Guidelines for Academic Program Review
Hunter College of the City University of New York
Office of the Provost – March 2003
Revised March, 2013

Elements of Program Review

Academic program reviews at Hunter College consists of a departmental/program self-study followed by a review by an external panel; the external review team's report, and a discussion between the program and the administration about issues raised in the review.

1. The Self-study – The Department's Review of Itself

The Provost's Office and the Office of Institutional Research (Director, Joan Lambe, 772-5462; joan.lambe@hunter.cuny.edu) will prepare basic data to assist the program in assessing its effectiveness and quality. The Dean will request the data is detailed in Appendix C, "Quantitative Program Measures" and distribute it to departments or programs undergoing academic program review. Institutional Research may be able to provide additional information that departments or programs may deem valuable in the self-study process.

The self-study should describe and analyze the current status of the program. In writing the self-study, keep in mind the intended audiences: the internal reviewers, i.e., the College administration; and the external reviewers. A self-study that is exclusively laudatory or critical is likely to be less useful to the department and the College than one that tries to describe as frankly and accurately as possible the current status and needs of specific units. Whenever possible, qualitative and quantitative evidence should be presented and discussed. The self-study should be started immediately after the initial meeting to allow sufficient time to gather meaningful information for inclusion in the study. The ideal length of the self-study narrative, excluding appendices, is about 15 and no more than 20 pages. The self-study together with the external panel's review should present an examination of the department's present and past with the aim of establishing a roadmap for the future.

The self-study document must include a one to two page executive summary. The complete document will be presented to the dean (3 copies), the provost (2 copies), and the president, as well as to the external review panel. The document should also be sent electronically to the Dean. CUNY guidelines require that a copy be forwarded to the chancellor and board of trustees on request. The self-study is considered a privileged document; that is, the College administration will not release it to others without the permission of the program, but the program may share the report as it chooses.

2. The External Panel

The external review panelists must have high scholarly standing in the discipline under review. The department will suggest panelists to the dean and provost, along with pertinent biographical information such as current position, area of specialization, relevant professional experience, where and when the Ph.D. was granted, and other distinguishing academic credentials. Any connections that a proposed team member may have with the department or any of its members need to be disclosed. The dean may seek additional names and will then select a panel with the approval of the provost. Normally, the panel will have three members, although two may be invited for small departments or programs.

The departmental self-study will be sent to the review panel members by the dean at least two weeks in advance of the visit. The dean or a member of the dean's office designated by the dean will serve as a liaison with the external reviewers during their stay. The site visit will typically involve two full days on campus, consisting of interviews and the drafting of the final report. The dean, in consultation with members of the department, will establish a schedule for and oversee the visit. For a Sample External Panel Site Visit Itinerary, see Appendix A.

The dean will make arrangements with the review team concerning submission of their final report. It is expected that it will be submitted to the dean within four weeks of the site visit.

3. Department Response to the External Reviewers' Report – The Action Plan

The dean will distribute the reviewers' report along with a cover memo identifying the major issues to be considered by the department. The department chair will distribute the report to all members of the department. The department will examine the report for accuracy and consider its recommendations. After the department has had an opportunity to consider the report, the Provost's Office will schedule a meeting of the department P&B, the provost, the associate provost, the dean, and associate dean for a discussion of the report and the department's reaction to it. Following this meeting, the department will develop a written response to the report, offering a plan to incorporate suggestions made by the reviewers into the department's agenda for the next seven years. Two months after meeting to discuss the report, the department's seven-year plan should be submitted to the provost, associate provost, and dean.

The provost and dean may recommend revision of the submitted plan. After they accept the plan, the provost will send the department formal written acceptance, indicating what steps the College will take to address the issues presented. The plan is then made available for review by the CUNY chancellor and board of trustees, should they wish to examine it.

Timeline of Program Review

The table below describes the expected timeline for the major elements of the review.

