DUQUESNE UNIVERSITY
ACADEMIC PROGRAM REVIEW GUIDELINES
FOR UNDERGRADUATE AND GRADUATE PROGRAMS

The primary goal of an Academic Program of Study Review (APR) is to maintain and strengthen the quality of DU’s undergraduate and graduate degree programs. APRs incorporate both an internal self-study and external site visit. Final written reports are submitted to the appropriate academic Dean and the Associate Provost for Academic Affairs. Graduate programs also present a brief oral report to the Graduate Council.

Academic Program Reviews must be conducted at least once every 7 years. However, an APR may be requested at an earlier date if deemed desirable or necessary by the department chair, Dean, or Provost. The schedule for APRs is updated annually and posted on DORI under Academic Affairs. The self-study and external review should address the evaluative criteria and should provide both descriptive and evaluative information.

Degree programs which undergo specialized accreditation review meet the University requirement for Academic Program Review through that process.

PROCESS AND TIMELINE FOR ACADEMIC PROGRAM REVIEW

Prior to beginning the self-study, the Associate Provost for Academic Affairs schedules a meeting with department chairs to review the process and resources available to provide support and information to the committee. ALL MATERIALS ARE SUBMITTED TO THE ASSOCIATE PROVOST FOR ACADEMIC AFFAIRS. PLEASE DO NOT SEND MATERIALS TO THE OFFICE OF THE PROVOST.

The APR typically follows a 12-month timeline:

- Self-study: 8 months
- External review: 2 months (all external reviews must be completed prior to October 1)
- Final report and recommendations: 2 months.

DEADLINES:

- September 1 – Self-study completed
- October 1 – External review completed
- November 1 – Self-study, external review, and departmental response to review submitted to Associate Provost
- December 1 – Dean review submitted to Associate Provost
- January 15 – Provost response

NOTE: All materials must be submitted in electronic format to the Associate Provost for Academic Affairs (gregorya@duq.edu).
SELF-STUDY, EXTERNAL REVIEW, DEPARTMENTAL RESPONSE

The Self-Study report should address the evaluative criteria for each program of study offered by the department. Standard appendices are required and are listed below. Please note that the appendices should provide data to support the narrative of the Self-Study. The Associate Provost for Academic Affairs will coordinate the standard reports indicated in the guidelines for the APR process.

By the dates specified under DEADLINES, department chairs should submit electronic reports of the following to their Dean and to the Associate Provost for Academic Affairs (gregorya@duq.edu):

1) Self-Study
2) External review team report
3) Departmental response to the external review team report which addresses any recommendations and plans for improvement

EXTERNAL REVIEW TEAM VISITS MUST BE COMPLETED BEFORE OCTOBER 1

The department chair should submit a list of recommendations for external reviewers to the Dean for his/her approval prior to extending invitations and finalizing plans for a site visit. External reviewers should be from peer or aspirant doctoral institutions with experience and credentials which will enable them to contribute knowledgeably to the review process.

Academic Affairs will provide financial support for 2 external reviewers for a two day visit on campus. In cases where multiple programs are being reviewed together (undergraduate and graduate) it will provide financial support for 3 external reviewers for a two day visit on campus. Please check with the Office of the Provost well in advance of scheduling the site visit to ensure her/his availability.

Each reviewer will be paid $1,200.00 per day and will be reimbursed for travel, lodging and meals. The self-study report and the reviewers’ CVs must be forwarded to the Associate Provost for Academic Affairs (gregorya@duq.edu) no less than two weeks prior to the site visit.

On Day 1, the external review team should meet with the department chair, faculty (individually or as a group), undergraduate students and/or graduate students, and the Dean.

The external review team should be given time on Day 2 of the visit to develop its oral report and outline its findings for writing the final report later. That day they should also be scheduled for separate report-out meetings with the department chair and faculty, the Dean, and the Provost.

The self-study and external review should address the same program review guidelines and should provide both descriptive and evaluative information.
Within 30 days of the campus site visit, external reviewers should submit electronic copies of the final written report to:

1. Department Chair
2. Dean
3. Associate Provost for Academic Affairs (gregorya@duq.edu)

**DEPARTMENTAL RESPONSE**

After receiving the External Review Team Report, the Department Chair will prepare a brief Departmental Response which is due by November 1 to the Dean and Associate Provost for Academic Affairs (gregorya@duq.edu).

