



AUBURN

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MONTGOMERY

**Academic Program Review  
Procedures**

*Revised August 2016*

# Auburn University at Montgomery

## Academic Program Review

### Purpose of Review

Auburn University at Montgomery (AUM) academic programs will regularly undergo self-study reviews, including comments from external reviewers. Programs subject to review are those that have distinct learning outcomes and that have a degree awarded by AUM. Certificate programs are not subject to independent review. Academic programs that coordinate and administer certificate programs should address these within their self-study and external review. The purpose of Academic Program Review is to:

- Evaluate the alignment of the program mission and goals with the University mission and goals
- Examine program information and data, including an assessment of the adequacy of resources to evaluate
  - Strengths
  - Areas needing improvement
- Analyze opportunities and threats
- Demonstrate the use of data
- Develop goals for the future

The review will be guided by the *Academic Program Review Template* (note: not all parts of the *Template* will apply equally to all programs).

## Process of Review

Each degree program will conduct a self-study and external review every five years (see exceptions noted below).

Fall Semester:	<ul style="list-style-type: none"><li>• The Provost will notify a program that it is up for review.</li></ul>
October 30:	<ul style="list-style-type: none"><li>• The program will submit nominations for six external reviewers to the Academic Assessment Committee.</li></ul>
November 13:	<ul style="list-style-type: none"><li>• The Academic Assessment Committee will submit names of three reviewers for each program to the Provost (chosen based on appropriateness and availability).</li></ul>
November 27:	<ul style="list-style-type: none"><li>• The Provost will finalize the list of selected reviewers and formally invite each to campus to participate in the Academic Program Review process.</li></ul>
November 1 – March 1	<ul style="list-style-type: none"><li>• The program will work with the Office of Institutional Effectiveness to coordinate all travel arrangements and complete documentation for the external reviewers (including travel to campus, hotel and campus meeting space accommodations, and travel from campus).</li><li>• An on-site review itinerary will be developed and transportation secured by the self-study and external review coordinator.</li><li>• Meetings with campus individuals or groups will be arranged by the self-study and external review coordinator.</li><li>• Relevant resources and documentation will be prepared for the on-site reviewers (to be housed in the on-campus meeting space during the visit).</li></ul>
February 15:	<ul style="list-style-type: none"><li>• A self-study report will be completed electronically, using LiveText. A final paper document (including appendices) will be submitted to the Academic Assessment Committee. A link to the LiveText electronic report will be forwarded to the external reviewers.</li></ul>
February 15 – February 28	<ul style="list-style-type: none"><li>• External reviewers will review the electronic report and request additional information or clarity. Comments can be made in LiveText.</li></ul>
March 1- March 31:	<ul style="list-style-type: none"><li>• The external reviewers will conduct an on-site evaluation of the program and will provide immediate written feedback and recommendations related to each area of the self-study and external review using LiveText.</li></ul>
April 1 – April 20:	<ul style="list-style-type: none"><li>• The program head/coordinator will meet with administrators (such as the Dean or Provost) or other constituents to assess available resources and develop a response to each recommendation made by the external reviewers.</li></ul>
April 20:	<ul style="list-style-type: none"><li>• The self-study and external review coordinator will provide an electronic response in LiveText addressing the feedback and recommendations of the external reviewers. A paper copy will be submitted to the Academic Assessment Committee.</li></ul>
April 30:	<ul style="list-style-type: none"><li>• The Provost will notify a program and external reviewers that they have completed their Academic Program Review from the previous year.</li><li>• The Academic Assessment Committee will prepare an electronic copy of all review documents and provide a copy to the Provost, the external reviewers, and the Office of Institutional Effectiveness.</li></ul>

## Exceptions

- Degree programs that receive external accreditation will undergo expedited reviews. During their accreditation year, accreditation work will be done in lieu of annual assessment activities. In the following year, the Provost, Dean, and program coordinator will review the self-study materials to ensure that they meet the purpose of Academic Program Review.
- Programs that are joint with Auburn University will undergo expedited review. During the year of their Academic Program Review, the most recent self-study conducted for Auburn University will be submitted for approval by the Provost, Dean, and program coordinator.