Expected Timeline	Activity
March 2013	Kick-off meeting with provost and dean
Fall semester 2013	Program writes self-study and begins to formulate list of possible external panel members.
October 2013	List of suggested external reviewers due in Dean's Office. Dean selects program review team and initiates contact to coordinate site-visit dates.
December 2013	Self-study due to provost and dean.
Six weeks from site-visit	Dean's office and the department coordinate the site-visit itinerary. Draft schedule due a month prior to the site-visit.
At least two weeks prior to site-visit	Dean's Office sends final self-study document to the external review panel. (Electronic version sent at least a month before and a hard-copy sent at least two weeks before site-visit.)
Spring 2014	External panel site-visit.
Four weeks after site visit	External review committee report due.
Three weeks after receipt of external panel's report	Meeting with provost, dean and department to follow-up external review panel's report and issues to be addressed in the action plan.
Two months after follow-up meeting about external report	Seven-year action plan due to provost and dean.

Outline of the Self Study

Below is an outline of the components to be found in the program's self-study. In addition to these components, the administration or the program may identify key issues that should be addressed in the program review. To facilitate the Provost's Office review of the self-study, the outline should be followed. Changes or modification to this outline should be discussed with the dean and associate dean.

1. Mission Statement
This is a concise statement of the program's sense of itself and its goals and mission. A mission statement typically identifies the purpose and aims of the program and its offerings. The mission of the program should be aligned with the mission, vision, and goals of Hunter College and the City University of New York. For reference, the current mission statement of the College and the Strategic Plan are included in Appendix B. The following issues should be addressed in this section:

1.1 The relationship between the mission of the program and the mission, vision, and goals of Hunter College and CUNY.

1.2 Provide an overview of the courses and activities offered by the program. Discuss how the courses and activities offered the meet the standards, and expectation established by relevant professional organizations.

2. Resources
2.1 Full-time Faculty and Staff Resources
This section should include a description of the current state of the resources (faculty, staff, and physical) that are available to carry-out the program's goals and objectives. Some of the information provided by the Office of Intuitional Research should be commented upon in this section including the comparative ratios.

2.1.1 Faculty and Staff—Describe the full-time faculty and staff affiliated with the program over the past 7 years including tenure status, area of expertise, academic training, continuing education, and diversity. Much of this information can be presented in tabular form. Include current curriculum vitae and resumes for all staff and faculty in an appendix.

2.1.2 Teaching Loads—Describe the faculty members'/program director's teaching load, the courses taught for the past seven years, course releases, and the purpose of course releases. Discuss the *Student FTE/Faculty FTE Ratio*, course loads, and compare to comparable programs. This should include a discussion of the number of students served, the activities and services conducted, and external obligations.

2.1.3 Scholarship and Professional Activity (Publications, Productions, Presentations, etc…)—Summarize and discuss the faculty members' accomplishments including presentations, exhibits, in-service activities, articles, grants, fellowships, prizes and so on for full-time faculty. Appendix D, Summary Data from Faculty Scholarship Report, provides the data that should be discussed in this section.

2.1.4   Outside Teaching and Service Activities—Summarize and discuss the faculty members' outside teaching obligations and service activities. This may include teaching in the graduate center or other institutions, advising or in-service training programs. A detailed list should be included in an appendix.

2.1.5   Evaluation—Describe departmental procedures for the evaluation of faculty for reappointment, tenure, and promotion. Mention methods used to assess the quality of scholarly or creative work, teaching, and other professional service. Copies of departmental assessment instruments should be provided.

        2.1.5.1   Scholarly and Professional Activity

        2.1.5.2   Teaching

        2.1.5.3   Service

2.1.6   Faculty Development Efforts—Describe the program's efforts to facilitate faculty development in teaching, service, research, including assistance in obtaining external funding.

2.2   Adjunct Faculty

Describe how adjunct faculty members are recruited, selected, supervised, and evaluated.

2.2.1   Recruitment—Describe how adjunct faculty are selected for the program. Describe any recruitment activities conducted to attract new faculty.

