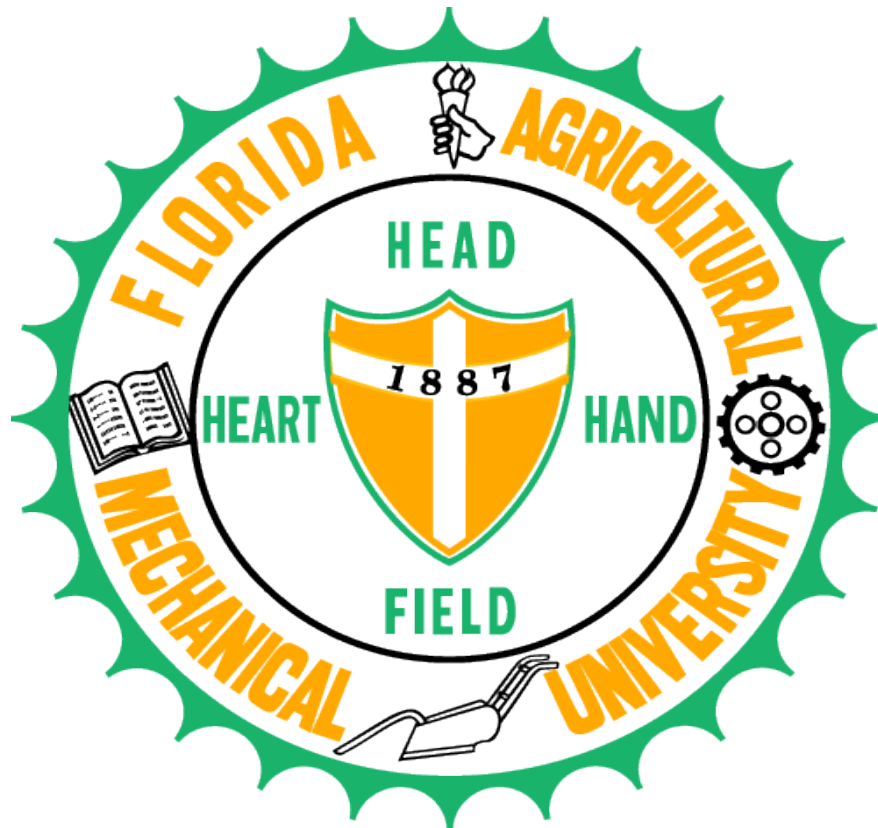


# Florida A&M University



**Academic Program Review**

**External Reviewer Handbook**

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## **Introduction**

Academic Program Reviews are a systematic evaluation of undergraduate and graduate degree programs offered at Florida A&M University. Board of Governors regulation 8.015 requires a seven-year cyclic review of all academic programs offered within the State University System. Under this regulation, academic programs must conduct a comprehensive program review documenting how students have demonstrated learning outcomes and programmatic objectives consistent with the mission and strategic plan of the university.

At Florida A&M University, program reviews may be conducted as a stand-alone review of specific programs or as part of a specialized accreditation visit. Each review must include at a minimum: (a) review and mission of the program; (b) student productivity data, including admissions, enrollment and graduation; (c) expected student learning outcomes; (d) assessment of whether students are meeting learning outcomes and program objectives; (e) how the results of the assessments are used for continuous improvement of the program; (f) faculty effort in teaching, learning, and service; and (g) efficiency of resources used for the program.

Comprehensive program reviews may enhance the quality of a program as well as respond to future opportunities or challenges that may exist. It also provides direction for strategic planning of the program and for the university as a whole.

## **Procedures of Program Review**

The academic program review process includes initial planning conducted by the college/school and department, a self-study, external review by an expert in the discipline, discussion of the findings, action plan created by the department, and a report to the Board of Governors, State University System of Florida.

### **Initial Planning**

Generally, the Office of Institutional Effectiveness initiates academic program reviews. In the fall semester preceding the year of the review, letters are sent to the deans notifying them of the reviews that will fall under their purview for the upcoming program review cycle. Following, an orientation is conducted for the deans and their designees who will assist and coordinate the actual review. The orientation provides an overview of the State University System requirements for program review and direction on how the program review(s) should be conducted.

