Academic Program Review Guidelines and Procedures

Office of Planning and Institutional Effectiveness
June 26, 2023

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I. INTRODUCTION

The systematic assessment of an institution's academic programs is essential for ensuring all student receive a quality educational experience. Internal academic program review is a central component of institutional effectiveness, strategic planning, assessment of student learning outcomes and in achieving organizational goals and objectives. The impetus for academic program review at Virginia State University (VSU) is *faculty driven.* The academic review will determine the effectiveness of each academic program.

The review of academic programs is informed by standards and requirements established by the State Council of Higher Education for Virginia (SCHEV) and regional and other specialized accreditation bodies like the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For many years the internal academic program review process at VSU is recognized as a core component of the institutional mission. The University's program review process provides the information is required to respond to the SCHEV productivity criteria and guidelines.

Assessment of student learning outcomes is a key component of academic program review. Expected educational outcomes must be established for each graduate and undergraduate degree program offered by the University. Respective faculties within the academic departments should identify what students should know (cognition), think (attitude) and be able to do (behavior) upon completion of their degree programs and the outcomes of the general education curriculum. Moreover, the respective faculties are expected to assess the extent to which established educational outcomes are achieved by their students. Further, results of assessment must be used to enhance curricula and instructional strategies, as well as improve the administration of the academic programs.

The Virginia State University 2020- 2025 Strategic Plan is about sustained excellence (Preeminence with Purpose). The plan focuses on six areas. Strategic Priority 1 focuses on providing student opportunity access to higher education and academic excellence. Review of academic programs is a significant piece in achieving the priority. Below are statements of relevant the goal, objective, and strategic action for Priority 1:

Strategic Priority 1: Increase Student Opportunity and Access to Higher Education

Goal 1: Become a national model institution offering opportunities for educating students from all backgrounds to attain high academic achievement and employment success rates

Objective 1.4: Implement a university-wide comprehensive student academic success plan

Strategic Actions: 1.4.2: Conduct annual and periodic reviews of all academic and administrative and educational support programs

Most relevant in this focus area is the affirmation that "Virginia State University will maintain its tradition of providing strong academic programs that are consistent with its mission. The program will be framed by demands for intellectual rigor, critical perspective, and connected learning. As an institution of integrity, it is imperative that VSU, also

continue to ensure its external constituents, i.e., external accreditors, that the quality of the educational programming is and will remain consistent.

Organization, Roles, and Responsibilities

Program review at Virginia State University is designed as an internal, self-study process to allow each department or academic unit take an honest, objective look at itself and its academic programs as one means of promoting continuous quality improvement. Preparation for the program review should be carried out and conducted by the faculty with the Dean, Chair, or Degree Program Coordinator. Normally, academic program reviews not involving specialized accreditation are conducted approximately every five years. The reviews of academic programs undergoing specialized accreditation are scheduled in accordance with their accreditation cycles.

Office of Planning and Institutional Effectiveness (OPIE)

The program or unit administrator coordinates and facilitates the program review process and develops the review timetable in collaboration with the Vice Provost for Academic Success, Planning and Institutional Effectiveness, and deans. The OPIE staff and the Vice Provost for Academic Success, Planning and Institutional Effectiveness, provide technical assistance, support, and most of the data identified in the program review guidelines.

College Deans

The deans of the respective colleges ensure the integrity of each program review and that all program reviews under their supervision are conducted in an effective manner in accordance with the established timetables. Deans, in collaboration with department chairs, select the members of each program review committee and monitor progress. Also, deans judge the value of the findings and recommendations resulting from program review, monitor the process, and ensure that appropriate changes and improvements are planned and implemented during follow-up activities. Changes and improvements should be consistent with and in support of the University's mission, goals, and long-range plan.

Department Chairpersons

Department chairpersons, in collaboration with academic program faculty, conduct and manage the program review for each degree-granting undergraduate, graduate and doctoral program within their respective departments. Department chairpersons work with the dean to select the members of each program review committee.

Program Review Committee

The Program Review Committee acquires, compiles, and analyzes program review data, information, evidence, and documentation, and writes the report. During the program review process, the committee should hold regular meetings; discuss the review with faculty and students; secure their input and opinions; share information,

findings, conclusions, and recommendations; write the final report; and submit it to the college dean.

During the program review process and thereafter, all parties must compile and maintain complete and accurate records, documentation, and evidence. Examples include minutes and notes of all meetings and work sessions; assessment evidence, findings, conclusions, and recommendations; and evidence of program changes and improvements. Also, during the process of program review, one must be mindful of some key points which include:

- A process of rigorous internal review of all facets of a program provides Virginia State University with a tremendous opportunity to ensure the quality and viability of its offerings to students. Program review is evaluative, not just descriptive.

- Program review is directed toward improvement of the program, not simply assessment of its current status.

- Degree programs, departments, and colleges are evaluated based on academic criteria, not financial or political ones. They are looked at on the basis of their academic strengths and weaknesses, not on the basis of their ability to produce funds for the institution. While financial and organizational issues are relevant to the review, they are relevant only as they affect the quality of the academic program.

- Degree program review is an objective process in which degree program coordinators, departments, and college assess their effectiveness, as objectively as possible. Faculty members from other programs, departments, and colleges within the University make independent judgments about degree programs under review as part of the Internal Review Team. Their primary purpose will be to review the self-study conducted by the respective department. The inclusion of persons who have no vested interest in the results is important.

- Program Review is an independent process, separate from any other review, i.e., regional, professional accrediting body, or licensing agencies.

- Program Review results in action. Recommendations are used to bring about desired changes based upon an agreed upon timetable.

As noted previously, a significant part of the evaluation is the review of student learning outcomes. The basis for assessment of student learning outcomes is the following:

- The institution identifies expected outcomes for its educational programs and assesses whether it achieves these outcomes and provides evidence of improvements based on analysis of those results.

- The institution places primary responsibility for the content, quality and effectiveness of its curriculum with its faculty.

- The institution identifies competencies within the general education core and provides evidence that graduates have attained those college-level competencies.

- The institution publishes student learning outcomes in all relevant VSU publications to inform the constituency.

There is a strong link between assessment and student learning. The following principles form the substance and intent of internal academic program review:

- The assessment of student learning begins with educational values.

- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

- Assessment requires attention to outcomes, but equally to the experiences that lead to those outcomes.

- Assessment works best when it is ongoing, not episodic.

- Assessment fosters wider improvement when representatives from across the educational community are involved.

- Assessment makes a difference when it begins with issues of use and illuminates questions about which people really care.

- Assessment is most likely to lead to improvements when it is part of a larger set of conditions that promote change.

- Through assessment, educators meet responsibilities to students and to the public.

II. TIMELINES AND PROCEDURES

The Self-Study Cycle and Process

Individual academic program assessment will occur on a **five-year cycle**. If a college, department or program is scheduled for review by an external specialized, professional or licensing agency **in the same year as the internal assessment is scheduled**, it may request a modification of the five-year review cycle from the Office of the Office of Planning

and Institutional Effectiveness (OPIE). The request must be made in writing. The Self-Study Process consists of revisiting prior assessments/evaluations within the 5-year cycle to assess the program's status of improvement according to findings and recommendations. Some of the documents to revisit include:

- Academic Strategic Plan Reports
- Annual Assessment Plans
- Prior Academic Program Reviews
- Performance Evaluations

What are you looking for?

- Process of continuous improvement

Corrective action in accordance to the Program Quality Enhancement Plan (PQEP)

Notification

Colleges, departments or programs will be notified of the date that their self- study report is in May. Notification will be made by the Office of the Planning and Institutional Effectiveness (OPIE) in writing to the Office of the Dean of the college in which the degree program is located. Upon notification, the preparation for the self -study process should commence.

To complete the program review, colleges, departments or programs should gather information, compile and analyze all data according to the **Academic Program Review Assessment Guidelines and Procedure.**

Conducting the Self-Study

The self-study report must be completed in the fall semester of the academic year immediately following the official notification that the unit is scheduled for review. The period of assessment is the prior academic year. The responsibility for completing the self-study will rest with the College Dean, Department Chair degree Program Coordinator) and the program faculty following the guidelines set for in the Standards for Internal Academic Program Reviews.

Academic Program Assessment Standards

The Academic Program Assessment should align with the Academic Program Assessment Standards and include quantitative data and qualitative evaluation. The standards are:

- **Standard 1.0** - Program Overview, Mission, Goals, and Objectives/Learning Outcomes
- **Standard 2.0** - Organization, Governance, and Resources
- **Standard 3.0** - Faculty
- **Standard 4.0** - Strategic Plan/Annual Review
- **Standard 5.0** - Curriculum
- **Standard 6.0** - Student Services
- **Standard 7.0** - Support Staff

- **Standard 8.0** - Support Services and Facilities
- **Standard 9.0** - Off-Campus Programs
- **Standard 10.0** - Distance Learning Programs

Results should also include:

- (1) Analysis of the Academic Program's **Strengths, Weakness, Opportunities, and Threats**,
- (2) **Final Recommendations for Improvement** based on Findings of the Self-Study Report

Appointment and Role of an Internal Review Team

By September of the self-study year, the Office of the Planning and Institutional Effectiveness (OPIE) in collaboration with the Dean and Department Chair (or degree program coordinator), will appoint a team to review the degree program's self-study report.

Program Data

Data for the review should cover that from the previous academic year. The Office of Planning and Institutional Effectiveness (OPIE) will provide program data needed for the self-study. The use of data developed by the college, department, or the degree program coordinator is permissible, as long as the validity of such data is documented. Units planning to conduct a degree program self-study should consult with the OPIE regarding data requirements in the year prior to the actual self-study.

Submission of the Self-Study Report

A draft report will be submitted to the University Effectiveness Committee (UEC) no later than **March 30th** following the self-study year. The report will be reviewed by the UEC in conjunction with the IRT. The Internal Review Team will conduct a series of activities designed to review and evaluate the degree program's self- study report between April and June following the self-study year. This will include (1) evaluation of the report, (2) interviews with faculty, students and staff, and (3) a review of additional data as needed.

An original and three (3) bound copies of the degree program's completed self- study report should be submitted to the Office of Planning and Institutional Effectiveness (OPIE) no later than July 31st following the self-study year. A copy should also be provided to the college dean.