2.2.2   Selection—Describe how adjunct faculty are selected for the program.

2.2.3   Supervision and Development—Discuss how teaching by adjuncts is supervised and how their teaching can be improved and otherwise developed. Discuss any professional development or training provided.

2.2.4   Evaluation—Discuss the procedures by which the program evaluates adjunct faculty.

2.3   Organizational Structures

Discuss the organizational structure of the program. This section should begin with a brief description of the history behind the existing structures and collaborations.

2.3.1   Administration—Discuss the administrative structure of the program. Include here a discussion of the department housing the program and assess the benefits and costs of existing relationships.

2.3.2   Interdisciplinary Collaborations—Discuss and assess existing collaborations with other programs and initiatives.

2.3.3   Oversight and Professional Integration—include in this section a discussion of advisory committees, professional affiliations, or other consultative arrangements that facilitate program accountability and oversight.

2.4   Physical Resources

Describe the program's facilities including offices, meeting space, computer areas, equipment, etc… Discuss how the resources are used by the program.

2.5   Funding Sources

2.5.1   Revenue—Discuss the program's sources of funding, both tax-levy and non-tax-levy, including individual and institutional grants and external fundraising.

2.5.2   Expenditures—Discuss the program's expenditures and how these are related to the goals and objectives of the program.

2.6　College and CUNY Resources
Discuss the adequacies of College and CUNY facilities, such as the library, laboratories, classrooms, computer hardware and software, and learning resource centers to support instructional and other activities of the program.

3.　Curriculum and Enrollments
This is the most important section of the self-study, as it is here that the department analyzes and assesses its curriculum.
3.1　Curriculum: Contributions to College Programs
Outline the contribution of the program to the liberal arts and sciences goals of the College, both generally and specifically. Include in this discussion the specific programs at Hunter that the <u>courses or activities</u> have contributed to and how.
　　3.1.1　Other Programs—Discuss how the program has contributed to other programs or educational initiatives in the College including the Hunter Core, general education requirements, and honors programs.
　　3.1.2　Evening, Weekend, and Summer Classes—Describe evening, weekend, and summer session courses the program offers. Include a discussion of how the offerings in these areas help or hinder students' participation in the program. Address how the course is structured to assure that the delivery formats do not negatively affect the quality of the course.

3.2　Curriculum: Program for Student
Discuss the program's offering for students. In a separate section for (1) majors, (2) other undergraduate programs, (3) graduate degree programs, and (4) any other program, describe the courses and activities that students are offered. Include in your discussion the requirements that the students in the program must complete, and how these contribute to their development and degree progress. **It is important to discuss best practices for similar programs as established by professional associations and/or comparable programs.**
　　3.2.1　Best practices, comparable programs, and specialized accreditation.
　　3.2.2　Courses and credits—Provide a brief overview of the program's offerings including any historically significant revision of offerings. Discuss the course organization, content, and delivery. This section should include the pedagogical rationale for the existing program and the impact on the program of past curriculum changes.
　　3.2.3　Internship or other Activities—Discuss the learning outcomes for the internships or activities; how are these structured to meet the learning outcomes. Discuss how internship sites are selected, supervised, and the relationship between the internship and the courses.
　　3.2.4　Student Advisement—Describe student advisement prior to, during, and after completion of the program. Discuss the strengths and weakness of student advising.
　　3.2.5　Student/Faculty Contact outside Class—Discuss planned faculty-student interactions in events or activities outside of the classroom. This may include colloquia, open houses or other events.
　　3.2.6　Relationship between Major and Specialized and Pre-Professional Programs
　　　　Discuss the relationship between the program and specialized and pre-professional programs, particularly those subject to certification or accreditation by external agencies.
　　3.2.7　Courses Appended—Include course lists and descriptions in an appendix.

3.3　Effectiveness of Curriculum
Describe the methods by which the program assesses the quality and effectiveness of its courses and activities. Describe how the program determines how well it meets the objectives of the curriculum.

