

(The Senate should use the following form for officially communicating recommendations. Committees would include: UCC, UPC and Executive Committee of the Senate and committees which provide recommendations directly to the Provost).

Mailed 11/6/12
Copies also given to:
Melanie Perreault
Melissa Boag
Kara Siegert
Priscilla Davis
Karen Greer

Senate Recommendation to the Provost

Originator: Theodore Gilkey University Academic Assessment Committee

Originator: Theodore Gilkey

Date Submitted: October 12, 2011

Requested Effective Date: As soon as possible

Recommendation: "The Senate supports the recommendation of the University Academic Assessment Committee to revise the Academic Program Review Process and asks the administration to make the appropriate changes."

Date Approved by Senate: October 11, 2011

OFFICE OF
ACADEMIC AFFAIRS

OCT 17 2011

TRG
President, Faculty Senate

10/12/11
Date

Attach any supporting documentation. Report from UAAC attached.

Action Taken by Provost:

Date 01-06-12

☒ Recommendation Accepted

☐ Recommendation Not Accepted

☐ Recommendation returned to Originating Body for further review (see attached)

Disposition for Approved Recommendation:

☒ President
☒ Faculty Senate President
☐ Forum Chair
☐ Webmaster
☐ Catalogue Editor

☐ VP Student Affairs
☐ VP Finance
☒ School Deans
☐ Graduate Council
☐ Provost Council

Diane D. Allen
Provost

01-06-12
Date

Academic Program Review Purpose & Guidelines



A Word from the Provost

Dear Faculty,

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

- demonstrate continuous improvement in program curriculum and instruction,
- validate the achievement of program-relevant student learning outcomes,
- affirm that program's current and future plans are congruent with its school and the University, and
- engage the faculty and administration in a process that validates academic rigor and program viability to internal and external observers.

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

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

I look forward to reviewing your academic program review and learning more about your program. I'm confident this information will help guide me and others to improve student learning at Salisbury University. Thank you in advance for all of your coming careful and thoughtful analysis over the next few months.

Sincerely,

Diane D. Allen, PhD

Provost & Senior VP for Academic Affairs



Academic Program Review Purpose & Guidelines

The Academic Program Review (APR) should be the product of the combined efforts of all members of the academic program. Although comprehensive by design, the final APR document should be as succinct as possible. The APR should consist of two distinct parts: 1. Assessment Plan and Summary and 2. Program Review and Action Plan. When developing an APR, each of these parts should contain specific fundamental components, listed below. The program may also wish to include additional components or supporting documents when submitting their APR. Any attachments should be appended as appropriate and referenced as supporting materials when they strengthen any narrative presented within the APR.

The APR, including both Parts I and II, is typically scheduled for all programs on a seven-year cycle with the first review of a program occurring five years after inception. A comprehensive timeline for the APR process can be found in Appendix A of this document and at <http://www.salisbury.edu/iara/APR/APRPurpose&Timeline02-2011.doc>.

As part of the APR process a meeting will occur three years after submission of an APR or equivalently three years before the next review begins. Representatives from the Provost's office and UARA will meet with the School Dean and representatives from the department where the program is administered. At that meeting a review of the program's assessment plan will occur to ensure the assessment plan is on track; namely, progress is being made towards collecting, reporting, and use of assessment data. At the same meeting results of the previous APR will be examined and the progress being made toward implementing the recommendations the Provost accepted at that last program review.

Additionally, a preliminary report to evaluate assessment progress occurs three years prior to the program's formal APR submission. This preliminary review will be conducted by representatives from the Provost's Office, Dean's Office, Office of University Analysis, Reporting and Assessment (UARA), and faculty in the program. *This 3-year prior APR step is currently only a RECOMMENDATION for the APR cycle. It is pending Faculty Senate and Provost's Office approval. Programs adopting the revised guidelines during the Pilot (AY 2009-11) do NOT have to complete this step unless these revised guidelines are later approved by the Faculty Senate and Provost's Office.*

I. PART I- Assessment Plan and Summary

- A. Program Description
- B. Student Learning Goals, Outcomes, and/or Objectives
- C. Assessment Method(s)
- D. Data Results and Use
- E. Assessment Action Plan

II. PART II- Program Review and Action Plan

- A. Internal Review and Narrative
 - 1. Summary
 - 2. Program Curriculum and Advising
 - 3. Resources
- B. External Review Summary
- C. Recommendations Action Plan

PART I: ASSESSMENT PLAN AND SUMMARY

This section of the APR should describe the program and provide information on the effort of the program to assess student achievement of expected learning outcomes. As programs may be at very different stages in the assessment process (e.g., writing outcomes, collecting data, using data for program improvement, etc.), a draft of Part I, sections B (Goals, Outcomes, and/or Objectives) and C (Assessment Method(s)) of the APR is due to the director of UARA by mid-October during the review year. The director will review the draft and meet with the program director/chair to discuss and provide feedback about the assessment plan.