Submission of the Internal Review Team Report:

The initial report of the Internal Review Team will be submitted to the Office of Planning and Institutional Effectiveness (OPIE) in April following the self-study year. The final report will be submitted to the Office of Planning and Institutional Effectiveness (OPIE) in June following the self-study year A final copy of this

report will be provided to the Dean and Department Chair or Program Coordinator.

Program Quality Enhancement Plan (PQEP):

A Program Quality Enhancement Plan will be developed by the Department Chair or Degree Program Coordinator for each degree-program. It should identify plans to address those findings in the self-study report and recommendations in the report of the Internal Review Team. This plan should be submitted to the Office of the Planning and Institutional Effectiveness (OPIE) by May 30 following the self-study year.

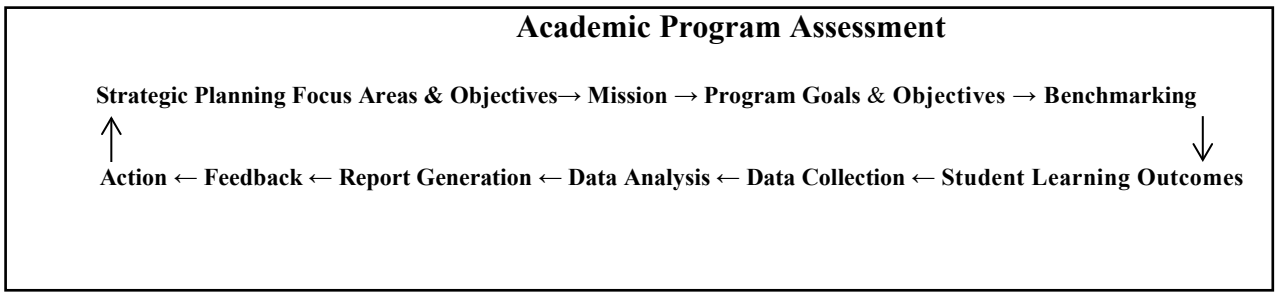
Documentation of Academic Assessment Process:

A copy of the degree program's self-study report, the report of the Internal Review Team, and the Program Quality Enhancement Plan should be provided to the Office of Planning and Institutional Effectiveness (OPIE) by May 30 following the self-study year.

III. THE SELF-STUDY REPORT

Academic Program Assessment

Assessment of any degree program must flow from its mission, major goals, objectives, and student learning outcomes as well as benchmarking of best practices at peer and aspirant institutions. Therefore, the process should identify SCHEV peer and aspirant institutions, expected outcome measures, the collection and analysis of valid, relevant, and timely data, and a set of actions to improve the quality and competitiveness of the degree program based on the assessment results. Such assessment requires feedback to the respective department and college and to the university. A chart depicting how this process should flow is shown below.



Program reviews are conducted against sets of *standards* (including SACSCOC accreditation standards and in some cases, specialized accreditation standards as they affect the evaluation of degree program quality) and *benchmarks of best practices* at peer and aspirant institutions.

The primary supporting department chair or degree program coordinator in coordination with the faculty, college dean, and the Vice Provost for Academic Success, Planning and Institutional Effectiveness should identify at least two peer and two aspirant institutions with a similar degree program as the one scheduled for self-study. The Vice Provost for Academic Success, Planning and Institutional Effectiveness will assist the faculty, department chair or program coordinator in identifying appropriate data points to be used in benchmarking the degree program with that at peer and aspirant institutions. Standards and benchmarks frame the essential processes used by educational institutions in determining the quality of academic programs and should form the basis for the self-study. The standards and benchmarks should be applied to the following:

The Self-Study Report is a written evaluation addressing recommendations of priorities for the Academic Program's continued improvement. The Self-Study Report should be concise, focus on the key issues, and include an overall review of the Academic Programs' reviewed.

The report provides an opportunity for an academic department to present a comprehensive assessment of the academic degree programs under review. As the Self-Study Report is prepared, areas of concerns and issues developed from the self-study process should be addressed. The completed report should be presented to the Vice Provost for Academic Success, Planning and Institutional Effectiveness and/or Dean as well as the academic department.

Organization

- The organization should consist of the following:
- Written in a narrative style
- Use Microsoft Word with a standard 12 point type; double-space
- Title Page
- Table of Contents
- Sequentially numbered pages
- Content for the 10 Academic Program Assessment Standards
- Appendices

Content

1. **Program History and Philosophy**

    A. Provide a brief history and philosophy of the academic program:
    - Describe the inception of the program.
    - Explain the affiliation of the program with other programs.
    - Explain any significant additions or major changes to the program since its inception.
    - Explain the relation the program has to VSU's mission/purpose.
    - Explain the educational philosophy of the academic department.

    B. Student Information
    - Demographic information to include gender (male, female) and age

- Number of majors
- Admission criteria
- Requirements of students (SAT, ACT, GPA)
- Graduate placement
- Students' needs (demand for courses)
- Retention and graduation
- Advisement/Counseling services
- Students' needs met
- Student satisfaction/Evaluation of instruction

C. Comparative Information
   - Compared to similar academic departments and other institutions, what are the strengths and weaknesses of the program?

D. Program Accreditation
   - Indicate and explain the program's accreditation (if applicable).

2. Prior Self-Study Findings

- Provide a brief summary of the previous Program Review recommendations including the identified weaknesses and strengths. Explain any issues that are still pending.

3. Summation of Prior Program Quality Enhancement Plan (PQEP)

- Explain the continuous improvement and corrective action.

4. Areas of Review

Standard 1.0 → Program's Mission, Goals, and Objectives/Learning Outcomes

- Briefly describe the academic department's/program's mission, goals, and objectives/learning outcomes.
- Identify the student learning outcomes; indicate the means of assessment to measure the outcomes and the criterion for success of the learning outcomes.
- Indicate the documentation for evidence.
- Indicate if the standard was met/not met.
- Provide a summary of the recommendations

Standard 2.0 → Organization, Governance, and Resources

- Describe how the academic program complies with national. sate, and local standards; describe how the academic program complies with VSU's policies and regulations.

Standard 3.0 → Faculty

- Describe the department's faculty, and administrative individuals such as program coordinator, chair, and internship coordinator, their responsibilities and workload.
- Indicate the racial, ethnic, and gender diversity. Indicate plans to ensure ongoing diversity.
- Include each faculty member's curriculum vitae.
- Comment on research-related honors and distinctions of the faculty during the 5-year cycle.
- Explain the department's policy and practice with faculty teaching loads. Describe how the policy and practice link to the program's curricular goals.
- Explain the faculty's responsibility with course development.
- Explain the program's procedures for evaluating the instruction/teaching effectiveness and how the evaluations are used.
- Describe professional development activities for the faculty, providing the opportunity for growth and achievement.

Standard 4.0 → Strategic/Annual Review

- Describe the program's strategic plan and how it links to the University's Strategic Plan; emphasize the program's goals and learning outcomes and the means of assessment (qualitative and quantitative) to determine achievement.

Standard 5.0 → Curriculum

- Explain pedagogy practices connecting curriculum to learning outcomes reflecting on the learning domains (cognitive, affective, and psychomotor) that students should be able to demonstrate as a result of the course or program instruction.
- Explain the curriculum design and instructional practices to achieve the objectives for the specialization or concentration as well as the main courses provided.
- Describe the department's instructional program for general education curriculum; describe the requirements for each major and how they promote students' acquisition of core learning abilities and competencies.
- Explain the program's method of assessment upon completion of the degree programs.

Standard 6.0 → Student Services

- Explain the technology resources available to students in support of their learning
- Provide an indication of the academic department alluding to information

about student admission for undergraduate and graduate programs; admission policy and procedures; and transfers requirements.
- Explain the quality and type of advising and mentor opportunities provided to students.

Standard 7.0 → Support Staff

- Explain the effectiveness of the academic department's clerical and technical support staff including computer lab staff.

Standard 8.0 → Support Services and Facilities

- Describe the adequacy and availability of Library facilities and related informational resources in support of academic programs.
- Describe the status of adequacy of physical facilities and appropriate space for instruction, research, and administration.

Standard 9.0 → Off-Campus Programs

- Describe the collaboration with other institutions within the local geographical domain of the University to support students' learning and completion of the academic degree program.
- Explain the explicit planning and implementation collaboration process.

Standard 10.0 → Distance Learning Courses

- Describe if applicable the planning and implementation for distance learning courses.

5. **Analysis of the Academic Program's Strengths, Weakness, Opportunities, and Threats**

- The academic program provides an overall written evaluation, Self-Study Report addressing recommendations of priorities for improvement.
-

6. **Final Recommendations for Improvement Based on Findings of the Self-Study**

- The program's SWOT analysis provides an explanation of the strengths and opportunities of the program and a detailed description of how the weaknesses and threats are addressed.

IV. INTERNAL REVIEW TEAMS

The Role of Internal Review Team:

The role of the Internal Review Team (IRT) is to evaluate the self-study report for each degree program against regional (SACSCOC) and professional accreditation standards (e.g., AACSB, CAEP) and benchmarking comparisons with peer and aspirant institutions, conduct additional inquiry through the review of supporting data, such as faculty, staff, and student interviews. The IRT should utilize any other appropriate means needed to provide information by which determination can be made as to the validity of the degree program's self-assessment. The IRT's report should be a standard-by-standard evaluation of the degree program's report and culminate in a specific recommendation for:

- **Enhancing the degree program;**
- **Continuing the degree program;**
- **Placing the degree program on probation;**
- **Terminating the degree program**.

Review of self-study reports and formulation of specific recommendations must be done in a collegial fashion adhering to the highest standards of professional ethics and confidentiality.

Composition and Appointment:

The Internal Review Team will be composed of faculty appointed by the Office of the Planning and Institutional Effectiveness (OPIE) in consultation with the College Dean and/or Department Chair. The size of the team will range from three to five members depending on the size of the degree program under review. At least one of the members of the IRT will be appointed from the primary supporting department, and one member from the University Effectiveness Committee (UEC). The remaining members must be appointed from outside the college. The chairperson of the IRT will be appointed by the Provost/ Senior Vice President of Academic and Student Success and Engagement who must not be a member of the primary or supporting department for degree program under review.

