Academic Program Review Purpose & Guidelines

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A Word from the Provost About the Purpose of APR

Dear Faculty,

As another academic year begins, a new set of academic programs will embark on an opportunity to share with the campus community and external constituents (i.e., USM, MHEC, Middle States, etc.) the programmatic achievements realized during the previous seven years. The Academic Program Review (APR) is a concrete opportunity to:

- demonstrate continuous improvement in program administration, curriculum, and instruction;

- use evidence of student learning outcomes to inform decision-making;

- affirm that program's current and future plans are congruent with its School or College and the University; and

- engage the faculty and administration in a process that validates academic rigor and program viability to internal and external observers.

As such, the APR process and subsequent report provides a periodic opportunity for rigorous evaluation that advances programmatic excellence. In an effort to ensure a meaningful and thoughtful review, the APR guidelines provide direction to programs regarding the type of information necessary to facilitate such an evaluation. These APR guidelines, developed by the Faculty Senate University Academic Assessment Committee (UAAC), were designed to create a flexible, data-driven and comprehensive review process that incorporates program-level assessment and narrative.

The Provost's Office and the Executive Staff routinely use information in the APR to inform resource allocation, including staffing. Additionally, the Assessment and Recommendation Action Plans that are completed as a part of APR are important documents that will be revisited periodically prior to the program's next APR.

I look forward to reviewing your APR report and learning more about your program. I'm confident this information will help guide me and others to improve student learning at Salisbury University. Thank you in advance for your careful and thoughtful analysis and reflection over the next year.

Sincerely,

Laurie L. Couch, Ph.D.
Provost & Senior Vice President for Academic Affairs

The APR Process

The Academic Program Review (APR) should be the product of the combined efforts of all members of the program. Although comprehensive by design, the final APR report should be as succinct as possible. The APR report should consist of two distinct sections: I. Part I - Review and II. Part II - Student Learning Assessment. When developing an APR report, each of these parts should contain specific fundamental components. The program may also wish to include additional components or supporting documents when submitting their APR. Any attachments should be appended as appropriate and referenced as appendices when they strengthen any narrative presented within the APR.

The APR, including the report described above, is typically scheduled for all programs on a seven-year cycle with the first review of a program occurring five years after inception. A comprehensive recommended timeline for the APR process can be found in Appendix A.

Additionally, three years after submission of an APR or equivalently three years before the next full APR begins, a **progress report**, **preliminary review**, and a **meeting** to discuss both will occur. The program will prepare the progress report to evaluate program advances or challenges since the prior APR submission. A preliminary review, based on the progress report, will be conducted by representatives from the Offices of the Provost, Dean, and University Analysis, Reporting & Assessment (UARA). Subsequently, a meeting to discuss the progress report and preliminary review will occur between representatives from those three offices as well as representatives from the department where the program is administered. More specifically, at that meeting there will be:

- discussion of results of the previous APR and examination of progress being made toward implementing the Recommendation Action Plan the provost accepted at the last program review – as well as additions of any new internal recommendations;
- discussion and review of the program's student learning assessment, including:
  - review and revision to the program's Student Learning Outcomes (SLOs);
  - updates to assessment methods, results, dissemination, and use; as well as
  - a review and update of the program's overall Assessment Action Plan to ensure it is on track (i.e., progress is being made towards collecting, reporting on, and using assessment data).

APR Report Guidelines

Academic programs will use the online APR System to submit all required APR documentation. To login to the APR System please use your SU credentials (username and password). If you or others (e.g., faculty, administrative staff, external reviewer) need access, please contact Aaron Prebenda (amprebenda@salisbury.edu or 410.543.6025) in UARA and specify if the user should receive viewing or editing rights to the program. Once you are in the APR System, select your program from the dropdown menu. When your program's folder opens in the next screen, you will see an outline with all sections of the APR that align with the guidelines outlined in this document. *Please note that if the academic program grants more than one type of degree (e.g., a B.A. and a B.F.A.; a B.A. and a M.S.), then EACH degree program must complete and submit a separate APR report or a single report where all sections clearly align to each respective program. Although a certain amount of overlap is expected, there should be enough to distinguish each program as unique and necessary in their own right based on what they offer and how they prepare students. Additionally, if a program offers concentrations, the APR must include a discussion and analysis of enrollment and degree trends and curriculum at the concentration-level. An analysis of second majors, minors, or tracks is not required.*

Upon completion of the APR process, a final word or PDF document which includes each section detailed in the APR report guidelines below should be uploaded to the APR System. Contact UARA for assistance or guidance in drafting or finalizing the APR report PDF file(s). To improve the readability, it is suggested that built-in heading styles are used so reviewers (e.g., external reviewer(s) as well as representatives from the program, Department, or from the Dean's, Provost's, or UARA offices) can navigate through the document with ease. For your convenience, an APR report template is available on the UARA website. Some programs choose to upload two versions in "I. Part I – Review" > "A. Academic Program Review Documentation"– one that is complete and one that excludes the appendices (e.g., if reviewers prefer to print a shorter version, then can refer to the full version in electronic format).

In addition to a complete APR report PDF file, several sections (e.g., Recommendation Action Plan, Additional Appendices and all sections of "II. Part II – Student Learning Assessment") require aspects of the report be uploaded separately, either as a document or entered into an online form in the APR System. This is required for ease of review and reporting, archiving the materials for the program, as well as for data collection and analysis across SU programs as required by external stakeholders such as USM, MHEC, and Middle States. Contact UARA for assistance or guidance in uploading these materials, or exporting them to be included as part of drafting or finalizing the APR report PDF file(s).