A. Program Description

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

This data can be found in the program's page on the APR website, <https://www2.salisbury.edu/apr/>. Once you are on the APR website, click your program on the left side of the screen. When your program's folder opens in a new screen, you will find an Excel spreadsheet with the data under "Current files in docs folder."

In this section, programs should discuss:

- enrollment trends, including majors, second majors/minors; **Fulton School Programs**, how has this changed since the implementation of the 4-credit curriculum model;
- student credit hours generated and trends; **Fulton School Programs**, has the trend in student credit hours generated changed since the implementation of the 4-credit curriculum model;
- time-to-completion of graduates, program retention and other factors that quantify the success of students in the program.
- the program's enrollment projections and aspirations for the future; and
- the challenges to success and potential obstacles to achieving program aspirations.

B. Student Learning Goals, Outcomes, and/or Objectives

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

- identify to what degree each of the program-specific student learning outcomes are addressed in the curriculum of the program; **Fulton School Programs**, to what degree has this changed since the implementation of the 4-credit curriculum model;
- demonstrate how program-specific student learning outcomes are aligned with the SU Student Learning Goals (Appendix B), for undergraduate programs ONLY; **Fulton School Programs**, have the student learning outcomes been adjusted as a result of curriculum reform;
- provide a curriculum map detailing how the program's courses are aligned with the program-specific student learning outcomes and University's Student Learning Goals (Appendix B).

To support the completion of this section, an Assessment Web Interface has been updated to include a course alignment component, <https://secureweb.salisbury.edu/assessment/>. Programs should enter their program-relevant information using the online form, if they haven't already done so. The online form includes all data previously entered by programs. For many programs it has been several years since this data has been updated. As a result, programs should carefully review the outcomes listed and their ratings and alignment with the University's Student Learning Goals and program curriculum. This updated interface will be used to indicate the course(s) in which an identified learning outcome is achieved.

The rating criteria has been changed in this new interface and the ratings must be updated. Previously, programs ranked a particular outcome based on its importance. Now, programs rate on a scale of 1 (*minor focus*) – 5 (*major area of focus*), the extent to which they address a particular outcome in their curriculum. In the final version of the APR, each program should include their identified student learning outcomes, the alignment of these outcomes with the program's curriculum, and the alignment of these outcomes with the University's Student Learning Goals. This information should be exported directly from the Assessment Web Interface as an Excel spreadsheet and appended to the final APR document.

You may also wish to review the approved General Education student learning outcomes, <https://secureweb.salisbury.edu/iara/Assessment/Faculty%20Senate-FINAL.xls>. These outcomes have been linked by the faculty to various General Education curriculum areas. If your program offers General Education courses, these outcomes may provide a starting point for your academic program.

All programs are expected to have defined, program-specific student learning outcomes. All programs should have identified outcomes and be able to demonstrate how their curriculum is aligned with their outcomes. Future identification of outcomes and curriculum should be included an Assessment Action Plan detailing how the program will make progress toward defining outcomes and aligning their curriculum to these outcomes.

C. Assessment Method(s)

Provide a listing of the systematic methods and procedures used by the program for gathering information about student achievement of the SU Student Learning Goals and program-specific student learning outcomes/objectives. For each and all student learning outcomes/objectives that have been assessed during the review period please:

- list the student learning outcomes being assessed for each assessment method being described;
- describe the students included in the assessment. If students were sampled for the assessment, describe how representative the sample is of all program graduates;
- illustrate the method used to collect data and evaluate student attainment of the outcome; **Fulton School Programs, has this method changed since the implementation of the 4-credit curriculum model;**
- present the method used to determine if a student has achieved proficiency with regard to program-specific student learning outcomes (i.e., what level of mastery is needed); **Fulton School Programs, has this method changed since the implementation of the 4-credit curriculum model;**
- provide evidence that demonstrates that the methods to assess program-relevant student learning outcomes are valid and appropriate; and
- discuss the frequency with which the outcome is assessed using the described methodology.

All programs must include an Assessment Action Plan detailing:

- the issues and obstacles that have hindered the implementation of an ongoing process of student learning outcomes assessment;
- how the program will make progress toward assessing student learning; and
- realistic milestones, personnel assignments, and time table for development or refinement of an assessment plan.

D. Data Results and Use

Provide evidence that your graduates demonstrate facility with program-relevant outcomes. Discuss the evidence that is indicative of program-specific student learning. Provide actual data and results collected during the review period from the assessment methods previously described. Provide an interpretation of

the results. Additionally, discuss how these results have been used to inform programmatic decisions and/or changes. The following are questions to consider when summarizing data results and use.