**DEAN’S REPORT TO THE PROVOST**

By December 1, the Dean should add a brief report which reflects her/his review of all self-study documents and submit to the Associate Provost for Academic Affairs (gregorya@duq.edu).

**PROVOST’S RESPONSE**

By January 15 the Provost will provide a response in writing to the Dean, department chair, and Associate Provost for Academic Affairs (gregorya@duq.edu).
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SELF-STUDY NARRATIVE OUTLINE

Adapted with permission from Boston University

The narrative portion of the report may be up to 20 pages in length plus the Executive Summary.

Executive Summary
Provide a brief description of the mission and goals of the program, the program’s current strengths, its plan for improvement, and its plan for the future. The Executive Summary may be no more than two pages in length.

Overview
1. Provide an introduction to the emerging trends in the discipline.
2. Describe the current academic/intellectual/artistic profile of the unit and how its profile compares to other programs in the field.
3. Identify peer and aspirant peer programs and describe what distinguishes the unit from its peers. (NOTE: The Enrollment Management Group will provide the program with a list of potential peer and aspirant peer programs).
4. Provide a description of how the program/unit is responsive to the goals in the University’s mission and strategic plan.

Assessment of Quality
1. Outline the program’s current degree offerings which are included in the Self-Study.
2. Analyze the quality and diversity of students including reference to enrollments and degree-completion rates. (NOTE: Institutional Research can provide “Blue Reports” with this data.)
3. Describe the stature and diversity of the faculty including recent achievements, awards, research strengths, sponsored research support, patents, performances, and service.
4. Describe the program’s history of recruitment and retention of faculty and the programs in place to support faculty mentoring and development.
5. Analyze the quality of teaching, evaluate the educational programs, and provide evidence of assessment of student learning outcomes.
6. Describe how the unit supports community-engaged teaching and research within its programs and faculty research.
7. Outline the unit’s comparative strengths, weaknesses, and distinctive approach to its offerings.

Plan for Improvement
1. List core objectives and priorities as part of a plan for improvement over the next five years.
2. Consider where the academic discipline is likely moving in the next five years and describe how the program will position itself to respond to this changing context.
3. Describe what opportunities exist to extend current strengths and briefly discuss the major obstacles.

4. Explain the internal improvements that are possible through reallocation of existing resources; explain improvements that can only be addressed through additional resources.
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LIST OF SELF-STUDY APPENDICES *

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Please note that the Appendices should provide data to support the narrative.

Faculty and Program Resources
1. Faculty responsibilities with respect to teaching, advisement and mentoring of undergraduate and graduate students
2. Any relevant summaries of student and/or peer evaluations of teaching
3. Describe the unit’s access to technology, Gumberg Library and other learning resources
4. Describe the unit’s current facilities and space, future plans and needs

Assessment of Student Learning and Educational Effectiveness**
(Please refer to WEAVE and where the information is located within it when possible)
1. The unit’s assessment plan and how it defines its undergraduate and graduate student learning outcomes by academic program
2. Evidence of undergraduate and graduate student learning (i.e., should include both direct and indirect measures and well as both quantitative and qualitative measures; surveys, portfolio review, exhibits, capstone course, theses, internship ratings, job placement, alumni surveys)
3. Student scholarship (publications, conference presentations, grants, national awards, Honors College Fellow projects)
4. Ph.D. placements for the last ten years, including placement rates into tenure-track faculty positions
5. Methods used to evaluate doctoral dissertations and master’s theses
6. Student and faculty involvement in high-impact educational practices such as first-year seminars and experiences, learning communities, writing-intensive courses, capstone courses, undergraduate research, diversity and global learning, common intellectual experiences, collaborative assignments and projects, community engagement, internships, service

**The Associate Provost for Academic Affairs, in consultation with ALOA, will provide a brief (2 pages) review of the assessment plan, student learning outcomes, and resulting improvements to the program, Dean, and Provost. The program is expected to address any areas for improvement which are noted in the report.

Faculty CVs
Please provide up-to-date CVs for all faculty in an electronic format or through SEDONA

*The Associate Provost for Administration will provide the department, Dean, and Associate Provost with a CONFIDENTIAL report which provides an analysis of finances, enrollment trends, and student retention tied to degree completion, and faculty teaching productivity. This report will be provided in early September, but it is not to be shared
with anyone externally, including external site visitors, since it contains proprietary information for Duquesne University.