Each APR document should include the following sections, additional details are provided for each section.

I. Part I - Review

A. Academic Program Review Documentation

1. Program Description

This section should include a succinct description of the program being reviewed, and should provide an overview of the program's mission, educational philosophy, and core values as they relate to the University's Mission and Values and Strategic Plan. Data tables will be provided by UARA and should be used to identify trends in program enrollment and number of degrees awarded annually during the previous seven years.

Data tables can be found in the program's page on the APR System. Select "A. Academic Program Review Documentation" under "I. Part I – Review" and you will find an Excel spreadsheet under the heading "Enrollment/ Degree Tables". Use these data to inform your discussion about:
- enrollment trends;
- student credit hours generated and trends;
- time-to-completion of graduates, program retention and other factors that quantify the success of students in the program;
- the program's enrollment projections and aspirations for the future; and
- the challenges to success and potential obstacles to achieving program aspirations.

As noted previously, if students can select a concentration within the academic programs, a discussion of the above trends must be included at the concentration-level. However, a discussion of enrollment and degrees granted for second majors, minors or tracks is not required.

2. Internal Review and Narrative

An internal review of the program should be conducted by the program's faculty, staff, and relevant stakeholders. All programs must structure the narrative against standardized professional criteria and/or best practices that are discipline appropriate. As such, this section must be aptly comprehensive while highlighting measures, content, constructs, and outcomes that are indicative of academic rigor. A thorough and introspective review will candidly assess, evaluate, and summarize the past seven years of the program. Consider the strengths, weaknesses, achievements, and threats to the program that have evolved during the previous 7 years. The following are key components to the Internal Review and Narrative section that should be included in this section. ***This list is not all-inclusive and the program should feel free to add additional analyses where appropriate. However, to reduce redundancy, a program can integrate aspects of this internal review and narrative section in other sections of the report and refer readers to those sections for more details, or vice versa.***

a) Summary
- SWAT analysis review of the past 7 years of the program including:
  - **S**trengths (e.g., faculty expertise, curriculum, internships/practical work experience);
  - **W**eaknesses (e.g., travel funding, library resources, attracting majors);
  - **A**chievements (e.g., faculty scholarship, professional development, data driven program enhancements); and
  - **T**hreats (e.g., hiring and retaining qualified faculty, updating curriculum, satisfying student course demand).
- Briefly describe how the program made progress toward removing weaknesses or obstacles identified in the previous APR. As noted above, if this is detailed in the Recommendation Action Plan section, then this section of the report can direct readers to that section of the report.

- Describe the program's vision and primary initiatives for the next 7 years and possible factors that could impede progress or program quality. As noted above, if this is detailed in the SWAT, Recommendation Action Plan, or Assessment Action Plan sections, then this section of the report can direct readers to the respective section(s) of the report.

b) Program Curriculum and Advising

- Discuss the rationale for the sequencing of courses and the organization of requirements. Reference and append supporting documentation as appropriate (e.g., Appendix B. Curriculum Map Examples).
- Discuss the changes made to the curriculum and advising over the past seven years and their impact. Reference and append supporting documentation as appropriate.
- Discuss any plans the program may have to enrich the curriculum and advising over the next seven years.

c) Resources

- Discuss faculty expertise and experience and any alignment issues between that expertise and the current curriculum. Up-to-date faculty curricula vitae can be included as an appendix in the APR report. Check with your dean to determine if curricula vitae should be included.
- Describe and substantiate future staffing initiatives in light of enrollment aspirations and curricular innovations. UARA will provide the program with data on instructional costs and productivity [e.g., the USM IRIS platform and UARA dashboards]. These data may include features such as student credit hours and course sections taught. The most recent year's Faculty Extra-Instructional Productivity (FEIP) survey results will also be included for your program. Both the instructional costs and productivity as well as the FEIP data should be reviewed and utilized to support claims of faculty productivity and any additional hiring needs.
- Discuss the impact of budget patterns on the program's ability to recruit faculty and staff and acquire equipment, library resources, technology, space, supplies, and other resources necessary to operate the program.
- Discuss the program's expenditures and identify opportunities for directing resources toward activities that could improve efficiencies.

d) External Review Summary

External peer review provides the opportunity to obtain an objective qualitative assessment from respected colleagues. See Appendix C for the External Review Guidelines. Ideally, a reviewer should be drawn from an institution similar to SU and/or an academic program similar to the program(s) under review. A reviewer must be able to apply professional standards of evaluation consistent with the goals, expectations, and educational context of the University as well as the standards identified by the program under review. The reviewer's final report should be included in this section, as can the Department or program's response to this review and its recommendations. The two ways that the program can respond to the external reviewer's recommendations are to either (or both):

1. Accept the external recommendation(s) and modify/add Recommendation Action Plans (RAPs) or Assessment Action Plan (AAP) steps as needed (if any of them are new or modifications to what you already had in the RAPs and AAP)
2. Reject the external recommendation(s) and write a "Departmental/Program Response to the External Review" which provides reasoning and rationale for why the Department/program will not accept certain external recommendations (e.g., that would work for a larger program, but not one of our size with our limited resources for space, personnel, funding, etc.).

Either the updated RAPs or AAP and/or the "Departmental/Program Response to the External Review" document(s) should be included as part of the program's final APR report. Additionally, the entire external review report should be included as a part of the program's final APR report. Send these to the Assessment Coordinator for compilation of these into one final document.