Prior to orientation, the deans identify a program contact and coordinator. The program review contact is responsible for oversight of all program reviews involving the college, school, or institute on an on-going basis. The program review coordinator is responsible for coordinating the collection of information needed for the review and compiles the self-study document using the specified format in this manual. Both the program review contact and coordinator attend the orientation with the dean and/or department chairs so that he/she is knowledgeable of the entire program review process.

If a consultant is utilized the program review contact or coordinator also provides oversight in the nomination of the consultants, obtains their vitae, and arranges the site visit schedule in consultation with the Office of Institutional Effectiveness and the Division of Academic Affairs.

### **Self-Study**

The self-study provides the general framework for the program review and emphasizes strengths as well as areas for improvement. Typically, self-studies conducted at Florida A&M are written with four constituencies in mind: the University, Board of Trustees, Board of Governors, and the public. The self-study should be a collective effort of the entire faculty in the program, including faculty discussions about the current program, the data regarding the program, and vision for the future. Faculty should be involved in the writing of the self-study and the review. The chair and coordinator are to coordinate these efforts. In addition, input from the Dean, staff, students, alumni, and business partners should be obtained before finalizing the actual document.

The data presented within the self-study is information collected at the central university level as well as the department. There is no set format for writing the self-study. However, it is recommended that the guidelines provided in Appendices E and F be used in the development and formatting of the self-study.

### **External Reviewers**

External reviewers are a critical component to the program review process. External reviewers are able to use their knowledge and expertise and view programs from an external lens to determine areas of strengths and improvements. To that end, Florida A&M solicits external reviewers/consultants to conduct a comprehensive review of our academic programs that do not undergo accreditation visits or reviews. As a consultant, your role and responsibilities will be to:

- Keep appropriate records for travel reimbursement.
- Review information provided by the university in preparation for site visits.
- Conduct a comprehensive site visit utilizing the planned schedule in conjunction with the program and department. A site visit schedule for the upcoming visit can be found in Appendix C. The final itinerary and schedule for the campus visit will be sent to each consultant prior to arrival on campus.
- It is expected that the consultant will meet with key program constituents including faculty, staff, administrators, students, program participants, alumni, and when appropriate, business partners. See Appendix E for required elements of the report and suggested guidelines for formatting the report.
- Provide preliminary findings at the exit interview with university administrators.

- **Develop preliminary report for the program under review using the External Reviewers Report Format and submit report (electronic) to the Office of Institutional Effectiveness within 14 days after the Site Visit (Word for Windows format is required).**
- Remain accessible for follow-up and questions of university administrators after preliminary report is submitted.
- Finalize report, making any necessary corrections on factual matters and provide additional information if requested, and submit it to the Office of Institutional Effectiveness.
- Submit all necessary reimbursement forms to the university as soon as possible.

Consultant nominees provided by the academic unit to the Office of Institutional Effectiveness should meet the following criteria. In addition to these criteria, preferred qualifications are listed below.

### **Criteria**

1. Holds the rank of Associate Professor or higher;
2. Is from an institution outside the State of Florida;
3. Is from an institution which offers the degree being reviewed or the degree sought in the proposal;
4. Has administrative experience;
5. Has no conflict of interest with the university or individuals in the program;
6. Is currently active in the discipline; and
7. Has a respected record of scholarly activity in the discipline if reviewing doctoral programs.

### **Additional Preferred Qualifications**

1. Has experience evaluating programs; e.g., site visitor for accreditation or consultant for program review.
2. Is well respected in the discipline;
3. Is from an institution whose program the university wishes to emulate or with which the program wishes to be compared; and
4. Is from a public institution or has had public institution experience.

### **Consultant Contract and Reimbursement**

The Office of Institutional Effectiveness will prepare the contract for the consultant/external reviewer. This contract will cover all of the duties, responsibilities, timeframe for the performance of these tasks, and method of payment for the honorarium. The Office of Institutional Effectiveness using the following guidelines for expenses will prepare travel authorization and travel reimbursement forms for the consultant:

- Hotel Accommodations (cost plus tax);
- Meals @ \$36/day (no receipts required);

- Mileage @ \$0.445/mile (if private car is used to and from airport);
- Transportation to and from the airport for arrival and departure related to the visit at a maximum rate of \$50 one-way;
- Airline ticket (coach); and
- Federal Express or express mail cost for mailing reports to the university.

All receipts must be provided to the Office of Institutional Effectiveness within four weeks following the visit.