Final Report and Debriefing:

A final written report of the findings of the IRT will be completed and submitted to the Office of the Planning and Institutional Effectiveness (OPIE) no later than mid- April following the self-study year. Prior to being finalized, a draft of the IRT's report will be submitted to the UEC of the primary supporting department of degree program under review. The primary supporting department may submit any comments or responses to the IRT for further consideration in finalizing the report. These comments may be incorporated into the final report by the IRT or they may be submitted as a separate attachment to the final IRT report.

Presentation to the Office of the Planning and Institutional Effectiveness (OPIE)

A meeting should be scheduled with the Office of the Planning and Institutional Effectiveness (OPIE) by the chairperson of the IRT to formally present the final report. This meeting should include the Vice Provost for Academic Success, Planning and Institutional Effectiveness, the college Dean, chairperson of the UEC committee, and the department chair of the primary supporting department or the coordinator for the degree program. The purpose of the meeting is to present the findings and recommendations of the IRT's review. The college dean and the department chair (or degree program coordinator) should share the results of this meeting with the faculty and staff.

Peer Review

The review process is intended to be fair, comprehensive, utilizing multiple sources of data to review several criteria referenced standards. Peers should try to remain objective about the academic programs throughout the review process.

V. PROGRAM QUALITY ENHANCEMENT PLAN

Upon receipt of the final IRT Report, Department Chairpersons (or Degree Program Coordinators) should develop a **Program Quality Enhancement Plan (PQEP)**. Included in this plan must be a specific set of actions to respond to the findings of the self-study report and the recommendations of the IRT and should reflect the strategic plan for the degree program. The PQEP should be coordinated with and approved by the College Dean and forwarded to the Office of the Planning and Institutional Effectiveness (OPIE) by May 30th following the self-study year and each subsequent year until notification of the next self-study year. Subsequent annual PQEPs should provide updates on the status and impact of these implementations.

College Deans, Department Chairpersons (or Degree Program Coordinators)

The findings of each academic program reviews and the recommendations of the IRT to guide administration of their respective colleges, departments, and degree programs. They should be used to (1) frame the modification of policies and procedures, (2) set degree program goals and objectives, (3) support budget requests and acquisition of resources, and (4) benchmark competitiveness with peer and aspirant institutions.

Vice Provost for Academic Success, Planning and Institutional Effectiveness

The findings of each academic program review and recommendations from the IRT will be used to provide a framework for (1) the oversight of academic effectiveness and (2) benchmarking competiveness of all degree programs and

support activities at Virginia State University with peer and aspirant institutions, (3) guide policy-making decisions, and (4) provide primary support for budget requests and acquisition of resources.

The PQEP Content

- A summary of the findings and recommendations provided by the Self-Study Report and the Internal Review Team.

- Detailed information explaining the annual planning priorities for program enhancement as per the Self Study Report and IRT Report.

- Annual implementation plans for the next four years with a Plan of Action that includes:
    - Objectives
    - Actions/Activities
    - Resources
    - Expected results for improvement/enhancement

VI. EXPECTED OUTCOME

Each program review should result in an evaluative recommendation for the continuation of the program. The following should also be noted in the self-study report:

- Program strengths and weaknesses;

- Analysis of cost management;

- Determination if program objectives are met; and

- Results and subsequent recommended course of action

ACADEMIC PROGRAM REVIEW:

Assessment Standards

Office of Planning and Institutional Effectiveness

Standards for Internal Academic Program Review for

Colleges, Departments, and Programs

PURPOSE

The purpose of these standards is to promote and maintain educational quality at Virginia State University. The review process is initiated by the office of the Executive Vice President/Provost through the Vice Provost for Academic Success, Planning, and Institutional Effectiveness based on a scheduled time-table. The review is designed to provide colleges, departments, and programs with an understanding of each program's strengths and weaknesses. It will ensure that each academic unit will: 1) be accountable for the quality of their programs; 2) make budget decisions based on priorities; 3) ensure that programs are accountable to students; and 4) improve programmatic areas and bring about desired changes based upon an agreed upon timetable. These Core Requirements (CR) and Comprehensive Standards (CS) were identified from those currently approved as Principles of Accreditation by the Southern Association of Colleges and Schools 2018.
Vice Provost for Academic Success, Planning, and Institutional Effectiveness

PART I:

There are ten primary areas of review for each department. The areas of review are:

Standard 1.0 Program mission, goal, and objectives
Standard 2.0 Organization, governance, resources
Standard 3.0 Faculty
Standard 4.0 Strategic Plan/Annual Review
Standard 5.0 Curriculum (includes Student Learning Outcome)
Standard 6.0 Student Services
Standard 7.0 Support Staff
Standard 8.0 Support Services and Facilities
Standard 9.0 Off-campus Programs
Standard 10.0 Distance Learning Programs

PART II

Analysis of the Academic Program's Strengths, Weaknesses, Opportunities, and Threats

PART III

Final Recommendations for Improvement Based on Findings of the Self-Study Report

Academic Program Assessment Standards Standard 1: Program Mission, Goals and Objectives/Learning Outcomes - The program should have a mission that is current and comprehensive. It must provide an educational philosophy that links the program to the academic College's mission. The program mission should clearly distinguish it from all other programs as a unique entity. It defines and justifies the program's purpose and function, identities stakeholders, and gives meaning to all aspects of the program. Program goals are

intended general outcomes of the program which specify and describe overarching expectations. A learning outcome is a statement of one of several specific performances, the achievement of which contributes to the attainment of the goal.

Criteria for Success:

***1a.* Program Mission**

The department should have a current and comprehension mission statement that includes the educational philosophy of the department.

The program mission should clearly distinguish it from all other program as a unique entity.

The mission statement should identify the program's purpose, function, and stakeholders.

The program mission statement should support the University's mission statement.

Documentation: Catalog and Website

1b. Program Goals and Objectives/Learning Outcomes

Student learning outcomes must clearly articulate what students should know, think, or do upon completion of the academic program.

The program must identify expected outcomes; assess whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

The program must use suitable indicators to evaluate appropriate and sufficient achievement of program outcomes.

Documentation: Catalog, Website, and Course Syllabi

Standard 2: Organization, Governance, and Resources - The program should have practices and policies that assign faculty the rights and responsibilities necessary to achieve high quality academic education. It also should establish governance and administrative structure that dictates authority and responsibility for decision making in goal setting, program planning, goal achievement, evaluation process for faculty and staff (including guidelines used for tenure and promotion decisions). Recognizing the wide variations in structure that exist as VSU, the intent of this guideline is to achieve an appropriate focus of accountability for the program. Within the organizational structure, the administration and faculty should exercise substantial influence with respect to:

- general program policy and planning degree requirements
- new courses and curriculum changes
- admissions
- certification of degree candidates
- course scheduling and teaching assignment
- appointment, promotion and tenure of program faculty

Criteria for Success:

2a. Organization

The program must have practices and policies that assign faculty the rights and responsibilities necessary to achieve a high quality academic/professional education.

The academic unit should describe the particular organizational structure that exists.

Documentation: Faculty Handbook

2b. Governance

The program must have established governance and administrative structure that dictates authority and responsibility for decision making in goal setting, program planning, goal achievement, evaluation process for faculty and staff (including guidelines used for tenure and promotion decisions).

Within the framework of the University's organization, responsibility for the academic/ professional program should rest with the faculty and an administrator within a college or department who have the responsibility of conducting the program effectively.

Documentation: Faculty Handbook

2c. Resources

The college, department, or program must have financial resources sufficient to support its stated goals and objectives/learning outcomes.

Documentation: Budget Procedures, Departmental Budgets and Faculty Handbook

Standard 3: Faculty - The program must have adequate full-time faculty in number, qualifications, competence, and range of expertise to achieve its stated goals. The core full-time faculty should consist of sufficient number faculty members who are significantly involved with the program to support the teaching, research, and service responsibilities appropriate to size and structure of the program. When determining acceptable qualifications of its faculty, a program should give primary consideration to the highest earned degree in the discipline. For each major in a degree program, the program should place primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty. The program considers competence, effectiveness, and capacity, including as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the program is responsible for justifying and documenting the qualifications of its faculty. Faculty quality should be addressed through demonstrated productivity in:

- efforts to improve the instructional program, including students advisement, teaching methods, course content and innovative curricula development;
- Research/Scholarship: research, writing, and publications;
- Service to the University, college, department, program; program committees; special assigned or volunteer projects; public service with government, nonprofit agencies or consulting assignments, and other supporting activities.

Criteria for Success:

3a. The program should employ competent faculty members qualified to accomplish the mission and goals of the program.

Documentation: Faculty Handbook, and Faculty Human Resources Files

3b. Graduate and undergraduate faculty must have the experience, educational background, and other credentials necessary to offer primary responsibility for quality teaching and program development for the program.

Documentation: Faculty Handbook and Faculty Human Resources Files

3c. The program must regularly evaluate the effectiveness of each faculty member in accordance with published criteria, regardless of contractual or tenured status.

Documentation: Faculty Handbook and Faculty Evaluations

3d. The program should provide evidence of ongoing professional development of faculty as teachers, scholars, and practitioners.

Documentation: Faculty Handbook, Departmental Budget, Faculty Evaluations, and Rosters

3e. The program must demonstrate that each educational program for which academic credit is awarded is:

(a) Approved by the faculty and the administration

(b) Establish and evaluate the program learning outcomes.

Documentation: Faculty handbook, Academic Council Minutes, Other Academic Committee Minutes, and Program Reviews and/or Proposals

3f. The program must specify how each faculty member is involved in teaching, related research and service.

Documentation: Faculty Handbook and Banner

3g. Faculty workload must allow faculty members to carry out other responsibilities including: pedagogy practices, student advisement, evaluation of student performance, thesis/dissertation advisement, administrative tasks, engagement in research, publication, and other scholarly production, professional development; community obligations related to the purposes of the college, department, program, and participation in professional organizations.

Documentation: Faculty Evaluations, Course Schedules, and Teaching Loads/Faculty Utilization Ratio

3h. There should be evidence that specific plans are being implemented to assure faculty diversity with respect to race, culture, age, gender, religion, persons with disabilities. Plans to ensure ongoing diversity must be current.

Documentation: Faculty Handbook

Standard 4: Strategic Plan/Annual Review- The program must have both a strategic plan and an annual review report.