Each program under review must provide an external reviewer with a base of relevant information concerning the program. In addition to a draft of the program's APR, this information will generally include current or recent course syllabi, representative examples of course materials (e.g., exams, assignments), the program's student assessment and learning outcomes plan, evidence of student learning, the current course catalog, and any other materials that will provide an adequate stock of resources from which to assess the program. An on-site (or "virtual" on-site) visit provides the opportunity for the reviewer to evaluate the program in an applied manner that cannot be achieved to the same degree through a rigorous review of supporting documentation.

- By November, the program must provide a list of potential external reviewers to the Dean's Office. In nominating an individual or group to perform this function, programs should specify the individual's or group's qualifications and reasons why they are appropriate.
- In consultation with the Department Chair/Program Director, the Dean's Office will select the reviewer.
- In consultation with the Dean's Office, the Department Chair/Program Director will coordinate all of the arrangements for a visiting reviewer.
- The external reviewer is typically paid an honorarium of $1000 - $2000 to conduct the review (depending on the size of the program, number of programs reviewed, etc.) and is reimbursed for any travel expenses for the campus visit (e.g., travel, lodging, meals). These costs are typically paid by the Department/Program (or College/School), depending upon the program. In the spring prior to the full APR review, please consult your Dean's Office for further details and recommendations on planning for the budget request in the upcoming fiscal year. Otherwise, please contact Human Resources for details on payment forms and processes for the honorarium or travel expenses prior to arranging travel or payment.
- Within a month of the campus visit, the external reviewer should submit their final report (to the Department Chair/Program Director, UARA (Aaron Prebenda; amprebenda@salisbury.edu), and the Dean's Office.
- Within a month of the receipt of the final external reviewer report, the Department/Program should send the updated RAPs or AAP and/or the "Departmental/Program Response to the External Review" document(s) to UARA for compilation into the final APR report.

A reviewer should attempt to affirm the strengths and weaknesses of the program, validate the evidence addressing student learning outcomes, critically evaluate program capabilities and resource needs, and address the issue of academic rigor. A reviewer should also evaluate the overall quality of the educational experience for program graduates. A written report detailing the reviewer's conclusions must be submitted by the reviewer or review team to the program chair/director and the Dean's Office. This report is an essential supporting document and a critical resource for future planning.

When a reviewer is visiting SU, the program should plan activities such as:

- individual and/or group meetings with all program faculty (including part-time faculty if possible);
- meetings with academic advisors (first-year students are advised by the Academic Advising Center staff; sophomores, juniors, and seniors are advised by either or both Academic Advising Center staff and departmental faculty)
- meetings with the faculty of collaborative programs;
- meetings with students;
- the opportunity to review program resources (e.g., library holdings, information technology, classrooms, labs, office space, studio space);
- the opportunity to examine additional documentation that may not have been included in the pre-visit information packet, but are deemed relevant by a reviewer and/or the program; and
- visitations to representative classes of both lower and upper-division course offerings.

Programs will be expected to create a separate Recommendation Action Plan and/or Assessment Action Plan entry to address each recommendation or area of weakness identified or a reason why the recommendation should not be accepted or modified. The creation of Action Plans and their fundamental components are addressed in later sections of this document.

B. Recommendation Action Plan

Every program must describe action plans for addressing any recommendations provided from **both the internal and external reviews**. The APR System includes a Recommendation Action Plan template in "B. Recommendation Action Plan" under "I. Part I – Review." If the program's last APR was completed following the 2009 revision of the APR guidelines, a previously completed Recommendation Action Plan should also be accessible within the archived files of the APR System. Similarly, programs that previously completed a Progress Report, occurring three years prior to a full APR, will have a completed Recommendation Action Plan to review and update as a part of their current APR. Previous Recommendation Action Plan documents can be found in "A. Academic Program Review Documentation" under "I. Part I – Review." These previous APR RAPs can be merged into a single file and modified (e.g., text added to right-most column, "Academic Year 20##-## Updates" or to the bottom-most row, "Comments"; adjust other details of the RAP as needed) to help organize and update them (see I.A.2.a. bullet 2) as well as to add the new RAPs that represent the program's vision and primary initiatives for the next 7 years (see I.A.2.a. bullet 3). It is helpful to organize groups of RAPs under headings (e.g., AY2017-18 Progress Report RAPs for one set and AY2020-21 RAPs for another) and include contextual details under each respective heading (e.g., which individuals were Department Chairs/Program Directors updating the respective RAPs, did the RAPs receive support from Department/Program faculty; name/information of the external reviewer, etc.).

The Recommendation Action Plan should be completed and included as part of the APR report itself as well as uploaded as a single stand-alone document to your program in the APR System in "B. Recommendation Action Plan" under "I. Part I – Review". The Recommendation Action Plan should include an action plan for *each* internal and external recommendation your program will specifically address before the program's next APR. Copy and edit the table as many times as needed (in a single document) to address each recommendation. Within each table include key action steps to accomplish the recommendation, a timeline, necessary resources, and key faculty and staff responsible for ensuring that progress is made toward addressing the recommendation. A preliminary report to review progress toward these recommendations (i.e., Progress Report) will occur again three years before the program's next formal APR submission. This is to ensure that progress towards the recommendations is being made by the program and determine if additional assistance or resources are necessary to help promote improvement. To serve as an example, Appendix D is a completed Recommendation Action Plan for one internal recommendation.