Explain the procedures and measures used to determine whether the curriculum is effective in achieving the student learning and development outcomes sought by the program. Present and discuss the evidence assessing student learning outcomes.

3.3.1 Assessment Activities—Discuss the plans and steps taken by the program to regularly and systematically assess the students' attainment of stated learning outcomes. If possible, recent alumni of the program should be contacted and asked to comment on features of the program's curriculum and pedagogy that helped prepare them for their current positions, as well as what they did not receive from the program that they now find they should have had.

3.3.1.1 Methods and Instruments Used

3.3.1.2 Measured Effectiveness in Achieving Desired Objectives for:

3.3.1.2.1 Students while in Program

3.3.1.2.2 Alumni of Program

3.3.2 Use of Assessment to Improve Programs—Describe the actions taken by the department or program to revise academic programs, services, or activities in response to results from the program's assessment of student learning. Include in an appendix the program's assessment plans including the following key components:

- Program mission and student learning outcomes
- Program-level curriculum map
- List of courses with learning objectives on syllabi
- List of evaluation instruments and techniques
- Past program-level assessment of student learning outcomes
- Past activity and course-level assessment of student learning outcomes
- Actions taken to improve the program, courses, or activities as a result of assessment

3.4 Students and Enrollments

This section is a <u>quantitative and qualitative</u> discussion of the students in the program.

3.4.1 Student Selection and Profile —Include in this section a discussion of the student recruitment and selection process and comment on the data provided by the Office of Institutional Research..

3.4.1.1. Recruitment Process—Discuss the program's activities and materials to recruit students. Copies of materials should be included in an appendix.

3.4.1.2. Selection Process—Discuss the selection process. Include here a discussion of the selection criteria. Application materials and evaluation instruments should be included in an appendix.

3.4.1.3. Applicant Profiles—Discuss available data on student applicants.

3.4.2 Enrollments—Based on data provided by the Office of Institutional Research, present and analyze the 10 year history of enrollments. This should include data on student enrollments by major, diversity, GPA, and other relevant information. Discuss data on student admission and completion of the program.
3.4.2.1. Enrollment trends
3.4.2.2. Enrollment by majors
3.4.2.3. Student GPA for program and overall
3.4.2.4. Student completion rate for the program
3.4.2.5. Diversity of Demographics
3.4.2.6. Career Choices (Career, Graduate Study) after Graduation

4. Self-Analysis

Discuss the program's internal strengths, weaknesses, external opportunities, and threats. The preliminary self-analysis helps direct the reviewer's attention to areas of particular interest to the program faculty. In view of establishing future directions for the department and its programs, this section should discuss the department's vision, needs, and suggested future directions.

5. Summary and Conclusion

5.1 Questions and Advice Sought from External Reviewers—Identify and discuss specific questions, suggestions, and counsel sought from external evaluators in planning for the future.
5.2 Significant Factors—Discuss factors, if any, not addressed elsewhere in the self-study that the department faculty identify as significant to the future direction of the department.

Appendix A
External Panel
Site Visit Itinerary

The site visit will typically involve two full days on campus. Minimally it will include:
1. a charge to the reviewers by provost and dean;
2. meeting with the deans;
3. a tour of facilities;
4. examination of additional material, e.g., course syllabi, sample examinations and student work, and scholarly and creative works of the faculty;
5. meetings with the chairperson and P&B;
6. meetings with the full-time faculty;
7. meetings with adjunct personnel, graduate students, and staff;
8. meetings with students and, if possible, recent graduates;
9. attending classes;
10. an exit interview with the president and provost.

Sample Site-Visit Itinerary:

First Day

8:30-9:00	Entrance Meeting with Provost and Dean
9:15-10:00	One-on-one meeting with Chair
10:00-11:00	Meeting with Department Personnel & Budget Committee
11:10-12:25	Class observations
12:30-1:15	Lunch with junior faculty
1:30-2:15	Meeting with senior faculty
2:30-3:15	Meeting with Undergraduate Students
3:30-4:15	Meeting with Adjuncts
4:30-5:15	Meeting with Graduate Students
5:15-5:45	Meeting with Alumni
-----	Dinner with Chair and select Department faculty.