Criteria for Success:

4a. The program must have a strategic plan that relates to the University's strategic plan and that shows current goals and priorities in instruction, research, and service.

4b. The program goals must be evaluated annually to determine progress made in the evaluation process and is properly documented.

Documentation: Annual Assessment of Strategic Plan, and Strategic/Academic Program Annual Plans for respective college

Standard 5: Curriculum – The curriculum must be developed and organized as a coherent and integrated whole that evidences horizontal and vertical integration. This should include consistency throughout a student's matriculation through the program, across and within departmental college lines and sequentially from year to year. The curriculum should show evidence of a logical rationale for requisite course work within each college and department. The curriculum framework should specify the knowledge and skills to be acquired with related goals linked to general instructional processes and assessment techniques.

Criteria for Success:

5a. The methods of instruction must be clearly explicated and relative to the learning domains (cognitive, affective, and psychomotor) to determine the skills, abilities, knowledge, or values that students should be able to do or demonstrate as a result of the course or program instruction.

Documentation: Course Syllabi

5b. The program's continuing education, outreach, and services must be consistent with the program's mission.

Documentation: Faculty Handbook, and Student Handbook

5c. The program must ensure the quality of educational programs/courses offered through consortial relationships of contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.

Documentation: Assessment Plan, Contractual Agreements, and Relationship Agreements

5d. The program must define and publish general education requirements for its undergraduate and major requirements for all its programs. These requirements conform to commonly accepted standards and practices for degree programs.

Documentation: Catalog and Website

5e. The college, department, or program must identify college-level competencies with the general education core and provides evidence that graduates have attained those competencies. (Only for the general education core courses that are taught by the specific program.)

Documentation: Catalog and Website

5f. The program post-baccalaureate professional degree programs, and its master's and doctoral degree programs, should be progressively more advanced in academic content than undergraduate programs.

Documentation: Catalog, Website, Course syllabi, and Course Description

5g. The program should ensure that its graduate instruction and resources foster independent learning, enabling the graduate to contribute to a profession or field of study.

Documentation: Course Descriptions, and Course Syllabi

5h. When evaluating success with respect to student achievement in relation to the program's mission, the program should include, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

Documentation: Survey –Career Planning & Placement, Student Evaluations, and Course Enrollment and Course Completion Statistics

5i. The program must maintain a curriculum that is directly, related, and appropriate to its purpose and goals and to diplomas, certificates, or degrees awarded.

Documentation: Catalog and Website

5j. The program should demonstrate that the program length is appropriate for each of the degrees offered.

Documentation: Catalog and Website

5k. Where there are specializations or concentrations, objectives and a rationale for these specializations or concentrations should be clearly delineated.

- The program must explain how the curriculum is designed to achieve the objectives set forth for the specialization or concentration.
- There should be evidence that the key courses for the specialization or concentration are offered on a regular basis by qualified faculty.
- Specialization and concentration courses shall not be substitutes for the common curriculum components.

Documentation: Catalog, Website, and Course Schedule

5l. When there is a field practicum, internship or other experiential activity (whether required or optional), the program must provide clearly designed standards for all students.

- The program must provide standards for the selection of practicum/internship sites, clearly defined expectations for field sites and supervisory credentials, with specific descriptions of the roles of the college, department or program personnel and students to ensure quality.
- There must also be clearly defined evaluative instruments for assessing student progress, the field site, and field supervisors.

Documentation: Catalog, Internship Manual, and Student Evaluation

5m. Assessment of student learning outcomes should be conducted as a part of the academics review process.
This assessment should identify what students should know (cognition), think (attitude), and be able to do upon completion of the program, as well as the general education curriculum.

Documentation: Academic Program Reviews, Annual Assessment Plans, and Student Evaluations

Standard 6: Student Services - The program must have clearly articulated policies regarding student admissions, advising, evaluation of academic performance, and students' rights and responsibilities to secretarial, clerical and administrative personnel that are adequate to meet the program goals and objectives.

Criteria for Success:

6a. The program must use technology to enhance student learning and ensure that students have access to and training in the use of the required technology.

Documentation: Student handbook, student satisfaction surveys (technology), course descriptions, and program course outline

*6b***.** The college, department, or program must clearly articulate and make compulsory the requirements and processes of student admission to the undergraduate and graduate programs.

Admission policy and standards, including academic requirements, GPA, standardized tests and scores, should be clearly and publicly stated in catalogues, brochures, handbooks, university/college/department/program web page, and other official documents.

Documentation: Catalog and Website

6c. There must be written policies and procedures concerning transfer credit and the use of proficiency examinations.

Documentation: Catalog and Website

6d. There must be written policies and procedures concerning withdrawal, leaves of absences, and sick leaves, as well as policies regarding re-entrance to a college, department or program.

Documentation: Catalog and Website

6e. There must be policies and procedures regarding students' rights and responsibilities.

Documentation: Student Handbook, and Catalog

6f. The college, department, or program must provide opportunities for and encourage students to organize in their interests as students.

Documentation: Student Handbook

6g. The college, department, or program must have clear criteria for evaluating students' academic and field performance, to include procedures for terminating a student's environment in a particular college, program or department.

These documents may be University-wide publications but must be available to students and other interested parties.

Documentation: Catalog, Student Handbook, and Course Syllabi

6h. There must be evidence of strong and continuous program advisement for all students from the joint of admission through graduation.

Documentation: Policy Regarding Student Advising, Student Handbook, Student Advising Records

Standard 7: Support Staff- The college, department, or program should have support staff to assist in the functions of the unit.

Criteria for Success:

7a. The college, department, or program must be able to verify that it has secretarial, clerical, and administrative personnel that are adequate to meet the program goals and objectives.

Documentation: Departmental Organizational Charts and Departmental Budgets

Standard 8: Support Services and Facilities - The college, department, or program must have library, technological, and physical resources that are adequate to meet the program goals and objectives.

Criteria for Success

8a. Library facilities and services must be adequate for undergraduate and graduate programs and students and faculty must have reasonable access to the library facilities.

- The library acquisitions must be adequate for student and faculty learning, teaching, and research.

Documentation: Student Satisfaction Surveys (Library), Course Syllabi

8b. There must be adequate number classrooms for the courses offered, and faculty offices should be appropriate for course preparation, student advisement, and other faculty responsibilities.

Documentation: Classroom Assignments and Physical Inspection

8c. Program faculty and students should have access to appropriate equipment for coursework and research, including computer facilities, visual and audio devices, videotapes, and films.

Documentation: Space Allocation, Physical Inspection, and Departmental Budget

Standard 9: Off-Campus Programs - Off-campus programs are defined as ones which are located within a substantial geographic distance from main campus, and at which the student can complete at least two-thirds of the degree program. These programs require special planning and control to ensure that they are offered with the same quality standards that are maintained at the main campus.

Criteria for Success:

9a. Authorization for off-campus programs must be obtained through the appropriate University structure and accrediting body as warranted, needed, required, etc.

Documentation: Evidence of Authorization from appropriate accreditation body

9b. The full-time faculty of the parent program must be continuously involved in and committed to the off-campus program.

This involvement must be spelled out with respect to planning, teaching, advising, admissions and other elements of the academic department.

Documentation: Faculty Handbook and Faculty Evaluations

9c. The curriculum requirements, admission practices, student advisement, and qualifications of faculty must be equivalent to the main program.

Documentation: Catalog, Faculty Human Resources Files, Student Advisement Records

9d. Students in off-campus programs should have reasonable access to a library collection that is appropriate for the students' level of study, computer facilities and other appropriate academic support services.

Documentation: Interlibrary Agreements, Online Library Resources, and Library Handbook

9e. The main campus program and the off-campus programs must demonstrate equivalent quality.

Documentation: Student Evaluations, Student Satisfaction Surveys, Faculty Feedback, Faculty Evaluations and Physical Inspections

Standard 10: Distance Learning Programs

Criteria for Success:

10a. Authorization for off-campus programs must be obtained through the appropriate University structure and accrediting body as warranted, needed, required, etc.

Documentation: Evidence of Authorization from appropriate accreditation body

10b. The full-time faculty of the parent program must be continuously involved in and committed to the off-campus program.

This involvement must be spelled out with respect to planning, teaching, advising, admissions and other elements of the academic department.

Documentation: Faculty Handbook and Faculty Evaluations

10c. The curriculum requirements, admission practices, student advisement, and qualifications of faculty must be equivalent to the main program.

Documentation: Catalog, Faculty Human Resources Files, Student Advisement Records

10d. Students in off-campus programs should have reasonable access to a library collection that is appropriate for the students' level of study, computer facilities and other appropriate academic support services.

Documentation: Interlibrary Agreements, Online Library Resources, Library Handbook

10e. The main campus program and the off-campus programs must demonstrate equivalent quality.

Documentation: Student Evaluations, Student Satisfaction Surveys, Faculty Feedback, Faculty Evaluations and Physical Inspections

Part II: Analysis of the Academic Program's Strengths, Weaknesses, Opportunities and Threats (SWOT)

Criteria for Success:

The program's SWOT analysis must provide explanation of the strengths and opportunities of the program and a detailed description of how the weaknesses and threats are addressed.

Documentation: SWOT analysis

Part III: Final Recommendations for Improvement Based on Findings of the Self-Study

Criteria for Success:

The academic program must provide a written evaluation, and Self-Study Report addressing recommendations of priorities for improvement.

Documentation: Self-Study Reports

ACADEMIC PROGRAM REVIEW:

Internal Review Team (IRT) Guidelines

Office of Planning and Institutional Effectiveness

PURPOSE

These guidelines will assist you in carrying out your responsibilities as a member of the Internal Review Team (IRT). The guidelines describe the role of the IRT, the IRT Review process, the IRT Report, and provide other helpful information. They also provide a process for IRT members to follow while preparing to serve on the Internal Review Team, as well as during the conduct of their work on the IRT. You should read the guidelines carefully and complete the actions recommended. These guidelines should be used in conjunction with the academic unit's *Self-Study Report*, *the Academic Program Assessment Regulations* and the *Standards for Internal Academic Program Reviews for Colleges, Departments, and Programs*.

