



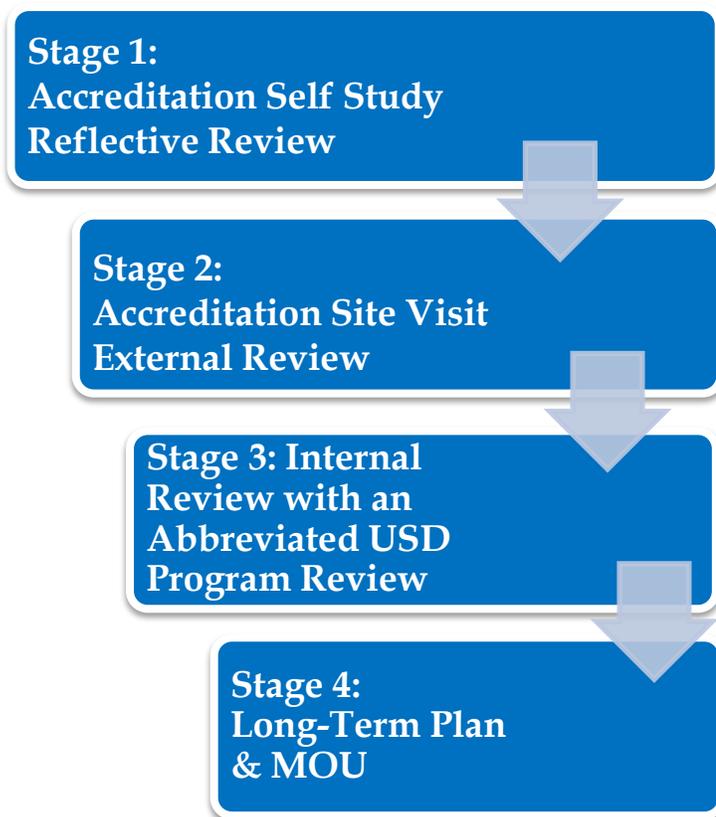
Academic Program Review Guidelines For Accredited Programs

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 self-study submitted to the accrediting agency; continues with the external review and site visit by accrediting agency; proceeds to an internal review by the Academic Review Committee (ARC) - after submission of the USD Abbreviated Program Review template - and culminates with a long-term plan and Memorandum of Understanding (MOU).

Figure 1. Accredited Program Review Process



The University expects all programs at USD to conduct academic program review as stipulated by WSCUC, our regional accreditor. Professional programs that are accredited by programmatic accrediting organizations (e.g., AACSB, ABA, ABET, CACREP, CAEP, CAHIIM, CCNE, and COAMFTE) must also participate in USD Academic Program Review. However, USD recognizes the value of the program accreditation self-study and the external review conducted in accordance with the requirements of program accreditors. Previously prepared crosswalks of Accreditors' Standards with USD Academic Program Review key characteristics have revealed overlap, thus prompting USD to accept the self-study prepared for the program's accrediting organization as the self-study submitted as part of the USD Academic Program Review process. Key characteristics of the USD Academic Program Review process not found in the accreditation self-study will be addressed using an abbreviated USD Program Review template.

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Stage 1: Accreditation Self-Study Reflective Review

Accredited programs adhere to the standards, guidelines, and timelines of their respective accrediting agency. Where appropriate, the program chair and department faculty meet to appoint self-study coordinator(s).

Stage 1
Self-Study
Reflective
Review

Stage 2: Accreditation External Review

Accredited programs adhere to the standards, guidelines, and timelines of their respective accrediting agency for the site visit by the external review team.

Stage 2
External
Review

Stage 3: Internal Review and USD Abbreviated Review Template

Stage 3
Internal
Review &
Abbreviated
USD Review

I. Resources

- The Office of Institutional Effectiveness and Strategic Initiatives (IESI) provides an Abbreviated Review Template (**Appendix I**) for accredited programs to complete as part of the internal portion of academic program review.
- The Center for Educational Excellence (CEE), in conjunction with the IESI Office, offers a Program Review Workshop for teams to receive training in the USD program review process. 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 to assist with responding to items relating to enrollment, retention, graduation, or faculty.

II. Completing the Abbreviated Review Template:

The USD Abbreviated Review template (**Appendix I**) is a sub-set of the guidelines used for non-accredited programs at USD. It assists programs by providing an organized format with the senate identified key characteristics* and a series of questions. Excluding appendices, the **USD Abbreviated Review report should not exceed 5 pages**. The final abbreviated review report is due to IESI two weeks prior to the Academic Review Committee (ARC) meeting. IESI will provide an exact due date and set up a Drop box.

**Please note that the abbreviated review template will only contain key characteristics that were not fully addressed in the accreditation self-study or that are needed to place the other responses in context.*

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.

III. Submission of Materials for Internal Review

- A. **Submission of Review Documents:** Once the program has completed its accreditation review process; i.e. the self-study, site visit, external reviewers report, and program's response to accrediting agency, the department will submit their self-study, appendices, external reviewers' report, program's response to accrediting agency, and the USD Abbreviated Review report to the IESI created Drop Box.
- B. **Dean's Response:** The Dean reviews the USD Abbreviated Review report and the accreditation documents and then writes a response. The response should address the program's strengths and challenges, and assess the department's preliminary long-term plan that is captured in the Abbreviated Review report. The response should be submitted to IESI in time for the internal review by ARC.

IV. Internal Review by the Academic Review Committee (ARC):

- A. The Academic Review Committee (ARC) reviews the accreditation self-study and appendices, the accreditation external reviewer's report, the program's response, the dean's response, and the USD Abbreviated Review report.
- 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 the 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 II**) and a memorandum of understanding (MOU) (**Appendix III**).



- I. **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. 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 II** 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.

II. **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 III**) 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.

III. **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.



Abbreviated Review for Accredited Programs

Name of Accrediting Body	
Name and Title of Person Completing This Report	
Email Address	
Submission Date	
Review Team Members	
List of Programs Included in this Report	

- 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 that surfaced from the review with your accrediting body.

II. 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?

III. 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.

IV. 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.



**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 II: 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 II: Long-Term Plan Guidelines (continued)

Program/Department Name

Goal/ Action Area	Year 1	Year 2	Year 3	Year 4	Year 5 and Beyond
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Resources Needed:					

Program/Department Name

Goal/ Action Area	Year 1	Year 2	Year 3	Year 4	Year 5 and Beyond
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Resources Needed:					

Appendix II: Long-Term Plan Guidelines (continued)

Program/Department Name

Goal/ Action Area	Year 1	Year 2	Year 3	Year 4	Year 5 and Beyond
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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 III: Blank Memorandum of Understanding (MOU)



University of San Diego Academic Program Review Memorandum of Understanding

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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		