Academic Program Review Procedures

Revised May 2018

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 both strengths and areas needing improvement.
- Analyze opportunities and threats
- Demonstrate the use of data
- Develop plans and goals for the future

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

Process of Review

Each degree program will complete a self-study and off-site external review every seven years, except for those programs who meet the criteria for exception (see Exceptions section). Programs wishing to undergo an on-site review will consult their Dean, who will submit a joint proposal with the Program Chair/Department Head detailing their reasoning for the request. This proposal will be submitted to both the Provost and Office of Institutional Effectiveness before September 1st of the academic year of their review.

Off-Site External Review Timeline

August 1:	• The program will be formally notified that their program is up for review.
October 30:	• The program will decide on two external reviewers following AUM's criteria for selection, and will provide that list to the Office of Institutional Effectiveness. AUM's criteria includes, but is not limited to (1) the reviewer is not a former AUM employee, and (2) the reviewer is employed by a regional peer institution outside of Alabama.
November 13:	• The Office of Institutional Effectiveness will review this list to ensure the nominated reviewers meet AUM's criteria.
November 27:	• The Provost will formally invite each approved reviewer to participate in the Academic Program Review process.
November 1 – March 1:	• Relevant resources and documentation will be prepared for the reviewers. • Online meetings with campus individuals or groups will be arranged by the self-study and external review coordinator.
February 15:	• A self-study report will be completed, using LiveText or another appropriate software platform of the program's choice. A final document (including appendices) will be submitted to the Academic Assessment Committee. A link to the report will be forwarded to the external reviewers.
February 15 – February 28:	• External reviewers will review the report and request additional information or clarity. Comments can be made in the chosen software.
March 1 – March 31:	• The external reviewers will conduct an off-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 the chosen software.
April 1 – April 20:	• The Program Head, APR Coordinator, and all program faculty 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.
April 20:	• The Dean who oversees the program will work with the program to create a management report detailing how the program and College will address the recommendations of the review committee, with a focus on recruitment, retention, and the quality of learning and teaching. A copy will also be submitted to the Academic Assessment Committee and the Office of Institutional Effectiveness.
April 30:	• The Provost will notify the program and external reviewers that they have completed their responsibilities regarding the Academic Program Review. • 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.

Responsibilities during Off-Site Review

- The Academic Assessment Committee will:
  - manage document flow
  - assist with assessment activities to support Academic Program Review
  - consult with the self-study coordinator during the preparation of the self-study and response to reviewer recommendations

- Program heads/coordinators will:
  - appoint a self-study 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 the external review
  - review the self-study report with the Dean for suggestions and feedback
  - give final signature of approval on all reports generated
  - attend to the external reviewers and their needs while they are conducting their evaluation of the program
  - 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
  - gather input from faculty members
  - prepare relevant resources and documents
  - attend to the external reviewers and their needs while they are conducting their evaluation of the program 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
  - create a management report detailing how the program and College will address the recommendations of the review committee, with a focus on recruitment, retention, and the quality of learning and teaching
  - work with the Provost and program coordinators on expedited reviews

- The Office of Institutional Effectiveness will:
  - ensure that the external reviewer candidates meet AUM's criteria
  - provide program data, guided by the *Academic Program Review Template* (note: not all parts of the *Template* will apply equally to all programs)
  - coordinate remuneration of external reviewers with the Office of the Provost
  - serve as the official repository for reports
  - work with the Program and upper administration to create a plan to address the recommendations of the external reviewers

- The Provost will:
  - inform programs when they are expected to conduct a self-study and external review
  - remunerate external reviewers ($500.00 per reviewer) plus expenses in keeping with PPS policy

- 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 two regional peer institutions) will:
  - be provided by the program under review
  - be confirmed by the Office of Institutional Effectiveness
  - review the electronic self-study submission
  - request additional information or clarification, by e-mail, by communicating with the self-study coordinator

Exceptions

- Degree programs that receive an external accreditation will undergo expedited reviews. During their reaffirmation year, accreditation work will be done in lieu of annual assessment activities. When completed, the Provost, Dean, and program chair/self-study 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 reviews. 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 chair/self-study coordinator.
- Programs that are accredited by a body that conducts campus reviews on a cycle that is inconsistent with AUM's 7-year cycle will be allowed to follow their accreditor's cycle. This will be allowed regardless of the external accreditor's cycle being longer or shorter than AUM's 7-year cycle. Programs wishing to follow their accreditor's cycle will notify the Office of Institutional Effectiveness of this decision before October 30 of the year their expedited review was set to commence.