INTERNAL REVIEW TEAM

The role of the Internal Review Team is to (1) evaluate the unit's Self-Study Report against the Standards for Internal Academic Program Review and (2) conduct additional inquiry through the review of supporting data and interviews with faculty and students. The team may utilize any other appropriate means needed to provide information by which a determination can be made as to the validity of the unit's self-assessment. The team's report should be a standard by standard evaluation of the unit's report and should include specific recommendations for improvement. Any noteworthy commendations identified in the report should also be included. This must be done in a collegial fashion and adhere to the highest standards of professional ethics and confidentiality.

You and Your Team

You have been chosen to serve on the Internal Review Team. Your team will consist of three to five members depending upon the size of the unit to be reviewed. Members should function as a team. Each member of the team is given specific assignments, but members should strive to be helpful to other team members, always alert to note and communicate information that may contribute to the findings of other team members. It is the collective judgment of the team members that forms the basis for the team's report.

You and the Chair of the Team

Leadership of your internal review team is vested in the Chair of the team. The Chair is responsible for organizing the work of the team and is your primary contact person as you prepare for and participate in the review. You should discuss with the Chair any matters of concern or problems you may encounter as you prepare for your responsibilities and perform your duties as a member of the team.

Departmental Team Member

Each team includes a member nominated from the department/college. This individual is a fully participating member of the team. She/he may be able to offer useful insight into the unit's operation, however, all questions, requests for additional information/documentation should be addressed to the unit's Chair or Dean.

Role of the Offices of the Provost, and the Office of Planning and Institutional Effectiveness

These offices are available to facilitate the work of the IRT. The staffs of these offices may clarify the Regulations, Standards and Guidelines, but in no case will they participate in the evaluation of the unit under review.

What Are You Trying to Accomplish?

The IRT review process involves making collective, professional judgments. The team's responsibility is to provide an objective, professional judgment to the academic leadership (Provost, Dean and Chair) and the unit under review as to (a) the unit's status of compliance with the *Academic Program Assessment Review Regulations and Standards for Academic Internal Academic Reviews* and (b) the quality and acceptability of the institution's Self-Study Report. The team also provides advice on other areas of educational improvement. Your role will be to examine the unit's purposes (mission, goals, objectives), policies, procedures, programs, learning outcomes, resources and activities, etc., that relate to sections or subsections of the Regulations and Standards and then bring to the full team your findings and any proposed recommendations and suggestions. To do that, you will carefully review the unit's Self-Study Report and other documents, and talk personally with faculty and students, gathering information that will enable you to provide an equitable and objective evaluation of the unit.

What Are Your Specific Responsibilities

As a member of the IRT, you are responsible for the following:

1. You will be expected to prepare for the review by examining the unit's self-study and other materials, studying the Regulations and Standards, and becoming familiar with your role and assignment on the team.

2. You will participate in all scheduled or special meetings of the team.

3. Regardless of your specific assignment, you will be expected to provide input to the member(s) assigned to evaluate all other aspects of the review using related sections of the Regulations and Standards.

4. You will be expected to write a draft report covering your examination of the unit's compliance with the section(s) or subsection(s) of the standards and/or the programs assigned to you. A draft report must be completed by the end of the review and delivered to the Chair as scheduled. You should retain a copy of the draft for future reference and to serve as a replacement if the original is lost or destroyed.

5. You will be expected to contribute to the team's collective decisions.

6. Soon after the review, you will be sent a draft of the committee report and asked to review it and provide comments and suggestions to the Chair of your team.

Beginning Your Review Step 1

Read/study the (1) Academic Program Assessment Regulations and (2) Standards for Internal Program Reviews for Colleges, Departments, and Programs.

Suggested Step 2

Read the unit's self-study document. Its purpose is to help a unit evaluate itself, and it is used by the IRT in its review.

What Are You Looking For?

Your reading of the Self-Study Report should be focused on accomplishing your tasks as a team member and the assignment of the team.

Organizational Meeting of the Full Team

The organizational meeting will be attended by all team members. It will be your first opportunity to meet formally with the full team. Use the time to get all your questions and concerns on the table for discussion.

Function of the Organizational Meeting

The organizational meeting of the team functions as a general orientation session for all members. It provides pertinent information and consultation that may be needed to prepare team members to perform their assigned responsibilities at the desired level of proficiency. The session will include:

1. An introduction of team members and a discussion of team assignments and responsibilities.

2. A review of the role of the Chair.

3. A discussion of the self-study process and document.

4. Specific factors or information about the self-study or that are pertinent to the team's review.

5. Suggestions that will facilitate the work of the team.

6. A review of the team's schedule.

7. Instructions for writing the draft report.

8. Housekeeping and specific instructions from the Chair.

9. Clarification of any uncertainties you may have concerning your role as a team member.

Tips on Conducting Interviews

1. Understand clearly why you are interviewing the individual and how you will use the findings of your interview in your report.

2. Prepare in advance the questions to be asked.

3. Ask for additional information and materials that respond to the regulations and/or standards.

4. Ask for documentation if not already available.

5. Listen attentively and take notes. Do not trust your memory.

6. Do not focus attention on your department or program experiences.

7. Maintain an open interview style.

8. Do not discuss team business with those being interviewed.

9. Visit those interviewed in their own offices, if possible.

THE REPORT

The report of the team, while edited and compiled by the Chair, represents the collective thought of the full team. It is the process by which the team communicates to the academic leadership (Vice Provost, Dean and Chair) and to the unit its professional judgment as to the unit's compliance with the regulations and standards and the quality and acceptability of the institution's self-study. The report should be concise and to the point.

Each member of the team, in consultation with other team members, is responsible for preparing the draft report on one or more sections or subsections of the standards and regulations and/or programs. The draft must be given to the Chair at the end of the review as scheduled. The Chair receives these drafts and edits them into a meaningful, cohesive report. Drafts of the report are sent to team members for their review and suggestions and to the unit for review for factual accuracy.

Final Report

A final written report of the findings of the Internal Review Team will be completed and submitted to the Office of the Provost/Vice President for Academic Affairs no later than April 25. This report should include a set of recommendations for improving the quality of the unit's academic program as they relate to the standards. A draft of the report will be submitted to the unit prior to its being finalized. The unit may submit any comments or responses to the team for further consideration in finalizing the report. These comments may be incorporated into the final report by the team, or they may be submitted as a separate attachment with the final report.

Presentation to Vice Provost for Academic Success, Planning, and Institutional Effectiveness

- A meeting should be scheduled by the Chair of the Internal Review Team to formally present the final report to the Vice Provost for Academic Success, Planning, and Institutional Effectiveness. This meeting should include the Vice Provost for Academic Success, Planning, and Institutional Effectiveness, the Dean and the Department Chair/Program

Coordinator. The purpose of the meeting is to present the findings and recommendations of the team's review. The Dean/Chair/Program Coordinator is expected to share the results of this meeting with the faculty.

ACADEMIC PROGRAM REVIEW

Program Quality Enhancement Plan (PQEP)

Framework

Office of Planning and Institutional Effectiveness

Overview

The Program Quality Enhancement Plan (PQEP) is the third component in the academic program review process. Findings and recommendations from the first two components, the Program Self-Study (Self-Assessment) and the review by the Internal Review Team (IRT), are address via the PQEP. The recommendations made in these two reports become planning priorities for the four years following the academic program review. The PQEP provides a detailed plan for improving and enhancing the quality of the academic programs that underwent review. The objectives of the QPEP will be accomplished over this four-year period, and should therefore reflect annual improvement benchmarks for the academic programs. Faculty members should be fully engaged in the development of PQEP.

The PQEP should include the following elements:

- An overview that summarizes the two sets of findings and recommendations
- A delineation of annual planning priorities for enhancement derived from the Self-Study Report and IRT Report (*see Appendix A*)
- Four (4) annual implementation plans, each of which consists of a plan of action that includes the following content topics: (*see Annual Plan of Action Forms*)
    - Objectives
    - Actions/Activities
    - Resource requirements
    - Expected results-improvements/enhancements

Either of the *Annual Plan of Action Forms* (Format 1 or Format 2) may be used to organize the content of the PQEP. Programs may use other formats for the PQEP with the caveat that the content covers the topics delineated above. The objectives of the PQEP will be accomplished over a four-year time span; therefore, they should reflect what can reasonably be accomplished annually to improve the program.

Figure 1 depicts the components of the academic program review process. Figure 2 depicts the steps in the development of the PQEP. The form for reporting PQEP planning priorities is shown at Appendix A.

FIGURE 1: Components of the Academic Program Review Process

The Academic Program Review Timeframe includes the following:

Academic Program Review COMPONENT	PARTICIPANTS	SCHEDULE
1. Program Self-Study	Department Chair, Faculty	September: Start Date October: Sections 1-4 Due January: Sections 5-12 Due March: Final Report Due
2. Evaluation Review	Internal Review Team (IRT)	November: Section 1-4 Due January: Sections 5-12 Due April: Final Report Due
3. Program Quality Enhancement Plan (PQEP)	Dean, Department Chair, Faculty	End of May: Final Plan Due

PQEP FRAMEWORK

Development of the PQEP

Colleges and Academic Departments are expected to develop a Program Quality Enhancement Plan (PQEP) for their programs that were reviewed during the current Academic Year. These plans are to be based upon findings and recommendations contained in the: (1) College/Department Self-Study Report and (2) the Report of the Internal Review Team, both of which are components of the Academic Program Review Process. Program Quality Enhancement Plans should address areas of improvement identified as a result of the Self-Study and the report of the Internal Review Team. These plans should delineate activities that will be implemented over a five-year period (the cycle for academic reviews) to enhance the quality of the academic program.

In order to facilitate development of the PQEP's the following steps should be taken:

1. Colleges/Departments should examine their Self-Study reports and the findings/recommendations in the Internal Review Team Reports.

2. Based upon examinations of these reports, a comprehensive list of areas for improvement should be developed.

3. Areas of improvement and attendant actions should be prioritized by identifying which areas of improvement and attendant actions will be addressed during each year of the five-year cycle. (Please refer to the attached PQEP Prioritization Form)

4. **The five-year PQEP Prioritization Form should be submitted to the Office of Planning and Institutional Effectiveness (OPIE) by May 30th. A copy should also be submitted to your respective Deans.**

5. A detailed PQEP should be developed in the Spring Semester proceeding the academic year in which the plan is to be implemented. The PQEP should be developed with faculty and staff involvement.