### **External Reviewer's Report**

Prior to the visit, the consultant is asked to review all information provided by the University. While conducting the visit, it is recommended that the consultant review the programs' self-study and conduct an assessment of the program paying close attention to student learning outcomes and assessment, faculty effort and scholarship, fiscal and physical resources and recruitment and retention of students. These suggestions are not all inclusive. The consultant should feel free to make recommendations in any aspects of the program as deemed appropriate to the quality of student learning, organization, and instruction. It is expected that the external reviewer not only comment on the strengths and areas of improvement, but also make note of areas in which the program has excelled or would be considered exemplary.

Recommendations included in the consultant's reports should be made in two categories: (1) those which are within the purview of the program to implement, and (2) those which may require some decisions or resources at the college, school, institute or university level. The final report should focus on findings. *Any recommendations that develop out of the program review must be supported by review findings.* Emphasis in written and oral reports of consultants should be placed on evaluation, not description that is a function of the institutional self-study document. Preliminary findings of the report should be provided to university administrators at the exit interview. The final report should be provided to the Office of Institutional Effectiveness within two weeks after the site visit.

### **External Reviewer's Exit Interview**

This exit interview is an opportunity for the consultant to provide preliminary findings and recommendations. Generally, the exit interview is limited to the consultant, Provost, Dean, and other invited members of the Division of Academic Affairs and College/School and department of where the program review is housed. Due to time constraints, it is suggested that the consultant briefly outline the strength and weaknesses of the program, including but not limited to the following areas: program, students, faculty, and resources.

The external reviewer/consultant should include a brief analysis of whether the student learning outcomes and program level assessment measures are appropriate to the discipline, and are being met based on a review of sample student products. Lastly, it is recommended that the consultant review his or her recommendations for those that

require no new resources as well as recommendations requiring new resources and approvals beyond the program or department level.

### **Action Plan**

Following submission of the external reviewer's report, the dean and department chair/director are to meet with faculty to discuss the findings of the report. After consultation with the faculty, the department chair/division director should devise an action plan of the steps that will be completed in the next year to address the recommendations of the consultant. The action plan should be submitted to the Office of Institutional Effectiveness within three weeks following receipt of the final consultant's report. A one-year follow up will also be conducted by the Office of Institutional Effectiveness to determine the program(s) efforts towards meeting its stated goals for improvement based on the consultant's recommendations.

### **Summary Report to the Board of Governors**

The last step in the program review process is for the Dean, chair, and program coordinator to compile a summary report for the Board of Governors Office, which is due in December of each year. The summary report should include at a minimum: (a) a brief description the program, (b) responses to previous reviews, (c) major findings from the current review, including strengths and weaknesses, and (d) future direction of the program.

# Florida A&M University

## Fall 2017 - Spring 2018 Program Reviews

FAMU	05'	Major Code	Major Description	AREA, ETHNIC, CULTURAL, AND GENDER STUDIES	Program Level	Review Year
FAMU	05.0201'	25103	African American Studies	African American Studies	Bachelors	2017-2018
<b>FAMU</b>	<b>45</b>			<b>SOCIAL SCIENCES</b>		
FAMU	45.0101	27181	Psychology	Master of Applied Social Sciences (MASS)	Masters	2017-2018
FAMU	45.0101	27182	Global Security and International Affairs	Master of Applied Social Sciences (MASS)	Masters	2017-2018
FAMU	45.0101	27183	Political Science	Master of Applied Social Sciences (MASS)	Masters	2017-2018
FAMU	45.0101	27185	Sociology	Master of Applied Social Sciences (MASS)	Masters	2017-2018
FAMU	45.0101	27187	Public Administration	Master of Applied Social Sciences (MASS)	Masters	2017-2018
FAMU	45.0101	27188	History	Master of Applied Social Sciences (MASS)	Masters	2017-2018
FAMU	45.0101	27189	Criminal Justice	Master of Applied Social Sciences (MASS)	Masters	2017-2018
FAMU	45.1001	25301	Political Science	Political Science	Bachelors	2017-2018
FAMU	45.1001	25303	Public Administration	Political Science	Bachelors	2017-2018
<b>FAMU</b>	<b>54</b>					
FAMU	54.0101	25101	History	History	Bachelors	2017-2018