## Responsibilities

- The Academic Assessment Committee will:
  - manage document flow
  - select three external reviewers for Provost approval
  - work with the program and reviewers to finalize visit dates
  - assist with assessment activities to support Academic Program Review
  - consult with the self-study and external review coordinator during the preparation of the self-study and response to reviewer recommendations
  
- Program heads/coordinators will:
  - appoint a self-study and external review coordinator
  - negotiate the remuneration of self-study coordinators with the Office of the Provost
  - encourage the involvement of all faculty members in the self-study and external review
  - assist the self-study coordinator with the development of the self-study and with the external review
  - review the self-study report with the Dean for suggestions and feedback
  - give final signature approval on all reports generated
  - host the external reviewers
  - meet with administrators (such as the Dean or Provost) or other constituents to assess available resources and develop a response to each recommendation made by the external reviewers
  - work with the Provost and Dean on expedited reviews, if appropriate
  
- Self-study coordinators will be assigned by the program head/coordinator to conduct self-study and external review activities in lieu of annual assessment activities. They will:
  - manage the collection of program information, guided by the *Academic Program Review Template* (note: not all parts of the *Template* will apply equally to all programs) and external reviewer requests for additional information in LiveText
  - gather input from faculty members
  - develop an itinerary for the on-site visit and arrange meetings
  - prepare relevant resources and documents (to be housed in the on-campus meeting space during the visit)
  - secure transportation for the on-site visit
  - host the external reviewers
  - oversee the preparation of an electronic response to address evaluator recommendations
  - ensure that all documents and reports are submitted to the Academic Assessment Committee in a timely manner
  
- Deans will:
  - review the self-study report with the program head/coordinator and provide suggestions and feedback
  - meet with the program head/coordinator and the Provost (and other appropriate administrators) to assess available resources to respond to recommendations made by the external reviewers
  - work with the Provost and program coordinators on expedited reviews
  
- The Office of Institutional Effectiveness will:
  - provide program data, guided by the *Academic Program Review Template* (note: not all parts of the *Template* will apply equally to all programs)
  - work with the program to arrange accommodations (including travel to campus, hotel and campus meeting space accommodations, and travel from campus) for the external reviewers
  - coordinate remuneration of external reviewers with the Office of the Provost
  - serve as the official repository for reports

- The Provost will:
  - inform programs when they are expected to conduct a self-study and external review
  - finalize the list of external reviewers and formally invite them to campus
  - Remunerate external reviewers (\$500.00 per reviewer) plus expenses in keeping with PPS policy.
  - remunerate self-study and external review coordinators (amount negotiated between program and Office of the Provost)
  - meet with the program head/coordinator and the Dean (and other appropriate administrators) to assess available resources to respond to recommendations made by the external reviewers
  - work with the Deans and program coordinators on expedited reviews, if appropriate
  
- External reviewers (from three institutions – preferably peers) will:
  - be suggested by the program under review
  - be recommended by the Academic Assessment Committee
  - be selected by the Provost
  - review the electronic self-study submission
  - request additional information or clarification, by e-mail, by communicating with the self-study coordinator
  - conduct a three day on-site visit and provide immediate feedback using LiveText

**Schedule – 2015-2016**

Last Reviewed	Department	Programs	Type of Review
	Honors Program	Honors Program	Full
2006-2007	Biology	Biology, BS	Full
		<i>Medical Laboratory Sciences, BS</i>	<i>Expedited</i>
2006-2007	Mathematics and Computer Science	Mathematics, BS	Full
		Computer Science, BS	Full
		Cybersystems and Information Security, MS	Full

**Schedule – 2016-2017**

Last Reviewed	Department	Programs	Type of Review
	Communication and Dramatic Arts	Communication (Communication, BA)*	Full
		Theatre (Communication, BA)*	Full
2007-2008	History	History, BA	Full
		World Languages and Cultures, BA	Full
2009-2010	Liberal Arts	Master of Liberal Arts	Full

\*Options in Communication and Dramatic Arts will undergo separate reviews.

