Florida A&M University

The guidelines and procedures for Florida A&M University’s academic program reviews are captured in the following self-study guidelines and consultant’s report guidelines.
SELF-STUDY
Florida A & M University
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, and
  2) to help administrators and, if necessary, external consultants, understand and evaluate the program.
  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 statutory mandate, 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 Academic Affairs.

➢ 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 Provost’s 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 Provost 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 Provost’s office, in addition to the Dean. At the
beginning of a program review cycle the Provost’s 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 Provost’s 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 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 Provost’s office prior to data collection.

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

Updated 4-6-20007
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 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. Facilites 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
CONSULTANT’S REPORT
Consultant’s Exit Interview

Generally, the exit interview is limited to the consultant, Provost, Dean, and others from these two offices, such as the Associate Vice President and Associate/Assistant Dean. This is an opportunity for the consultant to provide preliminary findings and recommendations. Since time is limited, it is suggested that the consultant briefly outline the strength and weaknesses of the program, perhaps in the broad areas of:

- Program,
- Students,
- Faculty, and
- Resources,

Also address student learning outcomes and results of program level assessments of student learning. Preliminary recommendations should be provided, in 2 categories:

1) Recommendations that require no new resources and are within the purview of the program to implement, and,

2) Recommendations that require new resources and need approvals beyond the program level to implement.
Consultants’ Report
General Guidelines

- 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.
Consultant’s Report
Format and Coverage

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
   - 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)

Revised 4-3-2007
- 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, and 2) recommendations that require modest new resources  3) If appropriate, recommendations for transformative change, that require new resources

Consultants’ Reports are due at the Provost’s Office 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.