C. Additional Appendices

Many programs find that the submission of additional documentation helps to support their APR report. For example, some or all of the following may be referenced in the APR report and included in this section to streamline the APR report:

- Sequence of courses
- Curriculum map(s) (e.g., table aligning program goals with course offerings, example here; table aligning program goals with university goals, example here)
- Course offerings, requirements, descriptions, and/or syllabi
- Discussion of changes to the curriculum or advising over the past seven years and their impact
- Faculty curricula vitae

II. Part II - Student Learning Assessment

This section of the APR will be uploaded to the APR System and should describe the program's Student Learning Outcomes (SLOs) and provide information on the effort of the program to assess student achievement of those expected SLOs. As programs may be at very different stages in the assessment process (e.g., writing outcomes, collecting data, using data for program improvement, etc.), a draft version of Part II - Student Learning Assessment of the APR is due to UARA by November/December of the review year. This submission should include a description of the program's SLOs, current assessment method(s) and a draft of the Assessment Action Plan. Details of assessment results are not required if data has not yet been collected. UARA will review the draft and meet with the program representative, typically the Department Chair/Program Director, in December/January to discuss and provide feedback about the assessment plan. This feedback should be used by the program to further develop Part II - Student Learning Assessment for the final APR submission. All academic programs should demonstrate how they have completed a full assessment cycle for at least **one** of their student learning outcomes. The completion of a full assessment cycle includes: collecting data, analyzing data, reporting results, identifying areas to improve student learning, teaching or the assessment process, and implementing these changes. The program should also describe plans to re-assess the outcome to determine if the changes have been effective.

A. Student Learning Outcomes

All of the program-specific SLOs should be listed in this section. The faculty of the program should agree with these SLOs. These SLOs provide a more detailed description of the particular goals of the program with respect to student learning and development. In addition to describing the SLOs relevant to the program, this section should also:

- identify to what degree each of the program-specific SLOs are addressed in the curriculum of the program;
- (FOR **UNDERGRADUATE** PROGRAMS ONLY) demonstrate how program-specific SLOs are aligned with the SU Student Learning Goals (SLGs; Appendix E); and
- provide a curriculum map detailing how the program's courses are aligned with the program-specific SLOs and the SU SLGs (e.g., Appendix B).

To support the completion of this section, the APR System has been updated to include a course alignment component "A. Student Learning Outcomes" under "II. Part II – Student Learning Assessment". Programs should enter their program-relevant information using the online "Add Outcome" link and following prompts, if they haven't already done so. The online "Intended Outcomes" list includes all data previously entered by programs. For many programs it has been several years since this data has been updated. As a result, programs should carefully review the outcomes listed and their ratings and alignment with SU's SLGs and program curriculum. This updated interface will be used to indicate the course(s) in which an identified SLO is achieved. It will also be used to update the program's SLOs

on the Academic Program Student Learning Outcomes website so they are accessible by both internal and external stakeholders of the program.

SLOs **rating criterion**: Rate on a scale of 1 (*minor focus) – 5 (major area of focus*), the extent to which each of your program's SLOs are addressed in its curriculum. You may also wish to review the approved General Education student learning goals (Appendix E). These outcomes have been linked by the faculty to various General Education curriculum areas. Although the Faculty Senate approved revised General Education student learning goals and SLOs in 2018, these have not yet been aligned to the curriculum, and therefore have not been updated in the APR System. If your program offers General Education courses that align with the General Education goals, then they may provide a starting point for your program in determining its SLOs or assessment of them (e.g., data from GULL Week; contact UARA for more information).

In the final version of the APR report, each program should include their identified SLOs, the alignment of each SLO with both the program's curriculum and the University's Student Learning Goals. Also, future progress towards creating or revising SLOs and aligning them with the curriculum should be included as detailed steps in the Assessment Action Plan.

B. Assessment Methods, Results, Dissemination and Use

Provide a listing of the systematic methods and procedures used by the program for gathering information about student achievement of the SU Student Learning Goals and program-specific SLOs.

The APR System has been updated to include an assessment method component, "Assessment Methods, Results, Dissemination and Use" under "II. Part II – Student Learning Assessment", to correspond with SLOs. Programs should enter their program-relevant information using the online "Create new Assessment Method" link and following prompts, if they haven't already done so. The online "Assessment Methods" list includes all data previously entered by programs. Also, each Assessment Method can be copied and the new version can be edited (e.g., to update the same assessment method but for a different academic year, set of results/dissemination/use, etc.). Otherwise, please use the Assessment Summary Template document (from the website) to create/update Assessment Methods and send that to UARA to submit the new entries/updates from the document into the APR System for you. For each and every SLO that have been assessed during the review period please:

I.   Describe the Assessment Method:
    A.   provide a short, but descriptive assessment title;
    B.   specify the academic year the assessment occurred;
    C.   specify the type of assessment used (e.g., Exam/Quiz, Course Evaluation); and
    D.   provide a listing of the systemic methods and procedures used by the program for gathering information about student achievement of the SU Student Learning Goals and program-specific learning outcomes/objectives, including details about:
        1.   Students included in the assessment and description of whether or not the sample is representative of the program's enrolled students or graduates (e.g., sample size, age, class level, etc.);
        2.   Timing of assessment (e.g., semester, first assessment of the course, last assessment in the course, etc.); and
        3.   Instructional directions associated with the assessment data collection (e.g., extra credit and open for all majors, homework assignment in certain classes, completed via paper and pencil, completed online via course management system, individual or group assessment, rubric given prior to due date, etc.).
II. Select Outcome(s) - select/align the program's SLO(s) being assessed for each assessment method described;