**Schedule – 2017-2018**

Last Reviewed	Department	Programs	Type of Review
	Nursing	<i>Nursing, BSN</i>	<i>Expedited</i>
		<i>Nursing, RN to BSN</i>	<i>Expedited</i>
		<i>Nursing, MSN***</i>	<i>Expedited</i>
2009-2010	English and Philosophy	English, BA	Full
2010-2011	Psychology	Psychology, BS	Full
		Psychology, MS	Full
	Communication and Dramatic Arts	Communication (Communication, BA)*	Full
		Theatre (Communication, BA)*	Full

\*\*\*Joint with AU and externally accredited – Most recent self-study will be submitted for expedited review.

**Schedule – 2018-2019**

Last Reviewed	Department	Programs	Type of Review
2013-2014	Justice and Public Safety	Justice and Public Safety, BS	Full
		Organizational Leadership, BS	Full
		Justice and Public Safety, MS	Full
		Homeland Security and Emergency Management, MS	Full
2013-2014	Fine Arts	Fine Arts, BA	Full
2009-2010	Chemistry	Physical Sciences, BS	Full

Schedule – 2019-2020

Last Reviewed	Department	Programs	Type of Review
2014-2015	Sociology	Sociology, BA	Full
		Geographic Information Systems, BA	
2014-2015	Political Science and Public Administration	Political Science, BS	Full
		Political Science, MS	Full
		International Relations, MIR	Full
		<i>Public Administration, MPA</i>	<i>Expedited</i>
		<i>Public Administration, Ph.D.**</i>	<i>Expedited</i>
2014-2015	Physical Education and Exercise Sciences	Exercise Science, BS Sport Management, BS Kinesiology/Physical Education, BS	Full
2014-2015	Physical Education and Exercise Sciences Foundations and Secondary Education	Kinesiology/Physical Education, BS	Full
		Exercise Science, MS	Full
		Sport Management, MS	
		Sport Management, MS (Certificate)	
		Kinesiology/Physical Education, M.ED	
		Kinesiology/Physical Education, M.ED	Full
		<i>Physical Education – Sport Management, M.Ed.</i>	Full
		<i>Physical Education (P-12), BS</i>	<i>Expedited</i>
		<i>Physical Education (P-12), M.Ed.</i>	<i>Expedited</i>
		<i>Physical Education (P-12), Ed.S.</i>	<i>Expedited</i>
	Instructional Technology, M.Ed.	Full	
	Foundations and Secondary Education Early Childhood, Elementary, and Reading Education	<i>Instructional Leadership, M.Ed</i>	<i>Expedited</i>
		<i>Instructional Leadership, Ed.S.</i>	<i>Expedited</i>
		<i>Secondary Education, Art Education (P-12), BS</i>	<i>Expedited</i>
		<i>Secondary Education, Art Education (P-12), M.Ed.</i>	<i>Expedited</i>
		<i>Secondary Education, Biology, BS</i>	<i>Expedited</i>
		<i>Secondary Education, Biology, M.Ed.</i>	<i>Expedited</i>
		<i>Secondary Education, English Language Arts, BS</i>	<i>Expedited</i>
		<i>Secondary Education, Language Arts, M.Ed.</i>	<i>Expedited</i>
		<i>Secondary Education, History, BS</i>	<i>Expedited</i>
		<i>Secondary Education, History, M.Ed.</i>	<i>Expedited</i>
		<i>Secondary Education, Mathematics, BS</i>	<i>Expedited</i>
		<i>Secondary Education, Mathematics, M.Ed.</i>	<i>Expedited</i>
		<i>Secondary Education, General Science, BS</i>	<i>Expedited</i>
		<i>Secondary Education, General Science, M.Ed.</i>	<i>Expedited</i>
		<i>Secondary Education, Social Science/Humanities, BS</i>	<i>Expedited</i>
		<i>Secondary Education, Social Science, M.Ed.</i>	<i>Expedited</i>
		<i>Secondary Education, Art Education (P-12)</i>	<i>Expedited</i>
		<i>Childhood Education (P-6), BS</i>	<i>Expedited</i>
	Early Childhood, Elementary, and Reading Education	<i>Early Childhood Education, M.Ed.</i>	<i>Expedited</i>
		<i>Early Childhood Education, Ed.S.</i>	<i>Expedited</i>
		<i>Elementary Education (K-6), M.Ed.</i>	<i>Expedited</i>
		<i>Elementary Education, Ed.S.</i>	<i>Expedited</i>