Schedule of External Academic Program Reviews by Program

Note: In an effort to continue to improve the APR process, programs undergoing expedited reviews have been scheduled during years in which they will be undergoing their own self-study/on-site review with their accrediting agency. This will remove the burden of completing a separate self-study for AUM and for the accrediting agency. With this in mind, if your program is scheduled to undergo an expedited review during a year other than the year of your reaffirmation, and you would like to sync those timelines, contact the Office of Institutional Effectiveness before the start of the academic year in which you are scheduled below or the year you are being reaffirmed (whichever occurs first).

Schedule for Academic Year 2018-19:

Last Review	Accrediting Body	Program	Type of Review
2009-2010	-	English, BA	Full
2010-2011	-	Psychology, BS	Full
2010-2011	-	Psychology, MS	Full
-	-	Communications, BA	Full
-	-	Theatre, BA	Full
-	CAEP/SHAPE	*Physical Education (P-12), BS*	*Expedited*
-	CAEP/SHAPE	*Physical Education (P-12), M.Ed.*	*Expedited*
2013-2014	CAEP/CACREP	*Counseling/Clinical Mental Health Counseling/School Counseling, M.Ed.*	*Expedited*
2013-2014	CAEP/CACREP	*Clinical Mental Health Counseling, Ed.S.*	*Expedited*
2012-2013	AACSB	*Business Administration/General Business, BSBA*	*Expedited*
2012-2013	AACSB	*Business Administration/International Business, BSBA*	*Expedited*
2012-2013	AACSB	*Business Administration, MBA*	*Expedited*
2012-2013	AACSB	*Business Administration/Entrepreneurship, BSBA*	*Expedited*
2012-2013	AACSB	*Business Administration/Human Resources, BSBA*	*Expedited*
2012-2013	AACSB	*Business Administration/Accounting, BSBA*	*Expedited*
2012-2013	AACSB	*Accountancy, MAcc*	*Expedited*
2012-2013	AACSB	*Business Administration/Finance, BSBA*	*Expedited*
2012-2013	AACSB	*Business Administration/Information Systems Management, BSBA*	*Expedited*
2012-2013	AACSB	*Information Systems Management, MIS*	*Expedited*
2012-2013	AACSB	*Business Administration/Management, BSBA*	*Expedited*
2012-2013	AACSB	*Business Administration/Marketing, BSBA*	*Expedited*

Schedule for Academic Year 2019-20:

Last Review	Accrediting Body	Program	Type of Review
-	-	Computer Science, BS	Full
2009-2010	-	Chemistry, BS	Full
-	-	Geographic Information Systems, BS	Full
-	-	Economics, BA	Full
2014-2015	-	Fine Arts, BFA	Full
-	CAEP/SHAPE	*Physical Education (P-12), Ed.S.*	*Expedited*

Schedule for Academic Year 2020-21:

Last Review	Accrediting Body	Program	Type of Review
-	-	Homeland Security and Emergency Management, MS	Full
2014-2015	-	Fine Arts, BA	Full
2013-2014	CAEP	Instructional Leadership, M.Ed.	Expedited
2013-2014	CAEP	Instructional Leadership, Ed.S.	Expedited
2013-2014	ALSDE	Secondary Education, Art Education, M.Ed.	Expedited
2013-2014	NCTE	Secondary Education, English Language Arts, BS	Expedited
2013-2014	NCTE	Secondary Education, English Language Arts, M.Ed.	Expedited
2013-2014	ALSDE	Secondary Education, Mathematics, BS	Expedited
2013-2014	ALSDE	Secondary Education, Mathematics, M.Ed.	Expedited
2013-2014	ALSDE	Secondary Education, General Science, BS	Expedited
2013-2014	ALSDE	Secondary Education, General Science, M.Ed.	Expedited
2013-2014	ALSDE	Secondary Education, Social Sciences, BS	Expedited
2013-2014	ALSDE	Secondary Education, Social Sciences, M.Ed.	Expedited
2013-2014	ALSDE	Childhood Education (P-6), BS	Expedited
2013-2014	ALSDE	Childhood Education, M.Ed./Alt. A.	Expedited
2013-2014	ALSDE/NAEYC	Elementary Education (incl. Early Childhood), M.Ed.	Expedited
2013-2014	ALSDE/NAEYC	Elementary Education (incl. Early Childhood), Ed.S.	Expedited
2013-2014	CAEP	Early Childhood Special Education, BA	Expedited
2013-2014	CAEP	Special Education K-12, M.Ed./Alt. A.	Expedited
2013-2014	CAEP	Special Education B-12, BS	Expedited
2013-2014	CAEP	Special Education/Collaborative Teaching (K-6) & (6-12), Ed.S.	Expedited
2013-2014	NAACLS	Medical Laboratory Sciences, BS	Expedited
2013-2014	NASPAA	Public Administration, MPA	Expedited
2013-2014	NASPAA	Public Administration/Public Policy, Ph.D. (Joint)	Expedited