III. Select Courses - select/align the program's courses being assessed for each assessment method described;

IV. Results and Future Improvement:
- A. Results - detail/explain:
    1. Evaluation of the assessment's data to determine if students have achieved proficiency (e.g., statistics performed, comparison group(s) used, pre- post-testing, matched student data, etc.);
    2. Evidence that demonstrates that the methods used to assess the SLO(s) are valid, reliable, and appropriate; and
    3. Limitations of the assessment method (e.g., low participation rate, only a subset of sections of the course participated, validity and reliability of the assessment have not been evaluated, etc.).
- B. Dissemination of Results - detail how you have shared results with program faculty and/or other stakeholders (if applicable); and
- C. Detail the Use of Results for Future Improvement of Teaching, Student Learning, and/or the Assessment Process, including answering:
    1. How were student learning assessment results used to influence the curriculum and instruction and improve student learning/success?;
    2. What do these results mean for your program and faculty?; and
    3. How will you improve upon this assessment method to assess student learning in the future?

The details described above that should be entered in the APR System should also be summarized in the final version of the APR report. Feel free to copy and paste the relevant information from your APR report into the appropriate sections of the APR System or request that UARA do this for you. Also, future progress in the assessment method(s), results, and use should be included as detailed steps in the Assessment Action Plan.

C. Assessment Action Plan

Every program must provide an Assessment Action Plan that details how the program will make progress towards assessing student achievement of the SU SLGs (undergraduate programs only) and program-level student learning outcomes as well as how assessment results will be used prior to the next APR. The APR System includes both an Assessment Action Plan template in "C. Assessment Action Plan" under "II. Part II – Student Learning Assessment" and, if the program's last APR was completed following the 2009 revision of the APR guidelines, a previously completed Assessment Action Plan should be accessible within the archived files of the APR System. Similarly, programs that previously completed a Progress Report, occurring three years prior to a full APR, will have a completed Assessment Action Plan to review and update as part of their current APR. Previous Assessment Action Plan documents can be found in "A. Academic Program Review Documentation" under "I. Part I – Review."

The Assessment Action Plan should be completed and included as part of the APR report itself as well as uploaded as a single stand-alone document to your program in the APR System in "C. Assessment Action Plan" under "II. Part II – Student Learning Assessment". The Assessment Action Plan should include key action steps toward the development of a comprehensive assessment plan, a timeline, necessary resources, and key faculty and staff responsible for ensuring that progress is made toward including ongoing assessment as a part of regular programmatic evaluation. To serve as an example, Appendix F is a completed Assessment Action Plan for a program in a specific timeframe.

Appendices

Appendix A. Recommended APR Process Timeline

3 years Prior to APR: PROGRESS REPORT

- *January*: 3 years before formal APR submission to Academic Affairs, based upon the previously submitted documentation, each program reviews, updates, and submits the Recommendation Action Plan and all sections of [Part II – Student Learning Assessment](#) to the Provost's Office, Dean's Office, and UARA via the APR System.
- *February*: 3 years before formal APR submission to Academic Affairs, representatives from the Provost's Office, Dean's Office, and UARA will provide feedback and/or recommendations to the program regarding their preliminary or updated APR documentation, including action plans.

Year of APR

Fall

- *Summer - September*: programs are notified by Academic Affairs that they are scheduled to conduct an academic program review;
- *Summer - September:* programs are contacted by either the Office of the Provost or UARA to schedule an APR introduction meeting for each respective program undergoing APR during the next academic year;
- *Summer - September:* programs commence academic program review;
- *November:* programs identify external reviewer(s);
- *November/December:* programs submit a draft version of the APR report. Details of assessment results are not required if data has not yet been collected;
- *December/January:* each program will meet with a representative from UARA to discuss and obtain feedback regarding their current assessment practices. This feedback should be used by the program to further develop the final APR submission.
- *January:* meet with a representative from UARA for feedback/check-in as necessary prior to submission of formal report; UARA can assist in compilation of the PDF report;

Spring

- *January:* programs submit a formal APR report to an external reviewer(s) and the Dean's Office;
- *February:* an external reviewer(s) conducts an on-site program review;
- *March:* an external reviewer(s) submits formal comments to the program chair/director/program faculty and the Dean's Office (cc UARA representative);
- *April:* programs submit the final APR report, which includes the final external reviewer report as well as the updated RAPs or AAP and/or the "Departmental/Program Response to the External Review" document(s) to UARA (Aaron Prebenda; amprebenda@salisbury.edu) for compilation into the final APR report – to be sent to the to the Dean's and Provost's Office;
- *May:* the Dean's Office reviews all program materials;

Summer and beyond

- *June:* The Dean's Office submits a formal executive summary of each program review, as well as all materials, to the Provost's Office;
- *June/July:* representative(s) from the program, Dean's Office, UARA, and Provost's Office meet as a check-in to review the Dean's Summary and final APR report;
- *July/August:* The Provost's Office provides formal feedback to each reviewed program in a formal face-to-face meeting;
- *September:* The Provost's Office submits a formal executive summary to the USM Board of Regents;
- *September:* The Provost's Office archives all program review materials with UARA.

Appendix B. Curriculum Map Examples

Examples are modified from the "Assess 101: Introduction to Assessment" workshop materials (February 11, 2014 at Michigan State University) by Dr. Amy Driscoll.