6. Documentation of actions taken to enhance the program as a result of the PQEP should be maintained by the College/Department. This documentation should reflect how implementation of the PQEP was used to enhance the academic program.

7. Each year by **June 30th** a status report on the implementation of the PQEP should be submitted to the Office of the Provost and Vice President for Academic Affairs, the Office of the Dean, and the Office of Planning and Institutional Effectiveness.

Format 1

Program Quality Enhancement Plan (PQEP)
Annual Plan of Action Form

Year One: AY 20____/20____ …. Year of Review: AY 20____/20____

Program(s) Reviewed: _____ _____ _____

Department: _____ Chair: _____

College: _____ Dean: _____

Priorities for program enhancement derive from findings and recommendations contained in the: (1) Self Study Report and (2) Internal Review Team Report.

PRIORITY #1:			
Objectives	**Action/Activities**	**Resources Needed**	**Expected Results Improvement/Enhancement**
1.1 **1.2** **1.3**			
PRIORITY #2:			
Objectives	**Action/Activities**	**Resources Needed**	**Expected Results Improvement/Enhancement**
2.1 **2.2** **2.3**			
PRIORITY #3:			
Objectives	**Action/Activities**	**Resources Needed**	**Expected Results Improvement/Enhancement**

3.1 **3.2** **3.3**			

Format 2

Use a separate form for each year of the 5-Year Cycle.

Program Quality Enhancement Plan (PQEP)
Annual Plan of Action Form

Year One: AY 20____/20____ **Year of Review: AY 20____/20____**

Unit/Department/Office:

_____

Unit Head:

_____

Administrative Unit/College:

_____

Vice President/Dean:

_____

Priorities for program enhancement derive from findings and recommendations contained in the (1) Self-Study Report and (2) Internal Review Team Report or External Evaluator Report.

PRIORITY #1

_____
_____
_____
_____
_____
_____

Objective1.1:

Action Steps

Resources Needed

Expected Results (Improvements) to Program Quality

PRIORITY #2

Objective 2.1:

Action Steps

Resources Needed

Expected Results (Improvements) to Program Quality

PRIORITY #3

Objective 3.1:

Action Steps

Resources Needed

Expected Results (Improvements) to Program Quality

Objective 3.2:

Action Steps

Resources Needed

Expected Results (Improvements) to Program Quality

PRIORITY #4

Objective 4.1:

Action Steps

Resources Needed

Expected Results (Improvements) to Program Quality

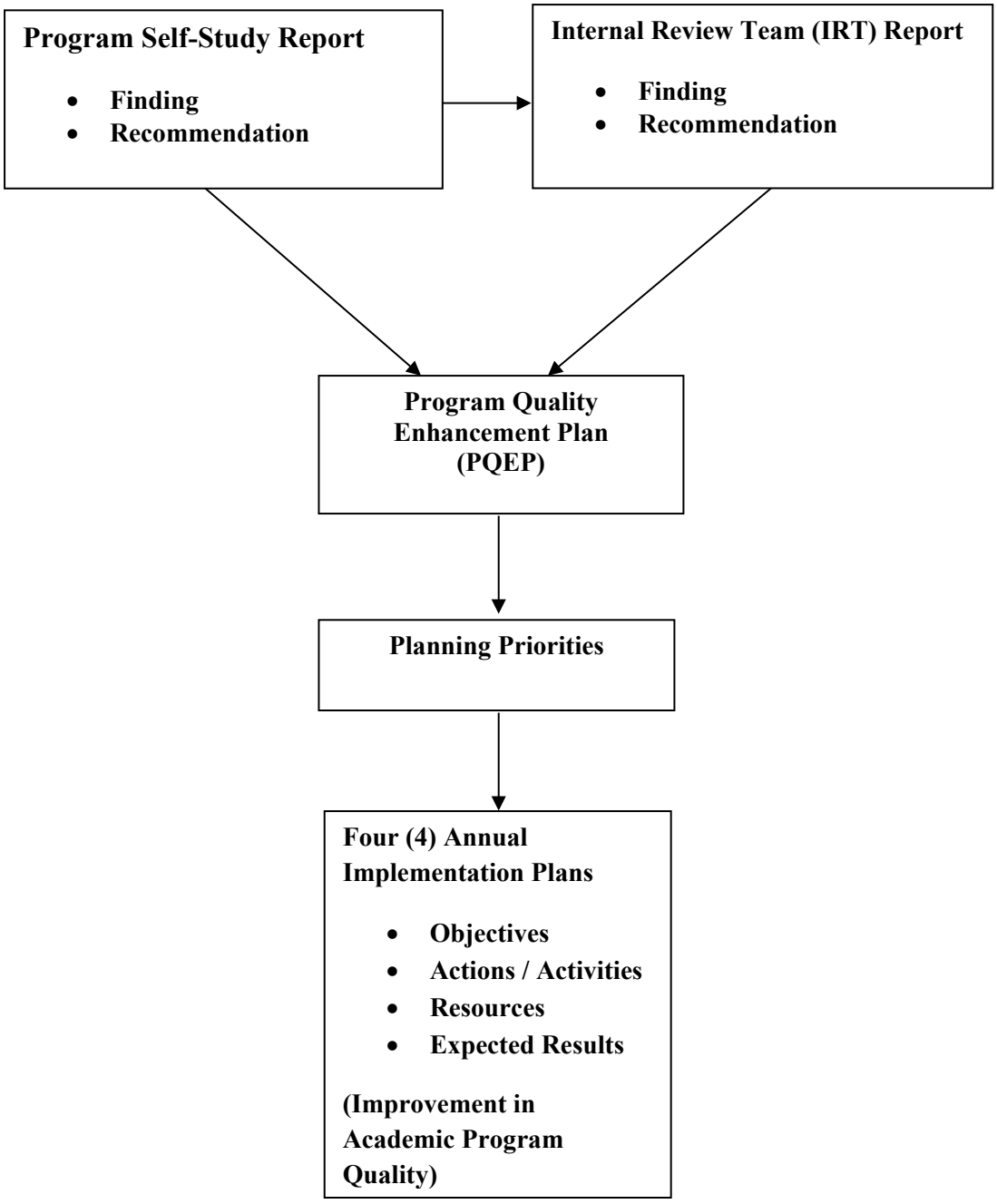
Objective 4.2:

Action Steps

Resources Needed

Expected Results (Improvements) to Program Quality

FIGURE 2: Steps in the Development of the PQEP



APPENDIX A

Program Quality Enhancement Plan (PQEP)
Annual Planning Priorities Form

College/Department: _____

Academic Program Reviewed: _____

Four-Year Period Covered: _____

I. PQEP Priorities – _____
Year One

1.
2.
3.

II. PQEP Priorities – _____
Year Two

1.
2.
3.

III. PQEP Priorities – _____
Year Three

1.
2.
3.

IV. PQEP Priorities – _____
Year Four

1.
2.
3.

(Include priorities that can be reasonably accomplished for each year).

ACADEMIC PROGRAM REVIEW:

Self-Study Report Template

Office of Planning and Institutional Effectiveness

VIRGINIA STATE UNIVERSITY

5th Year Cycle

ACADEMIC PROGRAM REVIEW

20__- 20__

College	Academic Department	Department Chair	Dean

Date Submitted to the Office of Planning and Institutional Effectiveness (OPIE)

_____

Month/Year

Academic Program Review
Self-Study Report Template

All documents should be prepared using Microsoft Word and should also include a title page with all appendices clearly identified.

I. Program History and Philosophy

- Program description
- Students - see program quality indicators
- Relationship to the university mission / purpose
- Demand for graduates, job market needs
- Comparative advantages
- Program accreditation (if applicable)

II. Prior Self-Study Findings

- Strengths
- Weaknesses

III. Summation of prior PQEP

- Recommendations
- Actions taken

IV. Areas of Review

1. Program, Mission, Goals, and Objectives/Learning Outcomes
    - Summation of criteria for success
    - Relevant documentation
    - Determination if standard is met or not met
    - Recommendation(s)

2. Organization, Governance, and Resources - see program quality indicators
    - Summation of criteria for success
    - Relevant documentation
    - Determination if standard is met or not met
    - Recommendation(s)

3. Faculty - see program quality indicators
    - Summation of criteria for success
    - Relevant documentation
    - Determination if standard is met or not met
    - Recommendation(s)

4. Strategic Plan/Annual Review
    - Summation of criteria for success
    - Relevant documentation
    - Determination if standard is met or not met
    - Recommendation(s)

5. Curriculum - see program quality indicators
    - Summation of criteria for success
    - Relevant documentation
    - Determination if standard is met or not met
    - Recommendation(s)

6. Student Services
    - Summation of criteria for success
    - Relevant documentation
    - Determination if standard is met or not met
    - Recommendation(s)

7. Support Staff
    - Summation of criteria for success
    - Relevant documentation
    - Determination if standard is met or not met
    - Recommendation(s)

8. Support Services and Facilities - see program quality indicators
    - Summation of criteria for success
    - Relevant documentation
    - Determination if standard is met or not met
    - Recommendation(s)

9. Off-Campus Programs

10. Distance Learning Courses

V. Analysis of the Academic Program's Strengths, Weaknesses, Opportunities, and Threats

I. Final Recommendations for Improvement Based on Findings of the Self-Study Report

II. Conclusion: Program Outcomes

- Identification of program strengths, weaknesses, opportunities, and threats
- Evaluation of results for program improvement

- Value to the institution
- Analysis of cost/revenues
- Recommendation(s)

Program Quality Indicators

In the scope of the review, the following program quality indicators must also be addressed in the self-study report.