		<i>Reading Specialist, M.Ed.</i>	<i>Expedited</i>
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**Schedule – 2019-2020 (continued)**

	Counselor, Leadership, and Special Education	<i>Elementary Education/Early Childhood Special Education (B-8), BS</i>	<i>Expedited</i>
		<i>Elementary Education/Special Education/Early Childhood Education (P-3), M.Ed.</i>	<i>Expedited</i>
		<i>Elementary Education/Collaborative Teaching (K-6), BS</i>	<i>Expedited</i>
		<i>Elementary Education/Special Education, Collaborative Teaching (K-6), M.Ed.</i>	<i>Expedited</i>
		<i>Elementary Education/Collaborative Teaching (K-6), Ed.S.</i>	<i>Expedited</i>
		<i>Secondary Education/Collaborative Teaching (6-12), BS</i>	<i>Expedited</i>
		<i>Counseling/Clinical Mental Health Counseling/School Counseling, MEd</i>	
		<i>Clinical Mental Health Counseling, EdS</i>	
	Business Administration	<i>Business Administration/General Business, BS</i>	<i>Expedited</i>
		<i>Business Administration/International Business</i>	
		<i>Business Administration, MBA</i>	<i>Expedited</i>
	Accounting	<i>Business Administration/Accounting, BA</i>	<i>Expedited</i>
	Accountancy	<i>Accountancy, Macc</i>	
	Finance	<i>Business Administration/Finance, BA</i>	<i>Expedited</i>
	Information Systems	<i>Business Administration/Information Systems Management, BA</i>	<i>Expedited</i>
		<i>Information Systems Management, MS</i>	
	Management	<i>Business Administration/Management, BA</i>	<i>Expedited</i>
	Marketing	<i>Business Administration/Marketing, BA</i>	<i>Expedited</i>

\*\*Joint with AU – Most recent AU self-study will be submitted for expedited review.

**Schedule 2020-21**

	College of Liberal Arts	Interdisciplinary Studies, BA	FULL
	College of Nursing and Health Sciences	<i>Speech Pathology and Audiology</i>	
	Economics	Economics, BA	FULL
	Liberal Arts	BLA	FULL
	Fine Arts	Fine Arts, BFA	FULL
	Environmental Sciences	Biology, BS	FULL
		Health and Toxicology, BS	FULL
		Geographic Information Systems, BS	FULL
	Teaching Writing	MTW	FULL



## **Auburn University at Montgomery**

### **Academic Review Report**

(Year of Review: \_\_\_\_\_)

#### **Alignment with University Goals and Mission**

Describe how your programmatic mission and goals align with the AUM mission and goals

#### **Strengths**

Using your program information and past assessments (Appendices A, B, and C) for reference, describe strengths that have become evident since your last program review. (These could include areas of student achievement, faculty accomplishments, program growth in enrollment, and/or credit hour production, new programming, revisions in curriculum, etc.)

#### **Areas of Improvement**

Using your program information and past assessments (Appendices A, B, and C) for reference, note the observable areas where improvement can be achieved that have become evident since your last program review.

#### **Opportunities**

Describe the opportunities that have supported the success of your program since that have arisen since your last review. (These could include external funding, changes in standards, new programming mandates, additional baseline funding, projects, etc.)

#### **Threats**

Describe the limitations or barriers that have worked against the growth and continuous improvement of your department since your last review.

#### **Planning**

Provide examples of how data have been historically used by your program to support decisions and to create continuous improvement. Specifically address changes that have been made based on data and annual assessment activities.