Schedule for Academic Year 2021-22:

Last Review	Accrediting Body	Program	Type of Review
2014-2015	-	Exercise Science, BS	Full
2014-2015	-	Exercise Science, MS	Full
	-	Sport Management, BS (and Certificate)	Full
	-	Sport Management, MS	Full
	CAEP	Instructional Technology, M.Ed.	Expedited
	CAEP	Instructional Technology, Ed.S.	Expedited
	CCNE	Nursing, BSN	Expedited
	CCNE (pending)	Nursing, MSN	Expedited
	ABA	Justice and Public Safety, BS	Expedited
	ABA	Justice and Public Safety, MS	Expedited
	ABA	Legal Studies, BS	Expedited

Schedule for Academic Year 2022-23:

Last Review	Accrediting Body	Program	Type of Review
2015-2016	-	Honors Program	Full
2015-2016	-	Biology, BS	Full
2015-2016	-	Mathematics, BS	Full
-	-	Computer Information Systems and Cyber Security, MS	Full
-	-	Interdisciplinary Studies, BIS	Full

Schedule for Academic Year 2023-24:

Last Review	Accrediting Body	Program	Type of Review
2016-2017	-	History, BA	Full
2016-2017	-	World Languages and Cultures, BA	Full
2016-2017	-	Liberal Arts, MLA	Full
-	-	Communication Disorders, BS	Full
-	-	Applied Economics, MS	Full

Schedule for Academic Year 2024-25:

Last Review	Accrediting Body	Program	Type of Review
2014-2015	-	Sociology, BA	Full
2014-2015	-	Political Science, BS	Full
2014-2015	-	Political Science, MPS	Full
-	-	Environmental Science, 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.

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

1. **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.

2. **Internships**: How many internship opportunities (paid or unpaid) have been successfully completed by students since the last review? _____

3. **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? _____

4. **Student Publications and Presentations**: List any student publications or presentations that have occurred since your last review.

5. **Student Awards:** Describe any awards received by students for academic, research, or teaching accomplishments since your last review.

6. **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 are they located?

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

Appendix B – Program Data (Provided by the Office of Institutional Effectiveness)

AUBURN
MONTGOMERY

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				Tot	Male				Female				Tot	Male				Female				Tot
	W	B	O	MT	W	B	O	FT		W	B	O	MT	W	B	O	FT		W	B	O	MT	W	B	O	FT	

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
Student Centeredness	Importance									
	Satisfaction									
Campus Life	Importance									
	Satisfaction									
Instructional Effectiveness	Importance									
	Satisfaction									
Recruitment and Financial Aid	Importance									
	Satisfaction									
Student Support Services	Importance									
	Satisfaction									
Academic Advising	Importance									
	Satisfaction									
Registration Effectiveness	Importance									
	Satisfaction									
Safety and Security	Importance									
	Satisfaction									
Concern for the Individual	Importance									
	Satisfaction									
Service Excellence	Importance									
	Satisfaction									
Responsiveness to Diverse Populations	Satisfaction									
Campus Climate	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). A specific item report is available to programs by request. For more information, please contact Philip Brodeur at pbrodeur@aum.edu.

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**
Writing Skills									
Usage/Mechanics									
Rhetoric									
Pre-Critical Thinking									
Mathematics									
Basic Algebra									
College Algebra									

AUM WAC Writing Rubric

	Course 1			**Course 2**			**Course 3**		
	Program	**College**	**AUM**	**Program**	**College**	**AUM**	**Program**	**College**	**AUM**
Focus									
Content									
Organization									
Style									
Language Conventions									

Student Engagement

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

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

Note: A specific item report is available to programs by request. For more information, please contact Philip Brodeur at pbrodeur@aum.edu.

Senior (Graduation) Survey

Year:						
	Program	**College**	**AUM**	**Program**	**College**	**AUM**
Satisfaction that General Undergraduate Experiences Helped…						
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						
Satisfaction that Undergraduate Experiences in Major …						
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