Students:

- ☐ Number of majors
- ☐ Admission criteria
- ☐ Qualification of students (SAT, ACT, GPA)
- ☐ Graduate placement (career, academic)
- ☐ Student need/demand for courses
- ☐ Retention and graduation
- ☐ Advisement/Counseling services
- ☐ Success in meeting student needs
- ☐ Student satisfaction
- ☐ Rating of Instruction

Cost Effectiveness:

- ☐ Program costs (operating budget)
- ☐ Student cost by credit hours
- ☐ Headcount enrollment vs. graduation
- ☐ Average salaries/competitiveness

Faculty:

- ☐ Academic/Professional preparation
- ☐ Experience/Capabilities
- ☐ Research and scholarly work
- ☐ Rank tenure
- ☐ Specialty areas
- ☐ Evaluation data
- ☐ Service to university/community
- ☐ Professional memberships

- ☐ Professional development activities
- ☐ Faculty loads/preparations

Curriculum:

- ☐ Program of study
- ☐ Course offerings
- ☐ Knowledge base
- ☐ Teaching methods
- ☐ Assessment practices
- ☐ Instructional support

Support Services:

- ☐ Buildings & Grounds (i.e. location & adequacy of physical facilities)
- ☐ Equipment/materials (i.e. computers, etc.)
- ☐ Library (i.e. journals, etc.)
- ☐ Laboratories
- ☐ Adequacy of support staff

Note: A copy of the Academic Program Assessment Standards - Assessment Tool should be attached to the self-study report.

VIRGINIA STATE UNIVERSITY

Office of Planning and Institutional Effectiveness

ACADEMIC PROGRAM REVIEW:

Assessment Standards Evaluation Rubric

University Effectiveness Committee
Academic Program Review Assessment
Standards Evaluation Rubric

Program Name: _____ College: _____

Evaluator(s): _____ Date: _____

Standard 1: Program Mission, Goals and Objectives/Learning Outcomes			
1a. Program Mission			
Criterion	**Met**	**Not Met**	**Comments:**
The department has a current and comprehension mission statement that includes the educational philosophy of the department.	☐	☐	
The program mission has clearly distinguished it from all other program as a unique entity	☐	☐	
The mission statement identifies the program's purpose, function, and stakeholders	☐	☐	
The program mission statement supports the University's mission statement	☐	☐	
Documentation Evidencing Compliance:			

1b. Program Goals and Objectives/Learning Outcomes			
Criterion	**Met**	**Not Met**	**Comments:**
Student learning outcomes clearly articulate what students should know, think, or do upon completion of the academic program.	☐	☐	
The program identifies expected outcomes; assess whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results	☐	☐	
The program uses suitable indicators to evaluate appropriate and sufficient achievement of program outcomes.	☐	☐	
Documentation Evidencing Compliance:			

Standard 2: Organization, Governance, and Resources			
2a. Organization			
Criterion	**Met**	**Not Met**	**Comments:**
The academic unit describes the particular organizational structure that exists.	☐	☐	
The program has practices and policies that assign faculty the rights and responsibilities necessary to achieve a high quality academic/professional education	☐	☐	
Documentation Evidencing Compliance:			

2b. Governance			
Criterion	**Met**	**Not Met**	**Comments:**
The program has established governance and administrative structure that dictates authority and responsibility for decision making in goal setting, program planning, goal achievement, evaluation process for faculty and staff (including guidelines used for tenure and promotion decisions).	☐	☐	
Responsibility for the academic/professional program rest with the faculty and an administrator within a college or department who have the responsibility of conducting the program effectively	☐	☐	
Documentation Evidencing Compliance:			

2c. Resources			
Criterion	**Met**	**Not Met**	**Comments:**
The college, department, or program has the financial resources sufficient to support its stated goals and objectives/learning outcomes.	☐	☐	
Documentation Evidencing Compliance:			

Standard 3: Faculty			
3a.			
Criterion	**Met**	**Not Met**	**Comments:**
The program employs competent faculty members qualified to accomplish the mission and goals of the program.	☐	☐	
Documentation Evidencing Compliance:			

3b.			
Criterion	**Met**	**Not Met**	**Comments:**
Graduate and undergraduate faculty have the experience, educational background, and other credentials necessary to offer primary responsibility for quality teaching and program development for the program	☐	☐	
Documentation Evidencing Compliance:			

3c.			
Criterion	**Met**	**Not Met**	**Comments:**
The program regularly evaluates the effectiveness of each faculty member in accordance with published criteria, regardless of contractual or tenured status	☐	☐	
Documentation Evidencing Compliance:			

3d.			
Criterion	**Met**	**Not Met**	**Comments:**
The program provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners	☐	☐	
Documentation Evidencing Compliance:			

3e.			
Criterion	**Met**	**Not Met**	**Comments:**
The program demonstrates that each educational program for which academic credit is awarded is: (a) approved by the faculty and the administration and (b) establishes and evaluates the program learning outcomes	☐	☐	
Documentation Evidencing Compliance:			

3f.			
Criterion	**Met**	**Not Met**	**Comments:**
The program specifies how each faculty member is involved in teaching, related research and service	☐	☐	
Documentation Evidencing Compliance:			

3g.			
Criterion	**Met**	**Not Met**	**Comments:**
Faculty workload allows faculty members to carry out other responsibilities including: pedagogy practices, student advisement, evaluation of student performance, thesis/dissertation advisement, administrative tasks, engagement in research, publication, and other scholarly production, professional development; community obligations related to the purposes of the college, department, program, and participation in professional organizations.	☐	☐	
Documentation Evidencing Compliance:			

3h.			
Criterion	**Met**	**Not Met**	**Comments:**
There is evidence that specific plans are being implemented to assure faculty diversity with respect to race, culture, age, gender, religion, persons with disabilities. Plans to ensure ongoing diversity are current.	☐	☐	
Documentation Evidencing Compliance:			

Standard 4: Strategic Plan/Annual Review			
4a. Strategic Plan			
Criterion	**Met**	**Not Met**	**Comments:**
The program has a strategic plan that relates to the University's strategic plan and that shows current goals and priorities in instruction, research, and service.	☐	☐	
Documentation Evidencing Compliance:			

4b. Annual Review			
Criterion	**Met**	**Not Met**	**Comments:**
The program goals are evaluated annually to determining progress made and the evaluation process is properly documented	☐	☐	
Documentation Evidencing Compliance:			

Standard 5: Curriculum			
5a.			
Criterion	**Met**	**Not Met**	**Comments:**
The methods of instruction are clearly explicated and relative to the learning domains (cognitive, affective, psychomotor) to determine the skills, abilities, knowledge, or values that students should be able to do or demonstrate as a result of the course or program instruction.	☐	☐	
Documentation Evidencing Compliance:			

5b.			
Criterion	**Met**	**Not Met**	**Comments:**
The program's continuing education, outreach, and services are consistent with the program's mission	☐	☐	
Documentation Evidencing Compliance:			

5c.			
Criterion	**Met**	**Not Met**	**Comments:**
The program ensures the quality of educational programs/courses offered through consortial relationships of contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.	☐	☐	
Documentation Evidencing Compliance:			

5d.			
Criterion	**Met**	**Not Met**	**Comments:**
The program defines and publishes general education requirements for its undergraduate and major requirements for all its programs. These requirements conform to commonly accepted standards and practices for degree programs	☐	☐	
Documentation Evidencing Compliance:			

5e.			
Criterion	**Met**	**Not Met**	**Comments:**
The college, department, or program identifies - level competencies with the general education core and provides evidence that graduates have attained those competencies.	☐	☐	
Documentation Evidencing Compliance:			

5f.			
Criterion	**Met**	**Not Met**	**Comments:**
The program post-baccalaureate professional degree programs, and its master's and doctoral degree programs, are progressively more advanced in academic content than undergraduate programs.	☐	☐	
Documentation Evidencing Compliance:			

5g.			
Criterion	**Met**	**Not Met**	**Comments:**
The program must ensure that its graduate instruction and resources foster independent learning, enabling the graduate to contribute to a profession or field of study.	☐	☐	
Documentation Evidencing Compliance:			

5h.			
Criterion	**Met**	**Not Met**	**Comments:**
When evaluating success with respect to student achievement in relation to the program's mission, the program includes, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.	☐	☐	
Documentation Evidencing Compliance:			

5i.			
Criterion	**Met**	**Not Met**	**Comments:**
The program maintains a curriculum that is directly, related, and appropriate to its purpose and goals and to diplomas, certificates, or degrees awarded	☐	☐	
Documentation Evidencing Compliance:			

5j.			
Criterion	**Met**	**Not Met**	**Comments:**
The program demonstrates that the program length is appropriate for each of the degrees offered	☐	☐	
Documentation Evidencing Compliance:			

5k.			
Criterion	**Met**	**Not Met**	**Comments:**
Where there are specializations or concentrations, objectives and a rationale for these specializations or concentrations are spelled out.	☐	☐	
Documentation Evidencing Compliance:			

5l.			
Criterion	**Met**	**Not Met**	**Comments:**
When there is a field practicum, internship or other experiential activity (whether required or optional), the program must provide clearly designed standards for all students and evaluative instruments for assessing student progress are clearly defined	☐	☐	
Documentation Evidencing Compliance:			

5m.			
Criterion	**Met**	**Not Met**	**Comments:**
Assessment of student learning outcomes have been conducted as a part of the academics review process	☐	☐	
Documentation Evidencing Compliance:			

Standard 6: Student Services			
6a.			
Criterion	**Met**	**Not Met**	**Comments:**
The program uses technology to enhance student learning, and ensures that students have access to and training in the use of the required technology	☐	☐	
Documentation Evidencing Compliance:			

6b.			
Criterion	**Met**	**Not Met**	**Comments:**
The college, department, or program clearly articulates and make compulsory the requirements and processes of student admission to the undergraduate and graduate programs	☐	☐	
Documentation Evidencing Compliance:			

6c.			
Criterion	**Met**	**Not Met**	**Comments:**
There are written policies and procedures concerning transfer credit and the use of proficiency examinations	☐	☐	
Documentation Evidencing Compliance:			

6d.			
Criterion	**Met**	**Not Met**	**Comments:**
There are written policies and procedures concerning withdrawal, leaves of absences, and sick leaves, as well as policies regarding re-entrance to a college, department or program	☐	☐	
Documentation Evidencing Compliance:			

6e.			
Criterion	**Met**	**Not Met**	**Comments:**
There are policies and procedures regarding students' rights and responsibilities.	☐	☐	
Documentation Evidencing Compliance:			

6f.			
Criterion	**Met**	**Not Met**	**Comments:**
The college, department, or program provides opportunities for and encourage students to organize in their interests as students	☐	☐	
Documentation Evidencing Compliance:			

6g.			
Criterion	**Met**	**Not Met**	**Comments:**
The college, department, or program have a clear criteria for evaluating students' academic and field performance, to include procedures for terminating a student's environment in a particular college, program or department	☐	☐	
Documentation Evidencing Compliance:			

