

Shawnee State University

AREA:	ACADEMIC AFFAIRS	POLICY NO.	2.08 REV
		ADMIN. CODE:	3362-2-09
		PAGE NO.	1 OF 7
SUBJECT:	ACADEMIC PROGRAM REVIEW	RECOMMENDED BY:	Univ. Senate
		APPROVED BY:	Board of Trustees

1.0 PURPOSE

Shawnee State University will review its individual academic programs and academic majors with three purposes:

- to insure a comprehensive approach to providing educational services, strengthening academic planning and evaluation to make maximum use of available resources to fulfill the University's mission and to meet the needs of its students and of Ohioans for postsecondary education;
- to strengthen services, academic quality diversity, and responsiveness, and create opportunities for innovation, program modification and the effective direction and redirection of resources; and,
- to review, evaluate, revise if necessary, and approve existing academic programs -degree programs and general education CORE -- within University contexts.

Planning must proceed within a framework that matches initiative with a realistic appraisal of the conditions which will shape choices. This means a careful, realistic evaluation of demand for services and the probable resources available to support those services on a long-term basis and at an acceptable level of quality.

2.0 DEFINITIONS

- 2.1 Academic Program - Academic program refers to any and all instructional activities of Shawnee State University and includes, among others, degree programs concentrations, minors, the general education CORE, basic skills, continuing education, and coursework, whether for credit or not.
- 2.2 Degree Program - Degree program refers to any prescribed course of study which constitutes an area of specialization leading to a recognized degree. This is the same as the term "discipline specialty" used in reporting to the U.S. Department of Education's Higher Education General Information Survey (HEGIS). In baccalaureate degrees or higher, the term "degree program" is the same as "major." Degree programs must be significantly distinct from one another. Where two proposed degree programs have sixty percent or more of their program course requirements in common, they may be classified as concentrations within a single degree program, rather than as separate degree programs.

- 2.3 Concentration - Within a degree program, one or more concentrations, sometimes called "tracks" or "options," may exist. A concentration usually requires the student to complete a specific set of courses within a degree program which are related to the specialized nature of the concentration: Concentrations within a single degree program must have significant features in common so as to insure the integrity of the program as a whole. To be classified as a concentration, sixty percent of program course requirements or a minimum of thirty two (32) quarter hours, must be in common with other concentrations within the degree program.
- 2.4 Minor - A course of study which requires students to complete a focused course of study in a specific area or discipline outside of the discipline of the degree program (major), which is less extensive than that required for the degree program (major).
- 2.5 CORE - Shawnee State University's general education CORE reflects the University's commitment to prepare its graduates to communicate effectively, to think holistically, and to respond ethically. Building on the assumptions that knowledge is more interrelated than fragmented, introductions to specialized disciplines are rarely synoptic or reflective, and that a community of scholars must be created to model the form and substance of an education person, the CORE takes an interdisciplinary approach to knowledge in order to promote integrated learning.

3.0 ACADEMIC PROGRAM REVIEW

3.1 Organization

Each program review will be conducted by a special committee reporting to the President of the University Faculty Assembly who shall forward copies of the report and recommendations to the: (1) unit being review, (2) Provost, and (3) President.

Each review committee shall consist of three members: an Associate or Full Professor selected from a unit other than that experiencing review and two professionals from the academic area under review but selected from other institutions. The committee shall be selected by the Provost with concurrence of the unit under review.

Additionally, an ex officio member shall be selected from and by the Faculty of the unit experiencing the review; this member will be the liaison between the review committee and the unit.

Any recommendations for change which require revisions of existing educational policies or issuance of new policies shall be subject to UFA constitutional guidelines.

3.2 Review and Approval of Existing Academic Degree Programs - In evaluating individual degree programs, the Board will review compliance of the program with the standards established in this policy. Need and program quality are central to the standards.

3.2.1 Three primary dimensions of need, in summary, are:

- student demand for the program and its courses,
- the importance of the program to the overall mission of the University, and
- the public policy need for the program in Ohio and the SSU region.

3.2.2 Four primary dimensions of program quality, in summary, are:

- the adequacy and appropriateness of program requirements,
- the adequacy of faculty qualifications,
- the adequacy of resources dedicated to the program, and
- student outcomes.

3.3 Outcomes

As a result of the review process, the following actions may occur:

3.3.1 Recommendations of the Division or School - In completing the appraisal of compliance with the standards, the Division or School is likely to have suggestions and recommendations as to how it can better meet the standards established in this policy. These should be included as the last section of the report and cross referenced to the appropriate section.

3.3.2. Recommendations of the-Board - The Board of Trustees may make recommendations to the Division or School with respect to particular standards and academic programs.

3.3.3 Approval of Degree Programs - As a result of review by the Board of Trustees, each degree program will be placed into one of the following categories:

- a. Approval: the program is approved for continuation until the next academic review of the University.

- b. Conditional Approval: the program is approved for continuation with conditions, usually including specific recommendations from the Board for improvement or change and an interim report within a specified time.
- c. Further Study: significant questions about the program exist and a decision on the program is deferred pending further study, usually including a report on the program by an outside consultant or evaluator.
- d. Termination: a degree program placed in this category will be phased out in no more than four academic years after completion of the review. Upon notification that a degree program has been placed in this category, the University will immediately stop accepting majors into the degree program. Plans for handling students currently pursuing such degree programs during the phase-out period will be required. Plans for reassignment or termination/non-reappointment of faculty/staff associated with the program will also be required, and all provisions of negotiated agreements will be followed.