Second Day

9:00-10:15	Campus tour/Library
10:30-11:30	Meeting with Dean
11:45-12:45	Lunch
1:00-2:00	meeting with department staff
2:00-3:00	*[Committee working session]*
3:00-4:00	Meeting with President and Provost

Hunter College Mission and Strategic Plan[1]

MISSION STATEMENT

Hunter College of the City University of New York, a distinguished public university, values learning in the liberal arts and sciences as a cornerstone of individual development and a vital foundation for a more just and inclusive society. Continuing our long tradition of expanding opportunity, we seek students from all backgrounds to engage in a rigorous educational experience that prepares them to become leaders and innovators in their communities and in the world. Hunter also contributes to intellectual discourse by supporting excellent scholarship and creative activity by its accomplished faculty.

Hunter undergraduate, graduate, and professional curricula challenge students to think critically – to approach problems from multiple perspectives, distinguish the questions each raises, and recognize the kinds of evidence each values. The College's academic programs stress the significance of human diversity, emphasize research and artistic creation, and invite students to extend their education beyond campus. We cultivate the qualities our graduates need to thrive in their chosen careers and make a difference as active citizens.

We embrace our setting at the heart of New York City – we seek to draw on its energy, capitalize on its remarkable resources, weave it into the fabric of our teaching, research, and creative expression, and give back to it through our service and citizenship.

STRATEGIC GOALS

Over the next ten years, Hunter College will achieve the following goals.

I. Enhance Hunter College's Academic Identity as an Emerging University

We seek to enhance Hunter College's academic identity as a research-oriented university that continues to offer a rigorous curriculum and place a high value on teaching. We will extend our efforts to promote significant scholarship, research, and creative activity. Our undergraduate curriculum, with an emphasis on research and creative activity, critical thinking, understanding diversity, foreign languages and cultures, clear expression, and quantitative reasoning, will challenge students to expand their limits. Graduate and professional education will become more fully engaged in the organizational fabric of the city. Reflecting the principle of one Hunter, we aim to integrate more effectively the various parts of the College, capitalizing on the synergies that exist when we make intellectual boundaries more permeable. We will support and value effective teaching by both full-time and adjunct faculty and encourage the use of classroom technology to improve the learning experience.

1. Promote Excellence in Scholarship, Research, and Creative Activity
- Encourage and support faculty scholarship, research, and creative activity.

    o Recruit, mentor, develop, and retain a diverse and exceptional faculty.

    o Support unsponsored scholarship and creative activity, particularly in fields with limited external grant funding.

    o Address creatively the heavy faculty teaching load to encourage greater faculty research activity.

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1 Senate Strategic Planning Committee, *Hunter College Strategic Plan, Academic Years 2012-2020.* (Final Plan, April 2011), pp. 6. 9-11.

- o Recognize the full range of scholarship, including the scholarship of teaching, in the tenure and promotion process.

- Raise Hunter's profile as a major scientific research center.

  - o Establish a secure institutional foundation for the sciences, including increased research space and enhanced leadership.

  - o Create a foundation for faculty success in the sciences through better guidance, adequate start-up support, and transparent expectations.

  - o Improve and rationalize funding for Ph.D. students to meet the needs of Hunter's expanding doctoral programs in the sciences.

- Pursue a research focus in the professional schools that recognizes their important connections to New York City.

  - o Recruit, hire, and promote faculty with strong applied research profiles, as appropriate.

  - o Establish a plan, with a suitable infrastructure, for the professional schools to support interdisciplinary research, collaborative activities, and community-institutional partnerships.

  - o Identify and pursue funding for doctoral students in the professional schools.

- Use Roosevelt House to encourage faculty collaboration on research on social issues and connect Hunter scholars to the broader New York City intellectual community.

- Increase opportunities for student research and creative projects in the arts.