Table 1. Example curriculum map: program student learning outcomes mapped onto program courses

		PROGRAM STUDENT LEARNING OUTCOMES											
		Academic Leadership			School Leadership					Professional Inquiry			
		1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4
REQUIRED COURSES FOR MASTERS DEGREE	EDU 400: Writing for Graduate Students										X		
	EDU 500: The Professional Learning Environment					X	X	X	X				
	EDU 505: Project-Based Instruction I		X										
	EDU 510: Philosophy & History of Education			X			X						
	EDU 515: Using Data, Authentic Assessment & Portfolios		X				X			X			
	EDU 520: Project-Based Instruction II		X										
	EDU 530: Research Methods and Beginning Statistics										X		
	EDU 535: Literacy in the 21st Century	X					X						
	EDU 540: Research I – Application of Design & Methods										X		
	EDU 550: Curriculum Foundations	X											
	EDU 555: Instructional Design & Technology				X	X	X						
	EDU 560: Introduction to Law & Policy				X								
	EDU 565: Equity & Diversity in Educational Instruction						X						
	EDU 570: Finance & Business				X								
	EDU 575: Seminar in Educational Technology			X		X	X						
	EDU 600: Mentoring, Coaching, & Evaluating Instruction					X		X	X				
	EDU 605: Professional Productivity							X	X				X
	EDU 650: Research II – Application							X			X	X	
	EDU 660: Thesis*							X			X	X	X

Note: Asterisk (*) denotes that the Master's Thesis serves as the Program Capstone and as the major evidence for the achievement of both University Student Learning Outcomes and Program Student Learning Outcomes.

Table 2. Example curriculum map: program student learning outcomes mapped onto university student learning outcomes

			UNIVERSITY STUDENT LEARNING OUTCOMES											
			1. Skills					2. Knowledge		3. Dispositions				
			1.1	1.2	1.3	1.4	1.5	2.1	2.2	3.1	3.2	3.3	3.4	3.5
PROGRAM STUDENT LEARNING OUTCOMES	Academic Leadership	1.1		X			X	X		X	X			
		1.2				X		X		X	X			
		1.3					X		X	X	X			X
	School Leadership	2.1			X		X		X	X	X			
		2.2	X				X			X		X		
		2.3		X			X			X				
		2.4	X	X		X	X	X	X	X	X	X		X
		2.5				X	X	X	X	X	X			
	Professional Inquiry	3.1	X		X			X	X		X	X		
		3.2		X	X	X			X		X			
		3.3	X				X	X			X	X		
		3.4	X	X				X	X	X	X	X		

Appendix C. External Review Guidelines

Although the Academic Program Review should answer the previous guideline instructions, it is expected that the external reviewer should evaluate the program on the merits of the following questions:

I.   Goals and Objectives
1.   Are the program's mission, long-term strategic plan and vision consistent with the College's/School's and the University's? Whether in statements of affirmation or in practice, are there potential areas of conflict?
2.   What evidence indicates a sufficient understanding of the trends over the past seven years and their overall impact on the program?
3.   What critical changes were made as a result of the last Academic Program Review?

II. Program
4.   Are the goals and objectives of the degree program clearly defined? How well is the program achieving those objectives?
5.   Are the curricula, program structure and instruction well designed and appropriate to the scholarly and creative trends in the discipline?
6.   Does the organization of the program hinder or enhance potential trends in the discipline?
7.   What strategic and annual initiatives, complete with appropriate milestones, might be pursued in order to strengthen the program?
8.   Highlight the program's strengths, weaknesses, opportunities, and threats.

III. Student Learning and Student Success
9.   Does the program provide adequate evidence to indicate sufficient academic rigor as well as ongoing student learning?
     a.   What evidence indicates whether a sufficient number and variety of courses are offered?
          i.   What evidence indicates whether there is an appropriate balance between breadth and specialization?
          ii. What evidence indicates whether course offerings meet student needs?
     b.   If appropriate, evaluate the opportunities for experiential learning (e.g., research, assistantships, internships, service learning).
     c.   Is the evidence for student learning consistent with the program's student learning outcomes?
     d.   Is the evidence for student learning of significant depth and breadth to validate that the program is accomplishing its student learning objectives?
     e.   Are student learning outcomes consistent with those at comparable institutions?
     f.   What curricular and pedagogical modifications would enhance student learning?
10. Are there efforts to diversify the student learning community? If so, are they effective?
11. Are there other efforts to improve student success (e.g., retention, graduation, as well as other non-curricular aspects such as tutoring, study skill development, etc.)? If so, are they effective?

IV. Facilities, Support and Administration
12. Does the University demonstrate sufficient commitment to the program, its students, its faculty, and the resources necessary to ensure academic rigor?
13. What evidence indicates that current resources are both effectively and efficiently used?
14. What evidence indicates whether the program has the appropriate expertise and staffing numbers to serve its students and accomplish its student learning outcomes?
15. What evidence indicates whether classrooms and/or labs are adequately structured and equipped to meet the curricular and student learning outcomes?
16. What evidence indicates whether library and other information resources (including information technology) are appropriate to support the program?
17. Identify a priority of resources to enhance the program, reallocations to restructure the program, or cuts to streamline efficiencies.