# PROGRAM REVIEW DUE DATES

<b>Responsibility and Actions</b>	<b>Due Dates</b>	<b>Format/Remarks</b>
Consultant writes the report and forwards to the Office of Institutional Effectiveness.	Consultant's Report must arrive at the Office of Institutional Effectiveness within two weeks following the review.	MS Word for Windows format as an e-mail attachment. Send to Dr. Sundra Kinsey at <a href="mailto:sundra.kinsey@famu.edu">sundra.kinsey@famu.edu</a>
Office of Institutional Effectiveness reviews and forwards report to College or School	One week after receipt of the report.	Hard copy and email
Office of Institutional Effectiveness forwards comments to consultant	One week after receipt of comments from the department/program(s).	MS Word for Windows format.
Consultants' final report to the Office of Institutional Effectiveness	Two weeks from the date comments received by the Office of Institutional Effectiveness.	MS Word for Windows format

## Appendix A

### Timeline for Spring Program Reviews

If a program review is synchronized with an accreditation review, the department usually follows the timeline utilized by the accrediting body. All other program reviews follow the timeline outlined below.

November	Orientation meeting with Deans or designees and the Office of Institutional Effectiveness (IE) or for preliminary discussion of review. The IE Office will provide necessary forms and formats for the review.
Nov.	Office of Institutional Effectiveness requests and obtains necessary data for review from Office of Institutional Research and provides to colleges/schools.
Nov. - May	Department conducts faculty meetings, using self-study format, and makes self-study assignments. The self-study serves as the vehicle for departmental discussion and reflection.
March - April	Faculty examine and analyze data, and discuss implications for the self-study.
June 30	If an external reviewer is utilized, the Department submits to the Office Institutional Effectiveness the names and vita of at least three nominees who meet the specified criteria. If an on-site visit by the consultant is planned, the Office of Institutional Effectiveness determines, with the consultant and the College/School, the dates for the visit.
June 30	Dean's Office submits to the Office of Institutional Effectiveness an initial analysis and implications of the data collected within the department and by the Office of Institutional Research.
September 15	If the program serves other departments or has significant collaborations with other departments, input from those departments is sought.
June – October 15	Utilizing the specified format, a draft of the self-study is completed. The faculty, Chair and Dean, should review the draft.
October 20	Draft self-study submitted to Office of Institutional Effectiveness for review.
December 10	Three paper copies and an electronic copy of the final self-study document are submitted to the Office of Institutional Effectiveness.

June 1                      The self-study (and consultant’s report if applicable) is submitted to the Board of Governors.

June – July                The Provost, Associate VP of Institutional Effectiveness, and Dean meet to discuss the program review and necessary follow-up.

**Reviews utilizing a consultant will have the following additional actions:**

February                    The Office of Institutional Effectiveness makes travel and hotel reservations and contract for consultants

February                    Provide a copy of the self-study to the consultant (Office of Institutional Effectiveness)

February                    The college or department review coordinator, in consultation with the Dean and the Office of Institutional Effectiveness and the consultant, makes arrangements for the consultant’s visit and provides a draft site visit schedule.

March                        Site visit schedule is finalized

February- March         Welcome and orient consultant and conduct site visit.

Obtain consultant’s report (two weeks following visit)

Review report and request corrections

May                          Consultant submits final report

## **Appendix B**

### **Guidelines for the External Report**

- Report should emphasize strengths as well as areas of need.
- The report should be comprehensive, addressing both current offerings and readiness to offer proposed programs, if applicable.
- Report should include a narrative on the status of the discipline from a national perspective.
- Report should be written in third person.
- Report is to be written with four constituencies in mind: the Board of Governors, the Board of Trustees, the campus (administrators, faculty and students), and the public.
- Recommendations must be made in two separate modes: 1) based on no new resources for the program, and 2) based upon realistic allocation of existing or new resources at the institutional level.
- Emphasis in written and oral reports should be placed on evaluation, not description (which is a function of the institutional self-study document).
- All recommendations must be supported in text.
- Although positions can be referenced, names of individuals should be avoided.
- Teacher education components within programs reviewed should be addressed. They will also be reviewed in depth by NCATE and the Florida Department of Education.
- Reports should follow the FAMU format outlined on the following page.