6h.			
Criterion	**Met**	**Not Met**	**Comments:**
There is evidence of strong and continuous program advisement for all students from the joint of admission through graduation	☐	☐	
Documentation Evidencing Compliance:			

Standard 7: Support Staff			
7a.			
Criterion	**Met**	**Not Met**	**Comments:**
The College, department, or program is able to verify that it has secretarial, clerical and administrative personnel that are adequate to meet the program goals and objectives	☐	☐	
Documentation Evidencing Compliance:			

Standard 8: Support Services and Facilities			

8a.			
Criterion	**Met**	**Not Met**	**Comments:**
Library facilities and services are adequate for undergraduate and graduate programs and students and faculty have reasonable access to the library facilities.	☐	☐	
Documentation Evidencing Compliance:			

8b.			
Criterion	**Met**	**Not Met**	**Comments:**
There are an adequate number of classrooms for the courses offered, and faculty offices are appropriate for course preparation, student advisement, and other faculty responsibilities.	☐	☐	
Documentation Evidencing Compliance:			

8c.			
Criterion	**Met**	**Not Met**	**Comments:**
Program faculty and students have access to appropriate equipment for coursework and research, including computer facilities, visual and devices, audio and videotapes, films, etc.	☐	☐	
Documentation Evidencing Compliance:			

Standard 9: Off-Campus Programs			
9a.			
Criterion	**Met**	**Not Met**	**Comments:**
Authorization for off-campus programs is obtained through the appropriate University structure and accrediting body as warranted, needed, required, etc.	☐	☐	
Documentation Evidencing Compliance:			

9b.			
Criterion	**Met**	**Not Met**	**Comments:**
The full-time faculty of the parent program are continuously involved in and committed to the off-campus program.	☐	☐	
Documentation Evidencing Compliance:			

9c.			
Criterion	**Met**	**Not Met**	**Comments:**
The curriculum requirements, admission practices, student advisement, and qualifications of faculty are equivalent to the main program.	☐	☐	
Documentation Evidencing Compliance:			

9d.			
Criterion	**Met**	**Not Met**	**Comments:**
Students in off-campus programs have reasonable access to a library collection that is appropriate for the students' level of study, computer facilities and other appropriate academic support services.	☐	☐	
Documentation Evidencing Compliance:			

9e.			
Criterion	**Met**	**Not Met**	**Comments:**
The main campus program and the off-campus programs demonstrate equivalent quality	☐	☐	
Documentation Evidencing Compliance:			

Standard 10: Distance Learning Courses			
10a.			
Criterion	**Met**	**Not Met**	**Comments:**
Authorization for distance learning courses is obtained through the appropriate University structure and accrediting body as warranted, needed, required, etc.	☐	☐	
Documentation Evidencing Compliance:			

10b.			
Criterion	**Met**	**Not Met**	**Comments:**
The full-time faculty of the on-campus course are continuously involved in and committed to the distance learning course.	☐	☐	
Documentation Evidencing Compliance:			

10c.			
Criterion	**Met**	**Not Met**	**Comments:**
The curriculum requirements, admission practices, student advisement, and qualifications of faculty are equivalent to the main course	☐	☐	
Documentation Evidencing Compliance:			

10d.			
Criterion	**Met**	**Not Met**	**Comments:**
Students in off-campus course have reasonable access to a library collection that is appropriate for the students' level of study, computer facilities and other appropriate academic support services.	☐	☐	
Documentation Evidencing Compliance:			

10e.			
Criterion	**Met**	**Not Met**	**Comments:**
The main campus course and the off-campus course demonstrate equivalent quality	☐	☐	
Documentation Evidencing Compliance:			

Part II. Analysis of the Academic Program's Strengths, Weaknesses, Opportunities and Threats (SWOT) -			
SWOT			
Criterion	**Met**	**Not Met**	**Comments:**
The program's SWOT analysis provides an explanation of the strengths and opportunities of the program and a detailed description of how the weaknesses and threats are addressed.	☐	☐	
Documentation Evidencing Compliance:			

Part III. Final Recommendations for Improvement Based on Findings of the Self-Study			
RECOMMENDATIONS			
Criterion	**Met**	**Not Met**	**Comments:**
The academic program has provided a written evaluation, and Self-Study Report addressing recommendations of priorities for improvement.	☐	☐	
Documentation Evidencing Compliance:			

VIRGINIA STATE UNIVERSITY

Office of Planning and Institutional Effectiveness

ACADEMIC PROGRAM REVIEW:

Internal Review Team (IRT) Forms

Cover Sheet

FINAL REPORT OF
INTERNAL REVIEW TEAM

DEPARTMENT: _____

COLLEGE: _____

PROGRAMS REVIEWED:

_____

_____

_____

INTERNAL REVIEW TEAM:

MEMBERS:

_____

___
Signature Date

_____

___
Signature Date

_____

___
Signature Date

_____

___
Signature Date

CHAIR:

_____

___

Signature Date

DOCUMENTS/DATA EXAMINED
INTERNAL REVIEW TEAM

DEPARTMENT: _____

COLLEGE: _____

PROGRAMS REVIEWED:

_____

_____

_____

DOCUMENTS/DATA EXAMINED:

_____

Document/Data Date

_____

Document/Data Date

_____

Document/Data Date

_____

Document/Data Date

_____

Document/Data Date

_____

Document/Data Date

IRT MEMBER:

_____

Signature Date

INTERVIEW ROSTER
INTERNAL REVIEW TEAM

DEPARTMENT: _____

COLLEGE: _____

PROGRAMS REVIEWED:

_____

_____

_____

PERSONS INTERVIEWED:

_____ Name
Position Date

_____ Name
Position Date

_____ Name
Position Date

_____ Name
Position Date

_____ Name
Position Date

_____ Name
Position Date

_____ Name
Position Date

INTERVIEWER (IRT MEMBER):

_____
_

Signature Date

MEMORANDUM

Date:

To: (Department Chair)

From: _____
Chair, Internal Review Team (IRT)

Re: Draft Report - - Review for Factual Accuracy

Enclosed is the draft report from the IRT assigned to your department/program(s). Please review the draft report for factual accuracy. Record your factual corrections on the enclosed form, "Factual Corrections to the Draft Report of the Internal Review Team." Please note that these may be used to modify the final IRT report or they may be included as a separate attachment to the report.

Please return the factual corrections to me by _____.
(Date)

If you have any questions, you may contact me as follows:

Campus Extension: _____
E-mail: _____
Other Locations: _____

Thank you.
Enclosures
Cc: Dean

TRANSMITTAL SHEET
FACTUAL CORRECTIONS TO THE DRAFT REPORT OF THE INTERNAL REVIEW TEAM (IRT)

To: _____
(IRT Chair)

Re: Factual Corrections to IRT Report

Program: _____

College: _____

Following are factual corrections to the draft report of the Internal Review Team in review of the above-referenced program.

1. Subject/Item (p.)
   _____

   Correction:
_____

_____
___

_____
___

_____
___

2. Subject/Item (p.)
   _____

   Correction:
_____

_____
___

_____
___

_____
___

3. Subject/Item (p.)
_____

Correction:
_____

_____
___

_____
___

_____
___

4. Subject/Item (p.)
_____

Correction:
_____

_____

_____

_____

5. Subject/Item (p.)
_____

Correction:
_____

_____

_____

_____

6. Subject/Item (p.)
_____

Correction:
_____

_____

_____

_____

VIRGINIA STATE UNIVERSITY

Office of Planning and Institutional Effectiveness

ACADEMIC PROGRAM REVIEWS

Program Quality Enhancement Plan (PQEP) Forms

Format 1

Program Quality Enhancement Plan (PQEP)
Annual Plan of Action Form

Year One: AY 20____ /20 ____ **Year of Review: AY 20____ /20____**

Program(s) Reviewed: _____ _____ _____

Department: _____ **Chair:** _____

College: _____ **Dean:** _____

Priorities for program enhancement derive from findings and recommendations contained in the: (1) Self Study Report and (2) Internal Review Team Report.

PRIORITY #1:			
Objectives	**Action/Activities**	**Resources Needed**	**Expected Results Improvement/Enhancement**
1.1 **1.2** **1.3**			
PRIORITY #2:			
Objectives	**Action/Activities**	**Resources Needed**	**Expected Results Improvement/Enhancement**
2.1 **2.2** **2.3**			
PRIORITY #3:			
Objectives	**Action/Activities**	**Resources Needed**	**Expected Results Improvement/Enhancement**

3.1 **3.2** **3.3**			

Use a separate form for each year of the 5-Year Cycle.

Format 2

Program Quality Enhancement Plan (PQEP)
Annual Plan of Action Form

Year One: AY 20____/20____ **Year of Review: AY 20____/20____**

Unit/Department/Office:

_____

Unit Head:

_____

Administrative Unit/College:

_____

Vice President/Dean:

_____

Priorities for program enhancement derive from findings and recommendations contained in the (1) Self-Study Report and (2) Internal Review Team Report or External Evaluator Report.

PRIORITY #1

_____
_____
_____
_____
_____
_____

Objective1.1:

_____
_____
_____
_____

Action Steps

Resources Needed

Expected Results (Improvements) to Program Quality

PRIORITY #2

Objective 2.1:

Action Steps

Resources Needed

Expected Results (Improvements) to Program Quality

PRIORITY #3

Objective 3.1:

Action Steps

Resources Needed

Expected Results (Improvements) to Program Quality

Objective 3.2:

Action Steps

Resources Needed

Expected Results (Improvements) to Program Quality

PRIORITY #4

Objective 4.1:

Action Steps

Resources Needed

Expected Results (Improvements) to Program Quality

Objective 4.2:

Action Steps

Resources Needed

Expected Results (Improvements) to Program Quality

Program Quality Enhancement Plan (PQEP)
Annual Planning Priorities Form

College/Department: _____

Academic Program Reviewed: _____

Four-Year Period Covered: _____

I. PQEP Priorities – _____
Year One

1.
2.
3.

II. PQEP Priorities – _____
Year Two

1.
2.
3.

III. PQEP Priorities – _____
Year Three

1.
2.
3.

IV. PQEP Priorities – _____
Year Four

1.
2.
3.

(Include priorities that can be reasonably accomplished for each year).