Appendix D. EXAMPLE Recommendations Action Plan for One Internal Recommendation

<table>
<tr><td colspan="5">Internal Recommendation #1: Develop a sustainable assessment committee for the program</td></tr>
<tr>
<th>Action Steps</th>
<th>Assigned Responsibility</th>
<th>Start Date</th>
<th>Completion Date</th>
<th>Academic Year 2016-17 Updates</th>
</tr>
<tr>
<td>1. Develop a committee charge (objectives/charge as well as details of committee composition and governance)</td>
<td>Program Chair</td>
<td>Summer 2012</td>
<td>Summer 2012</td>
<td>Revised AY2014-15 to allow rotation of faculty on the committee to align with the program student learning outcomes assigned in that AY, but still have overlap of membership so 2yr cycles.</td>
</tr>
<tr>
<td>2. Invite faculty that have expressed interest in participation in such a committee to be involved (and decide which leader to appoint as chair of committee)</td>
<td>Program Chair</td>
<td>Summer 2012</td>
<td>August 2012</td>
<td>Revised AY2014-15 such that the chair of the committee will have a 3yr cycle on the committee (mentored by old chair in year 1; resume formal chair position in year 2; mentor upcoming chair in year 3).</td>
</tr>
<tr>
<td>3. Support and promote the assessment committee to highlight its importance and ensure its success</td>
<td>Program Chair</td>
<td>August 2012</td>
<td>May 2013</td>
<td>Meet with committee chair and full committee as requested as well as scheduled once/month check-ins with committee chair. Promote committee and its efforts to other faculty in Faculty Meetings as well as in informal situations. Also, request advice/suggestions from similar efforts in other SU and extramural groups.</td>
</tr>
<tr><td colspan="5">Primary Coordinator(s): Program Chair</td></tr>
<tr><td colspan="5">Anticipated Outcome(s) of Action Plan: 1) Development of an assessment committee for the program; 2) Incorporate a culture of assessment and continuous improvement in the program, thereby continually improving student success; 3) Develop student learning outcomes for the program; 4) Develop a comprehensive assessment plan and timeline; 5) Use evidence gained from the assessment committee to perform evidence-based decision-making; 6) Iterate on the model of the assessment committee to ensure it is sustainable and optimized for efficiency and effectiveness without putting undue burden on faculty/staff.</td></tr>
<tr><td colspan="5">Budget/Reallocation Plan: The original plan is to make membership on this committee a service aspect of faculty work load and therefore no additional budget is required/requested. However, if there is ever too much undue time/effort required for contributions to the assessment committee (e.g., chair of committee or the primary assessment faculty member in the given academic year for the given assessment of a student learning outcome across course(s) sections), then consider teaching release (and then either overload pay for current faculty or hire temporary adjunct faculty member to make up for this loss in FTE) or summer pay as recompense.</td></tr>
<tr><td colspan="5">Comments: If there is any way to engage faculty whose research aligns with the assessment committee, try to do that to decrease burden/maximize outcomes of effort. However, if that is the case, be sure that the primary goal is assessment of the program student learning outcomes and that any data used is maintained in a secure, confidential, and, if necessary, anonymous way. IRB approval should be sought in any such scenario.</td></tr>
</table>

Appendix F. EXAMPLE Assessment Action Plan

Action Steps	Assigned Responsibility	Budget	Start Date	Completion Date	Comments	Academic Year 2016-17 Updates
1. Create assessment committee for the program	Chair	n/a	Summer 2012	Summer 2012	Have at least one faculty member per discipline / course-type.	Created and set up a rotating schedule of service such that this is a sustainable committee with input and buy-in from all faculty. Counts towards departmental service load.
2. Assessment committee should create a draft of student learning outcomes (SLOs)	Assessment Committee chair and members	n/a	August 2012	November 2012	Send out to faculty list for review/comment.	Completed
3. Discussion of the draft of SLOs	Faculty	n/a	December 2012	December 2012	Large-scale comments/edits only	Great discussion – narrowed it down to four main outcomes and changed some to sub-outcomes. Also, we prioritized importance.
4. Revision of the SLOs	Assessment Committee chair and members	n/a	December 2012	January 2013		Quick turn-around because of quality of previous faculty discussion/agreement.
5. Faculty vote to accept the "final" version of the SLOs	Faculty	n/a	February 2013	February 2013	Minor-scale (e.g., grammar, word choice) edits only	100% acceptance of the goals with a few small word choice edits decided upon – uploaded these to the APR System so they will be uploaded to our program's website. Also, discussion afterwards allowed us to align these SLOs with the University student learning goals and with program courses.
6. Develop comprehensive assessment plan and timeline detailing when and how each outcome (and sub-outcome) will be evaluated.	Assessment Committee chair and members	n/a	February 2013	May 2013	Present for comment at Faculty Meeting	Faculty accepted the assessment plan and timeline. It included assessing one outcome per academic year on a rotating cycle. A method for data collection and analysis for each outcome was decided and will start in AY13-14. Also, during the AY the results of the current (or previous AY, depending on time intensiveness of data analysis and reporting) results will be disseminated at Faculty Meetings and decisions about next steps for improving the program will be discussed. Also, every 7 years, in alignment with APR schedule, faculty will review and revise the program's SLOs and edit the assessment method accordingly.

Academic Program Review (APR) Introductory Meeting

Goals:

1. Remind of the purpose and process of APR
2. Disseminate SU APR documentation and resources (e.g., below and UARA support throughout)
3. Orient users to the SU APR System
4. Address any questions or concerns via Q&A

Resources:

<p style="text-align:center">****Maroon denotes files available for download****
<mark>Highlighted</mark> denotes templates</p>

