



ACADEMIC PROGRAM REVIEW
AY 2014-2015

Guidelines and Procedures
Revised October 2014

<http://www.stjohns.edu/about/administrative-offices/institutional-research/academic-program-review-overview>

I. Introduction and Purpose

The primary focus of the Academic Program Review process is to review current academic programs for their centrality to mission; quality, demand, and cost-effectiveness, the results of which will help inform academic program plans, the next institutional strategic plan, and St. John's University Middle States self-study accreditation process.

It is the intent of the program review process that each department will have the opportunity to articulate its aspirations and goals and to explain how its current curriculum and activities support its accomplishments and future direction. Each School/College/Department or Division will assess its mission, curriculum, operations, and resource base. Given that continuous improvement is integral to program review, it is assumed that for all programs there is room for improvement or actions that must be taken to sustain high quality in the long term.

Schools/Colleges whose programs are accredited may use the information contained in a recent (i.e., one that is no more than two years old) accreditation Self-Study for completing the Academic Program Review Self-Study template (e.g. copying and pasting comparable sections) .

The guidelines according to which this review must be conducted have been modified since the last review cycle. For this program review cycle, you are asked to download your 2009 Program Development Plan (PDP) and update with evidence of your progress toward accomplishing your 2009 recommendations. After completing the 2014 Self-Study, please enter your findings and recommendations for 2014 in the PDP.

II. Goals of Academic Program Review

1. Maintain high-quality programs that are competitive, sought by students, and consistent with the University's mission.
2. Encourage and support program self-improvement by:
 - highlighting strengths of programs,
 - identifying opportunities for strategic change,
 - validating that programs are meeting the changing needs of stakeholders,
 - identifying areas for improvement and supporting improvement changes, and
 - providing data necessary to inform the allocation of resources.
3. Advance the strategic direction and institutional priorities of St. John's University as defined in the 2008-2013 Strategic Plan and 2011-2014 Repositioning Document <http://www.stjohns.edu/about/leadership/strategic-planning>

III. Structure of Review Process

1. The Academic Program Review Self-Study is conducted by department faculty using institutional data. It focuses on programs, not departments. The evaluation of the quality of a program depends heavily on an analysis of the extent to which the program is achieving its intended outcomes, particularly its goals for student learning. Therefore, evidence collected as part of the program's ongoing program-level assessment and recorded on [WeaveOnline](#), can and should be the foundation of the review. (See <http://app.weaveonline.com/stj/login.aspx>) Other relevant institutional data has been provided by the Office of Institutional Research and either incorporated directly into the Self-Study Template or made accessible from links on the Program Review web page at <http://www.stjohns.edu/about/administrative-offices/institutional-research/academic-program-review-overview>. You will find information, such as the Academic Program Review Guidelines and Procedures, Academic Program Review Self-Study Template, Program Development Plan (PDP) Template, Program Review Rubrics, University's

2008 - 2013 Strategic Plan, School/College Strategic Plans, 2011-2014 Repositioning Document, Fact Book, labor trends, etc.

2. The Academic Program Review Self-Study and Program Development Plan (PDP), will be submitted to the Dean who will then provide final recommendations to the Provost.

Market Demand

All Self-Study Report summaries and recommendations must consider the program's current enrollment trends within (1) the context of other like programs regionally and nationally, and (2) market growth potential. For example, if a program is identified as having low enrollment and low market potential the Program Development Plan must identify specific steps to increase enrollment, reduce support, or discontinue the program.

Enrollment/ Market Potential Categories

<u>Category</u>	<u>Criteria</u>
Enhance	high enrollment; high market potential
Maintain	moderate enrollment; moderate market potential
Reduce support, Phase out, Consolidate, or Discontinue	low enrollment; low market potential

Program Quality

Program quality is not easily quantified. Quality of a program can refer to Inputs (conditions for learning); Process (activities that facilitate learning); Outcomes (results achieved from the process); as well as supportive physical and technological environments. The data generated by the Self-Study questions (e.g. GRE and SAT scores; teaching loads and publication records, faculty development, etc.) should be

analyzed and interpreted to formulate conclusions regarding a program's quality and the specific actions that must be taken to make improvements and/or sustain high quality in the long term.

Student Learning

All Self-Study Report Summaries, Program Development Plans, and Program Rating Templates must also consider student learning. If assessment goals are not being met, the Program Development Plan must include strategies to improve the program's assessment goals.

Cost-Effectiveness

The Self-Study includes a question about the program's cost-effectiveness. An external consultant has been retained to assist the University with providing this data. It will be provided to each School/College Dean/Self-Study member as soon as it is available.

IV. Calendar for conducting the Academic Program Review

<u>Task</u>	<u>Due Date</u>
Provost Kickoff Session	5/ 6/2014
Standardized data online	8/26/2014
Self-Studies and Program Development Plans (PDP) completed and submitted to the Dean	12/15/2014
Dean's Executive Summary, completed and submitted to the Provost	1/15/2015

ACADEMIC PROGRAM REVIEW STANDARDS

Response to Program Review Standards

The program review should provide a brief, but comprehensive response to each standard outlined below.

- Standard 1. The purpose of the program reflects and supports the strategic vision and mission of St. John's University and the program's School/College.
- Standard 2. The program attracts, retains, and graduates high quality students.
- Standard 3. The program engages in ongoing systematic planning that is aligned with the University and School/College planning, direction, and priorities.
- Standard 4. The program provides a high quality curriculum that emphasizes and assesses student learning and engagement.
- Standard 5. The program has the faculty resources required to meet its mission and goals.
- Standard 6. The program has adequate resources to meet its goals and objectives. And, it is cost effective.
- Standard 7. Effective actions have been taken based on the findings of the last program review and plans have been initiated for the future.

Each School/College Dean is responsible for establishing the internal policies and procedures governing the Self-Study Process in his/her School/College. Please note that the rubrics developed by the Associate Dean for the College of Professional Studies are included on the Program Review home page. We encourage their use by all.