3.3.4 New Academic Minors and Concentrations

New academic minors and concentrations which require the hiring of additional faculty must be approved by the Board of Trustees. All other academic minors and concentrations will be forwarded to the Board of Trustees for informational purposes only.

3.4 Schedule and Procedure

- 3.4.1 The self study report begins with the appropriate academic unit. Academic programs will be reviewed on a five-to-ten year cycle established by the President. The written self-study report will be submitted to the Office of the Provost in early spring for review, in preparation for Board action in late spring or early summer. Normally, the Academic Affairs Committee of the Board will meet to review the self-study report as part of its process.
- 3.4.2 The general education CORE review begins with the established coordinating body. Assessment will be based on the program objectives approved by UFA and specified in Shawnee's catalog.
- 3.4.3 The accreditation review of an academic unit by an external accrediting agency will take the place of this program review provided that the accreditation standards meet or exceed these guidelines.

3.5 Annual Data

This policy also requires that each academic unit submit quantitative data on academic programs to the Provost and President for review on an annual basis. The President may identify academic programs for special review by the Board -- prior to the five year self-study -- when quantitative and other indicators suggest that such a review is warranted. The annual data will also serve to track the development of academic programs over time and provide quantitative data for the self-study report. The President shall issue guidelines which specify the data required in the annual report from each academic unit, Division, or School.

3.6 Guidelines and Procedures

This policy requires the President or his/her designated representative to issue guidelines containing questions to be used in appraising academic programs. These questions are related to those used by the North Central Association of Colleges and Schools in the accreditation process.

3.6.1 Mission and Objectives - Is the degree program clearly related to the University's mission?

Have appropriate goals and objectives been established for the program? How are the objectives related to program evaluation? Are the goals and objectives of the program included in program and degree materials?

3.6.2 Need - Is the program consistent with the institutional strengths and purposes? What evidence exists to document the need for the program, including employment demand and educational need? Is there an adequate pool of students to justify the program now and in the future? What is the quality of the program? What student outcomes can be documented? Are admission standards appropriate? Is the admissions process to the program orderly and ethical?

3.6.3 Appropriateness of Requirements - Demonstrate that the degree requirements of the program are, at minimum, as comprehensive and complete in terms of content and specialty as degree program requirements in at least two comparable institutions, and that the degree requirements are appropriate to the character and size of the University.

3.6.4 Faculty - How many FTE faculty are assigned to the program? Is the number of faculty sufficient to effectively cover the range of specialties and points of view within the discipline? Do the individual faculty members included in the FTE count have appropriate qualifications for this particular program?

3.6.5 Quantitative Information - The following is required:

- 3.6.5.1 The number of sections offered (excluding individualized courses) and average enrollment per section for the summer and fall quarters for:
- lower division undergraduate courses
 - upper division undergraduate courses
- 3.6.5.2 For each level of instruction (lower division undergraduate, upper division undergraduate), the number of student credit hours of individualized instruction (independent study, practice, readings, directed study, etc.) offered in the summer and fall quarters.
- 3.6.5.3 The number of students, full time and part time, in the degree program for the fall quarter. In addition, indicate the number of double majors and the field of the second majors, and, for each minor, the number of students, full time and part time.

3.6.5.4 The number of graduates of the degree program in the previous year. 3.6.5.5 A

listing of major curriculum changes implemented during the year.

3.6.6

Advising and Placement - Describe academic and career advising within the program.

3.6.7 Where have the graduates of the last five years gone after their graduation?

Employer and Alumni Evaluation - How do graduates' employers evaluate the academic and professional skills of the program's graduates. How do program alumni rate their

3.6.8 Library and Information Handling

3.6.8.1 Describe the library/information competencies in accessing and synthesizing information necessary for graduates in this field and the program requirements which lead to the development of these competencies.

3.6.8.2 Assess the library collection and resources supporting the degree program and the use of information resources in the program.

- 3.6.9 Physical. Facilities - Are the physical facilities adequate for a high quality of education? Are there limitations on the academic program because of inadequacies in facilities?
- 3.6.10 Academic Equipment - Assess the need for academic equipment in the program and the adequacy of the equipment in use in meeting that need. Are budgets adequate to replace obsolete equipment on an acceptable cycle and to acquire new technology within a reasonable period after its adoption?
- 3.6.11 Additional Resources - Are major additional resources, including faculty, facilities, library, and equipment, needed for appropriate support of the program?
- 3.6.12 Additional Experience - Are the opportunities for research, field experience, or internship adequate in quality and number?
- 3.6.13 Opportunities - What are the opportunities for the program for excellence and growth?
- 3.6.14 Additional Analysis - The report of an outside evaluator of, or consultant on, the degree program may be attached.

3.7 CORE

Shawnee State University's general education program is distinct from degree programs at this institution and general education programs at other institutions; therefore, its appraisal requires the use of special guidelines in addition to those issued by the President or his/her designated representative. This policy also requires the University Faculty Assembly to issue guidelines containing questions to be used in appraising the general education CORE. These questions are based on the goals stated in the "General Education CORE Rationale" document.

Adopted 7/30/90; Revised 3/13/95