1. **UARA APR website(s)**: https://www.salisbury.edu/administration/academic-affairs/university-analysis-reporting-and-assessment/academic-program-review/
   a. Documentation
      i. APR Purpose & Guidelines – Standard
         1. APR Checklist
         2. APR Rubric
         3. APR Progress Report Timeline, Guidelines, and Rating
         4. <mark>APR Report Template</mark>
      ii. APR Purpose & Guidelines – Accredited Programs
   b. APR System
      i. Link to APR System: https://webapps.salisbury.edu/login/?site=/APReview/
      ii. General Instructions
      iii. APR System User Instructions
         1. Uploading APR Documents
         2. Entering Student Learning Outcomes (APR System)
         3. <mark>Assessment Summary Template</mark>
         4. Accessing the "Enrollment/ Degree Tables" from UARA
   c. Additional Resources
      i. APR Examples: Current in APR System; Older=Philosophy 2016-17 PDF
      ii. Available Comparison Data: Current USM IRIS or EAB APS; Older=Delaware Study Participating Institutions 2007-09 Excel file
   d. APR Schedule
   e. FAQs
      i. APR for Accredited or Standard Programs
      ii. Programs, Tracks, and Concentrations
      iii. APR Guidelines and Sections
      iv. External Review
      v. APR Feedback & Internal Review
      vi. Resources to Assist with APR (including APR-related Contacts)
2. **APR System**: https://webapps.salisbury.edu/login/?site=/APReview/
   I. Part I - Review
      A. Academic Program Review Documentation
         - Most recent FEIP data
         - Enrollment/ Degree Tables
         - Archived Materials
            - Last Full APR materials (if applicable)
            - Last Progress Report materials (if applicable)
      B. Recommendations Action Plan
         - <mark>Recommendations Action Plan Template</mark>
      C. Additional Appendices
         - Last Full APR materials (if applicable)
   II. Part II - Student Learning Assessment
      - Student Learning Outcomes (Most up-to-date program SLOs)
      B. Assessment Methods, Results, Dissemination and Use
         - Entered Assessment Summaries from Last Full APR (if applicable)
      C. Assessment Action Plan
         - Archived Assessment Action Plan from Last Full APR (if applicable)
         - <mark>Assessment Action Plan Template</mark>

<p style="text-align:center">Aaron Prebenda (amprebenda@salisbury.edu; 410.543.6025 or x36025 on campus)</p>

General Education
Student Learning Goals & Outcomes
Approved by the Faculty Senate (11-20-2018)

The General Education program is designed to foster the personal, intellectual, and social development of the Salisbury University student. Salisbury University provides an institutional environment and academic curriculum that supports interconnected learning and experiences, which signify an ability to analyze and make connections between ideas, concepts, and experiences - both on and off campus. The following broad categories organize the student learning goals and outcomes that align with the purpose of General Education. Previously acknowledged Student Learning Goals are aligned with the proposed Student Learning Outcomes listed below.

Essential Competencies

Essential Competencies are the intellectual habits and skills that students progressively develop in order to succeed as undergraduates and as members of a rapidly changing and globally interconnected society. Upon completion of their studies at SU, students will demonstrate effective reading and communication, critical thinking and reasoning, quantitative reasoning, scientific reasoning, information literacy as the means by which to solve problems.

a) **Critical Thinking & Reasoning:** Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.
b) **Effective Reading:** Students will be able to extract and construct meaning by interacting with written language.
c) **Information Literacy:** Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically.
d) **Oral Communication:** Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.
e) **Quantitative Reasoning:** Students will be able to interpret models and solve quantitative problems from different contexts with real-world relevance; understand and create reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations).
f) **Scientific Reasoning:** Students will be able to identify and use empirical evidence to describe, explain, and predict natural phenomena through application of the scientific method; and use scientific principles to design, evaluate, and implement strategies to answer open-ended questions.
g) **Understanding the Human World:** Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity's change over time.
h) **Written Communication:** Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.

Foundational Knowledge

Foundational Knowledge describes the breadth of information and experiences needed to succeed in a globally interconnected world, and is achieved through the study of the arts, humanities, mathematics, natural sciences, and social sciences. Upon completion of their studies at SU, students will demonstrate knowledge of the human experience, the physical world, and ways of knowing.

a) **Knowledge of the Human Experience:** Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.

b) **Knowledge of the Physical World**: Students will be able to describe some of the major concepts in science to explain natural phenomena; and evaluate the quality of scientific information on the basis of methods used to generate it.

Personal, Social, and Cultural Responsibility

Personal, Social, and Cultural Responsibility integrates the knowledge, skills, and core values that allow students to learn, live, and lead effectively as scholars, employees, and active citizens. Upon completion of their studies at SU, students will show evidence of civic and community engagement, knowledge of emerging and global issues, a commitment to and knowledge of environmental sustainability, ethical reasoning, respect for inclusion and diversity, intellectual curiosity, intercultural competence, as well as be aware of issues of personal health and wellness.

a) **Civic & Community Engagement:** Students will demonstrate knowledge and skills necessary to participate actively in civic and community life and identify issues underlying public policy.

b) **Emerging & Enduring Global Issues:** Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world's most pressing and enduring issues collaboratively and equitably.

c) **Environmental Sustainability:** Students will be able to trace the ways in which individual actions are linked to interconnected natural and social systems and the sustainability thereof.

d) **Ethical Reasoning:** Students will be able to reason about right and wrong human conduct; assess their own ethical values and the social context of problems; recognize ethical issues in a variety of settings; think about how different ethical perspectives might be applied; and consider the ramifications of alternate actions.

e) **Inclusion & Diversity:** Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives.

f) **Intellectual Curiosity:** Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.

g) **Intercultural Competence:** Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions in a variety of cultural and linguistic contexts that build and enhance relationships.

h) **Personal Health & Wellness:** Students will be able to demonstrate knowledge of skills and habits to promote personal lifelong health and wellness, including, but not limited to, emotional, financial, and physical.