Describe how you anticipate focusing your program's efforts and resources to continue to address areas that require improvement within your program. Develop goals for your program to work toward in the years before your next program review. These goals will be evaluated and updated during subsequent annual assessment activities.

### **Appendix A – Program Information**

#### **Program Mission**

What is the mission of this program?

### Authority

If this program has been approved by ACHE, provide the approval documentation.

### Curriculum

Describe the program curriculum. Include any curriculum maps or advising sheets if appropriate. Briefly describe any concentrations or tracks in this program.

### Online and Off-Campus Courses

A. Can a student complete his or her degree solely through online coursework? Yes \_\_\_\_\_ No \_\_\_\_\_

If any programs are offered exclusively on-line, describe:

B. Are any courses offered at a location other than AUM campus? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, list the course numbers, names, and locations:

### Resources

**Assets:** Describe departmental assets, including labs, resource centers, technological equipment, other professional equipment, etc.):

**Staffing:** Provide information on your administrators, faculty (including adjunct instructors), and support staff. Attach links to electronic copies of all administrators' and faculty members' curriculum vitae. (Insert more rows as needed.)

Name	Title	Highest Degree Obtained (Degree, Year, University)	Link to CV

### Faculty Accomplishment

**Publications:** Indicate the number of publications generated within your program since the last review. **Do not include in press manuscripts.**

National/Int Refereed	Regional/State Refereed	Non-refereed	Books	Book Chapters	Other

**Presentations:** Indicate the number for each type of presentation completed within your program since your last review.

National/Int Refereed	Regional/State Refereed	Non-Refereed	Professional Conference Workshop	Other

**Funded Grants:** Provide the summary information for grants funded since the last review. (Insert more rows as needed).

Grant Title	Grant Years	Total Award	Funding Source	Principal Investigators

**Awards:** Please describe any awards received by program employees for academic, research, or teaching accomplishments since the last review:

**Honors and Achievements:** Describe any other honors or outstanding achievements of program employees since the last review:

**Student Achievement**

- Student Evaluation:** Attach and explain the methodology any evaluations of student achievement that are conducted at the program level. Refer to annual assessment reports as appropriate.
- Internships:** How many internship opportunities (paid or unpaid) have been successfully completed by students since the last review? \_\_\_\_\_
- Scholarships:** How many scholarships have been awarded by the department to students in the program since your last review? \_\_\_\_\_

What is the total of monies awarded to your students in scholarships since past review? \_\_\_\_\_

- Student Publications and Presentations:** List any student publications or presentations that have occurred since your last review.
- Student Awards:** Describe any awards received by students for academic, research, or teaching accomplishments since your last review.
- Honors and Achievements:** Describe any other honors or outstanding achievements of departmental employees in the last seven years.

## Community Engagement

**Employee Outreach and Service:** Describe any outreach activities or community engagement conducted by program faculty and staff since your last review.

**Student Outreach and Service:** Describe any community engagement projects directed by your program or faculty that involved students that have occurred since your last review.

## Media and Marketing

1. In order to review consistency of information across various formats, provide the following links:

Department web link:

Program web link:

Link to electronic course catalogues:

2. Are degree requirements available on-line?

Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, provide the link:

If degree requirements are not available on-line, where can they be located?

3. If your program uses any other media (print, CD-Rom, DVD, etc.) to advertise or recruit, include copies or links.



OFFICE OF INSTITUTIONAL EFFECTIVENESS



**Annual Data Report**  
**Student Data and Productivity Trends**

*Fall Program Enrollment*

Year	Program	College	AUM

*Program Completers by Gender and Ethnicity per Academic Year*

Year	Program									College									AUM																					
	Male				Female					Total	Male				Female					Total	Male				Female					Total										
	W	B	O	M	W	B	O	F	T		W	B	O	T	W	B	O	F	T		W	B	O	M	T	W	B	O	F		T									

*Credit Hour Production (CHP) per Academic Year*

Year	Program	College	AUM

**Comparative Overviews of Productivity Measures**

*Chart 1: Program, College, and AUM Enrollment per FTE (Full-time Equivalent) Faculty*

