Checklist | | | |
|---|---|----------------------------|--|
| Cohort: Sp19/F19 - Spring 2019 Self-Study and Fall 2019 Site Visit | | | |
| Check | Actions | Guideline Reference | Important Dates |
| | IESI Notifies Program Members of Self-Study Initiation | Stage 1 | Spring Semester of 2018 |
| | Program's Self-Study Team Attends IESI Program Review Workshop, Sponsored by the Center for Educational Excellence | Stage 1 | Friday, September 21, 2018 |
| | Program's Self-Study Team Submits List of Potential Reviewers (6 to 10) to IESI office | Stage 2 | Friday, October 19, 2018 |
| | Draft, Review, and Revise Self-Study using template in Appendix I | Stage 1 | Spring 2019 Semester |
| | IESI Finalizes Selection of External Reviewers and Completes Paperwork (Agreement Letter and W9) | Stage 2 | Spring 2019 Semester |
| | Program's Self Study Team Submits Self-Study to IESI Dropbox folder | Stage 1 | Friday, May 17, 2019 |
| | Program's Self-Study Team Coordinates with IESI to Prepare for External Review Site Visit | Stage 2 | Early Fall 2019 Semester (September or October 2019) |
| | IESI Shares the Self-Study and Academic Review Guidelines with External Reviewers via Dropbox | Stage 2 | Early Fall 2019 Semester (September or October 2019) |
| | Program's Self-Study Team Hosts External Review Site Visit (follow itinerary) | Stage 2 | Mid-Fall 2019 Semester (October or November 2019) |
| | External Reviewers Submit their Report to IESI via DropBox. IESI forwards report to program/department chair and dean's office. | Stage 2 | Within 4 weeks of site visit (November and December 2019) |
| | Department's/Program's Response saved to Dropbox | Stage 2 | 4 Weeks prior to the scheduled ARC meeting |
| | Dean's Response saved to Dropbox | Stage 2 | 2 Weeks prior to the scheduled ARC meeting |
| | Academic Review Committee (ARC) Reviews Self-Study, External Review Report, Dean's Response, and Program's Response, | Stage 3 | During a Spring 2020 ARC Meeting: April or May |
| | Academic Review Committee (ARC) sends Recommendations to Provost, Dean, and Program/Department Chair | Stage 3 | Thirty days after the ARC meeting (May or June) |
| | Program Faculty, in consultation with the Dean's Office, develop final Long-Term Plan, with consideration of the Academic Review Committee's recommendations and other review materials. Note: This process should begin prior to receiving ARC recommendations. | Stage 4 | <i>ad interim</i> |
| | Program Faculty submit the final draft of their Long-Term Plan to their Dean and IESI. | Stage 4 | Thirty days after receiving ARC recommendations (Sept or Oct). |
| | Long-Term Plan/ MOU Meeting: Program Administrators, Dean, Provost, IESI Representative meet to review the long-term plans of the department/program that will improve the quality of the program and enhance student learning and success. | Stage 4 | Fall 2020 |
| | Signing of Memorandum of Understanding (MOU) generates a record of the needs of the department to be addressed and the mutually agreed-upon allocation of resources resulting from the long-term plan meeting. | Stage 4 | Fall 2020 |
| | IESI enters outcomes of the MOU into TracDat for periodic follow-up. | Stage 4 | Fall 2020 |

Appendix IX: Cohort Checklists (continued)

| USD Academic Program Review Checklist | | | |
|--|---|---------------------|--|
| Cohort: F19/Sp20 - Fall 2019 Self-Study and Spring 2020 Site Visit | | | |
| Check | Actions | Guideline Reference | <i>Important Dates</i> |
| | IESI Notifies Program Members of Self-Study Initiation | Stage 1 | Fall Semester of 2018 |
| | Program's Self-Study Team Attends IESI Program Review Workshop, Sponsored by the Center for Educational Excellence | Stage 1 | Friday, February 15, 2019 |
| | Program's Self-Study Team Submits List of Potential Reviewers (6 to 10) to IESI office | Stage 2 | Friday, March 15, 2019 |
| | Draft, Review, and Revise Self-Study using template in Appendix I | Stage 1 | Fall 2019 Semester |
| | IESI Finalizes Selection of External Reviewers and Completes Paperwork (Agreement Letter and W9) | Stage 2 | Fall 2019 Semester |
| | Program's Self Study Team Submits Self-Study to IESI Dropbox folder | Stage 1 | Friday, December 13, 2019 |
| | Program's Self-Study Team Coordinates with IESI to Prepare for External Review Site Visit | Stage 2 | Early Spring 2020 Semester (January or February 2020) |
| | IESI Shares the Self-Study and Academic Review Guidelines with External Reviewers via Dropbox | Stage 2 | Early Spring 2020 Semester (January or February 2020) |
| | Program's Self-Study Team Hosts External Review Site Visit (follow itinerary) | Stage 2 | Mid-Spring 2020 Semester (February or March 2020) |
| | External Reviewers Submit their Report to IESI via DropBox. IESI forwards report to program/department chair and dean's office. | Stage 2 | Within 4 weeks of site visit (March or April 2020) |
| | Department's/Program's Response saved to Dropbox | Stage 2 | 4 Weeks prior to the scheduled ARC meeting |
| | Dean's Response saved to Dropbox | Stage 2 | 2 Weeks prior to the scheduled ARC meeting |
| | Academic Review Committee (ARC) Reviews Self-Study, External Review Report, Dean's Response, and Program's Response, | Stage 3 | During a Fall 2020 ARC Meeting: October, November, or December |
| | Academic Review Committee (ARC) sends Recommendations to Provost, Dean, and Program/Department Chair | Stage 3 | Thirty days after the ARC meeting (Nov, Dec, or Jan.) |
| | Program Faculty, in consultation with the Dean's Office, develop final Long-Term Plan, with consideration of the Academic Review Committee's recommendations and other review materials. Note: This process should begin prior to receiving ARC recommendations. | Stage 4 | <i>ad interim</i> |
| | Program Faculty submit the final draft of their Long-Term Plan to their Dean and IESI. | Stage 4 | Thirty days after receiving ARC recommendations (Dec or February). |
| | Long-Term Plan/ MOU Meeting: Program Administrators, Dean, Provost, IESI Representative meet to review the long-term plans of the department/program that will improve the quality of the program and enhance student learning and success. | Stage 4 | Spring 2021 |
| | Signing of Memorandum of Understanding (MOU) generates a record of the needs of the department to be addressed and the mutually agreed-upon allocation of resources resulting from the long-term plan meeting. | Stage 4 | Spring 2021 |
| | IESI enters outcomes of the MOU into TracDat for periodic follow-up. | Stage 4 | Spring 2021 |