2. Strengthen the Curriculum at All Levels

- Reinforce the elements of undergraduate liberal arts and sciences that distinguish Hunter College within CUNY and promote academic rigor and innovation.

  - o Improve student writing, quantitative reasoning, public speaking, and presentation skills across the curriculum.

  - o Broaden students' global awareness through the study of languages and by promoting in-depth knowledge of world cultures, including study abroad.

  - o Reduce obstacles to and increase incentives for cross-disciplinary curriculum innovation.

- Strengthen and promote the professional schools and graduate/professional programs within Hunter and CUNY.

  - o Place and mentor effective professionals in high profile jobs.

  - o Establish additional dual-degree programs and interdisciplinary courses among the professional schools.

  - o Create more opportunities for internships, translational research, training and program partnerships, and job placements.

- Establish advanced degree programs as appropriate, including doctorates, in line with disciplinary and professional trends.

- Promote the development of skills that students will need as citizens and members of the workforce in the 21st century.

  o Achieve student competence in information literacy and the use of appropriate information technologies.

  o Increase pre-professional educational opportunities.

  o Introduce, formalize, and publicize pathways from undergraduate majors into professional graduate programs at Hunter.

  o Increase internships and off-campus creative opportunities, while assuring that field work maintains high academic standards.

3. Encourage Effective Teaching
- Increase support for excellent, innovative pedagogy.

  o Reinvigorate the teaching and learning center.

  o Promote the systematic exchange of information about best practices in the classroom, drawing on the expertise of faculty from all Hunter schools.

- Expand mentoring efforts to improve the classroom performance of both full-time and adjunct faculty.

- Recognize and reward excellent teaching.

- Promote the use of technology in the classroom and modernize instructional space to capitalize on new instructional technology.

Appendix C
Quantitative Program Measures

The following is a list of quantitative measure that will be prepared for the department or program by the Office of Institutional Research. The data will be provided for the past five to seven years to suggest trends that have emerged since the department's last Academic Program Review.

Student Headcount Enrollment
    Undergraduate
    Graduate
    Other
Profile of Undergraduates
    Gender (male, female)
    Age distribution and average age
    Racial/Ethnic distribution (Native American, African American, Asian, Hispanic, Caucasian, Foreign)
    Enrollment status (full-time, part-time)
    Undergraduate by major
    Attrition by undergraduate majors
    Number of applicants, admits, enrollments, and program completions
    Mean SAT scores of majors
    Mean GPA at graduation
    Six-year retention and
    Average number of years to degree, four and six-year graduation rates
Profile of Graduate Students
    Gender (male, female)
    Age distribution and average age
    Racial/Ethnic distribution (Native American, African American, Asian, Hispanic, Caucasian, Foreign)
    Enrollment status (full-time, part-time)
    Attrition by graduate program
    Total Number of Students by Program
    Number of applicants, admits, and enrollments
    Mean GRE, GMAT, other required admission test scores of students
    Mean GPA
    One-year, two-year retention and graduation rates of program participants
Faculty Profile
    Gender (male, female)
    Racial/Ethnic distribution (Native American, African American, Asian, Hispanic, Caucasian)
    Tenure status (tenured, adjunct)
Comparative Ratios
    Faculty FTE/Staff FTE
    Majors/Full-time Faculty
    Student Credit Hours/Faculty FTE
    OTPS/Faculty FTE

OTPS (Other than Personnel Services) Budget
    The OTPS budget will be provided by the Office of the Dean

Summary Data from Faculty Scholarship Reports*

	2008	2009	2010	2011	2012	% Change 2011 to 2012
Total no. of reports submitted						
Books authored						
Books edited						
Book chapters						
Book introductions						
Peer-reviewed journal articles						
Other journal articles						
Published conference papers						
Conference presentations						
Newspaper or magazine articles						
Lecture (Invited)						
Reviews						
Direction/performances/ plays						
Art exhibited/curated						
Total creative works						

*The data in this table is suggestive of the types of department faculty scholarship that may be available for a department.