*Chart 2: Program, College, and AUM Program Completers per FTE (Full-time Equivalent) Faculty*

*Chart 3: Program, College, and AUM Credit Hour Production per FTE (Full-time Equivalent) Faculty*

## Satisfaction Surveys

### Mean Ratings per Scale on Noel- Levitz Student Satisfaction Survey

Year:										
		Program	College	AUM	Program	College	AUM	Program	College	AUM
<b>Student Centeredness</b>	Importance									
	Satisfaction									
<b>Campus Life</b>	Importance									
	Satisfaction									
<b>Instructional Effectiveness</b>	Importance									
	Satisfaction									
<b>Recruitment and Financial Aid</b>	Importance									
	Satisfaction									
<b>Student Support Services</b>	Importance									
	Satisfaction									
<b>Academic Advising</b>	Importance									
	Satisfaction									
<b>Registration Effectiveness</b>	Importance									
	Satisfaction									
<b>Safety and Security</b>	Importance									
	Satisfaction									
<b>Concern for the Individual</b>	Importance									
	Satisfaction									
<b>Service Excellence</b>	Importance									
	Satisfaction									
<b>Responsiveness to Diverse Populations</b>	Satisfaction									
<b>Campus Climate</b>	Importance									
	Satisfaction									

*Note:* Additional information regarding survey items, scales, scoring, and institutional reports available online at the Office of Institutional Effectiveness website ([www.aum.edu/oie](http://www.aum.edu/oie)). A specific item report is available to programs by request. For more information, please contact [Justin Chandler, Office of Institutional Effectiveness](#).

### Student Evaluations

Year:									
	Program	College	AUM	Program	College	AUM	Program	College	AUM

## Student Outcomes

### Collegiate Assessment of Academic Proficiency (CAAP)

Year:									
	Program	College	AUM	Program	College	AUM	Program	College	AUM
<b>Writing Skills</b>									
Usage/Mechanics									
Rhetoric									
<b>Pre-Critical Thinking</b>									
<b>Mathematics</b>									
Basic Algebra									
College Algebra									

### AUM WAC Writing Rubric

	Course 1			Course 2			Course 3		
	Program	College	AUM	Program	College	AUM	Program	College	AUM
<b>Focus</b>									
<b>Content</b>									
<b>Organization</b>									
<b>Style</b>									
<b>Language Conventions</b>									

## Student Engagement

### Mean Ratings per Scale on National Survey of Student Engagement (NSSE)

Year:									
	Program	College	AUM	Program	College	AUM	Program	College	AUM
<b>Level of Academic Challenge</b>									
<b>Active and Collaborative Learning</b>									
<b>Student Faculty Interaction</b>									
<b>Enriching Educational Experiences</b>									
<b>Supportive Campus Environment</b>									

*Note:* A specific item report is available to programs by request. For more information, please contact [Justin Chandler, Office of Institutional Effectiveness](#).

*Senior (Graduation) Survey*

Year:						
	Program	College	AUM	Program	College	AUM
<b>Satisfaction that General Undergraduate Experiences Helped...</b>						
Acquire new skills and knowledge on your own						
Understand international perspectives						
Have an awareness of societal issues in today's world						
Gain a broad general education in different fields of knowledge						
Develop an appreciation of the arts						
Use information technology to enhance your intellectual or professional pursuits						
Develop interpersonal skills						
Develop an ability to think analytically						
<b>Satisfaction that Undergraduate Experiences in Major ...</b>						
Challenged you to do your best academically						
Helped you develop an ability to write effectively						
Helped you develop an ability to effectively communicate orally						
Provided a well integrated set of courses						
Provided high-quality instruction						
Provided high-quality program advising						
Provided high-quality career advising						
Provided opportunity for communication between faculty and students regarding your needs and concerns						

*Chart 4: Seniors' Post-Graduation Plans (Percent)*

*Chart 5: Status of Seniors Post-Graduate Plans, Seeking Full-time Employment (Percent)*

*Chart 6: Status of Seniors Post-Graduate Plans, Seeking Graduate Education (Percent)*

**Appendix C – Annual Assessment Report**