## Appendix C

### External Report Format

- I. Title Page
- II. Table of Contents
- III. Introduction
- IV. Status of Discipline (national perspective)
- V. Program
  - Overall comments regarding existing program
  - Appropriateness of program goals and objectives
  - Appropriateness of admissions and graduation requirements
  - Appropriate number of credit hours for degrees
  - Appropriateness of curriculum, student learning outcomes
  - Adequacy of program's self-evaluation mechanisms: comment on Academic Learning Compacts and Assessment Plans, including the methods of assessment; comment on the extent to which students appear to be meeting the learning outcomes based on samples of student work and results of assessment
  - Suggestions for improvement of existing programs
  - Comment on whether there are too many required courses, or degree tracks, or too few?
  - Involvement of business and industry in establishing goals, objectives, learning outcomes and curriculum (this item is required for science and technology programs, recommended for others)
  - Articulation with Community colleges (AA and AS) for bachelor's programs
- VI. Students
  - Adequacy of enrollment, retention and graduation
  - Adequacy of advising and other academic support services
  - Outcomes, placement, and satisfaction of students and graduates
- VII. Faculty
  - Quality and productivity in teaching
  - Faculty productivity in basic and applied research
  - Quality of departmental leadership
  - Appropriate workloads
  - Adequacy of faculty to deliver program (number and qualifications of faculty)

- Use and integration of adjunct faculty
- On-going professional development

VII. Resources

- Effective use of resources
- Adequacy of access to library resources
- Adequacy of equipment for existing and proposed programs
- Appropriateness of space for existing and proposed programs
- Exploration of alternative funding sources (contracts and grants, etc.)

VIII. Responses to Previous Program Review Recommendations

IX. Strengths

- X. Needs and Recommendations: 1) Recommendations that require no new resources; 2) recommendations that require modest new resources; and 3) If appropriate, recommendations for transformative change that require new resources.

**Consultants' Reports are due at the Office of Institutional Effectiveness two weeks after the site visit. Electronic submissions are required and must be in MS Word for Windows format.**

**Thank you for your contribution to enhancing Florida A&M University's academic programs.**

## Appendix D

### Program Review Process and Self-Study Guidelines

#### Program Review Summary

Please provide, in a separate document, a summary of the program review, using the attached summary format. **Limit your summary to no more than 5 pages.**

#### Purpose

- The purpose of the self-study is threefold:
  - 1) to provide program faculty the opportunity to reflect on and analyze all aspects of the program and plan for its future directions;
  - 2) to help administrators and, if necessary, external consultants, understand and evaluate the program; and
  - 3) in the case of units anticipating new degree programs, to aid in preparing to offer the proposed program.

#### Process

- All degree programs at state universities must, by Board of Governors (BOG) regulation, undergo periodic program review. Each bachelor's and graduate degree program that is part of a periodic review completes a self-study using the format provided by the Office of Institutional Effectiveness.
- Programs that undergo specialized accreditation may utilize that process and accreditation self-study guidelines in lieu of the program review self-study guidelines, as long as the elements in the Self-Study format are included. A hard copy and an electronic copy of the accreditation self-study must be submitted to the IE Office prior to the deadline. The Program Review Summary template on the BOG website must also be completed prior to the deadline.
- In most cases it is advisable to utilize an external consultant to review the self-study, conduct a site visit and provide a report. The decision to utilize a consultant will be made by the IE Office in consultation with Dean and Department Chair.

Students in the program will be part of all program reviews. The program should seek student input and input from graduates during the development of the self-study through questionnaire surveys. The results should be summarized in the self-study. Students should be included during an external consultant's site visit.

Each college or school should designate an individual who will be responsible for overseeing all program reviews occurring within the college or school and who will serve as the contact with the IE Office, in addition to the Dean. At the beginning of a program review cycle, the IE Office will arrange a meeting with all

individuals responsible for the program reviews occurring during that cycle to clarify the process, responsibilities and timelines.

- The program review self-study report must be reviewed and approved by the Academic Dean prior to review by the IE Office. The Dean will also complete a “Program Review Summary Form” including recommendations based on external consultant’s report (if available) and his/her own observations. The Program Review Summary Report is submitted to the Board of Governors on schedule. Once final consultant reports or accreditation reports are received, the Dean will ensure that an action plan is developed. Subsequently, the Dean will meet with the Provost and Associate VP of Institutional Effectiveness to discuss and seek approval of the action plan. Recommendations ensuing from program reviews and assessments will inform the planning and budgeting process at the school, college, institute and institutional level.
- The Dean will provide a follow-up report one year after the action plan is developed.

### **Self-study Guidelines**

- The self-study and the program review process should provide a periodic in-depth view of the program, while building upon an on-going system of continuous improvement within the program. The program faculty as a whole should participate in the development of the self-study and be involved in the program review process.
- Self-studies should follow the attached outline and insert the program review forms either in the body of the text or in the appendices. Please keep narratives short and succinct, but feel free to include additional material necessary to represent programs fully. Submit the final document in hardcopy (letter size, 3 copies) and electronically. Programs may wish to include peer comparison data. If so, the measures should be reviewed by the Dean and Office of Institutional Effectiveness prior to data collection.

Once the report is approved and finalized, an official electronic copy, in “read only” format, will be maintained in the Office of Institutional Effectiveness, the Dean’s office, and with the FAMU Southern Association of Colleges and Schools (SACS) liaison.



## Appendix E

### Format for Self-Studies

#### 1. Status of the Discipline

- Brief description of the national status of the discipline, including emerging issues and trends

#### 2. Program

- Brief overview of program
- Mission statement for the program: Reference its relationship to college and institutional mission, state priorities and Board of Governors strategic plan as appropriate.
- Goals and objectives of the program relative to teaching, research and public service.
- Student Learning Outcomes of the program: Student learning outcomes should identify in behavioral terms the broad skill areas students should master as a result of the program by the time they graduate. A matrix indicating which courses address each of the outcomes identified should be included. Attach a copy of the Academic Learning Compact for each reviewed baccalaureate degree program.
- Governance structure of the program
- Admissions requirements (including limited access requirements if applicable, and an assessment of whether limited access needs to continue)
- Degree requirements (including credit hours to degree)
- Curriculum
- Prerequisites. Ensure that prerequisites to enter baccalaureate majors are identical to the statewide common prerequisites found at [www.facts.org](http://www.facts.org) under the “Advising Manuals” link.
- Associated institutes and centers
- Involvement of business and industry in establishing goals, objectives, learning outcomes and curriculum (this item is required for science and technology programs, recommended for others)
- Community college articulation (in the case of baccalaureate programs)

#### 3. Program Evaluation

- Provide an assessment of program performance in relation to the program goals and objectives listed under the “Program” section above.
- Describe briefly the means of assessing student-learning outcomes. Means of assessing outcomes may include but are not limited to standardized tests, capstone course/program examinations, analyses of theses, portfolios and recitals. Attach the Assessment Planning Form completed for the Office of Assessment.
- Describe briefly the continuous improvement plan utilized to assess and improve the program on an on-going basis. Assess how well students are achieving expected learning outcomes. Summarize improvements made as a result of the continuous improvement plan.

- Provide a brief analysis of the grade patterns of courses with high failure rates or withdrawals and delineate an action plan for student improvement in these areas.
- Provide results of surveys of students, graduates, and employers.

#### **4. Students**

- Enrollment
- Degree productivity
- Student services
- Outcomes information including student performance on licensure/certification exams, job placement of graduates, student, alumni and employer surveys

#### **5. Faculty**

- Teaching productivity and activities designed to enhance teaching and the curriculum
- Research productivity
- Service, including service to public schools
- Faculty development plans

#### **6. Facilities and Resources**

Address the adequacy of resources and support services to address the goals and objectives of the program.

- Library
- Laboratories
- Equipment
- Space
- Support personnel

#### **7. Responses to Previous Program Review Recommendations**

- Itemize each major recommendation and state the response.
- Summarize how previous program review results have been used to inform any of the following that apply: The refinement of mission and goals/objectives; program planning, development and improvement; and budgeting decisions.

#### **8. Strengths, Weaknesses, Opportunities and Threats (SWOT)**

- Identify the strengths, weaknesses, opportunities and threats that support or impede achievement of program goals, objectives and expected outcomes.

#### **9. Vision and Plans for the Future of the Program**

- Provide a vision statement of what the department would like the program to be in six years; assuming only costs to continue, with no additional state resources. In order to reach this goal, state the plans for the next 3 years and the next 6 years, including actions, which need to occur.
- Provide a vision statement of what the department would like the program to be in six years, if additional resources are available. In order to reach this goal, state

the plans for the next 3 years and the next 6 years, including actions, which need to occur, and resources required at each stage.

#### **10. Unit Recommendations**

- Identify recommendations for improvement of the program
  - a) Recommendations for changes, which are within the control of the program, including curricular changes if appropriate
  - b) Recommendations for changes that require action at the Dean, Provost or higher levels