- What do the analyses of assessment data indicate?
- Have results been shared with program faculty and other stakeholders?
- What do these results mean for your program and faculty?
- How were student learning assessment results used to influence the curriculum and instruction and improve student learning?

Fulton School Programs-please also respond to the following questions:

- What kind of documented learning do you have to speak to the effectiveness of your enhancements? What assignments are associated with the enhancements? What do these results mean for your program and faculty?
- Does data suggest that majors are performing better on the identified student learning outcomes and are more likely to meet proficiency goals since the 4-credit model was implemented?
- Are students more engaged with the subject matter and/or faculty now than they were before the curriculum reform?
- Do faculty members have more time to spend with students with the enhanced curriculum model?

All programs must include an Assessment Action Plan that details how assessment results will be used prior to their next review.

E. Assessment Action Plan

Every program must provide an Assessment Action Plan that details how the program will assess student achievement of the Student Learning Goals and program-level student learning outcomes. An Assessment Action Plan template has been included, Appendix C. This form should be completed and submitted online to your program's folder on the APR website www2.salisbury.edu/apr or included as an appendix to Part I of your APR document. The Assessment Action Plan should include key action steps toward the development of a comprehensive assessment plan, a timeline, necessary resources, and key faculty and staff responsible for ensuring that progress is made toward including ongoing assessment as a part of regular programmatic evaluation.

PART II: PROGRAM REVIEW AND ACTION PLAN

A. Internal Review and Narrative

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

1. Summary

- Review of past 7 years of the academic program including:
 - Strengths (e.g., faculty expertise, curriculum, internships/practical work experience, etc.)
 - Weaknesses (e.g., travel funding, library resources, attracting majors, etc.)
 - Achievements (e.g., faculty scholarship, professional development, data driven program enhancements, etc.)
 - Threats (e.g., hiring and retaining qualified faculty, updating curriculum, satisfying student course demand, etc.)
- Briefly describe how the program made progress toward removing weaknesses or obstacles identified in the previous APR
- Describe the program's vision and primary initiatives for the next 7 years and possible factors that could impede progress or program quality

2. Program curriculum and advising

- Discuss the rationale for the sequencing of courses and the organization of requirements. (Documentation appended and referenced as appropriate)
- Discuss the changes made to the curriculum and advising over the past seven years and their impact. Reference and append supporting documentation as appropriate.
- Discuss any plans the program may have to enrich the curriculum and advising over the next seven years. Fulton School Programs, please identify and discuss how curriculum and advising were enhanced using the COMAR-compliant options and how they may be further enriched based on student and faculty feedback.
- Fulton School Programs, what systematic process does the program have to evaluate and document future iterations of enhancements? If enhancements are changed, how does the program ensure that the course is still enhanced to a 4-credit capacity?

3. Resources

- Discuss faculty expertise and experience (e.g., you may include curriculum vitae as supplemental information) and any alignment issues between that expertise and the current curriculum.
- Describe and substantiate future staffing initiatives in light of enrollment aspirations and curricular innovations. SU annually participates in the University of Delaware study of Instructional Costs and Productivity. Every academic program is provided with data (e.g., student credit hours and course sections taught) that compares their program to other Master's

Appendix A

APR Process Timeline

level comprehensive universities. This data should be used to demonstrate faculty staffing needs.

- Discuss the impact of budget patterns on the program's ability to recruit faculty and staff and acquire equipment, library resources, technology, space, supplies, and other resources necessary to operate the program.
- Discuss the unit's expenditures and identify opportunities for directing resources toward activities that could improve efficiencies.
- **Fulton School Programs**, provide data detailing how the number of full-time equivalent faculty (FTEF) has been impacted since the curriculum enhancement, specifically, how many FTEF were used during AY 2008-09 compared to previous years. This data will be provided by UARA.

B. External Review Summary

External peer review provides the opportunity to obtain an objective qualitative assessment from respected colleagues. An executive summary of the reviewer's final report should be included in this section, as well as, the program chair's response to this review. Additionally, the entire external review report should be included as an attachment to the program's APR. Ideally, a reviewer should be drawn from an institution similar to SU and/or an academic program similar to the program(s) under review. A reviewer must be able to apply professional standards of evaluation that are consistent with the goals, expectations, and educational context of the University as well as the standards identified by the program under review.

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

- By November, the academic program must provide a list of potential external reviewers to the school dean. In nominating an individual or group to perform this function, programs should specify the individual's or group's qualifications and reasons why he/she/they are appropriate.
- In consultation with the program chair/director, the dean will select the reviewer.
- In consultation with the dean, the program chair/director will coordinate all of the arrangements for a visiting reviewer.
- The external reviewer is typically paid a stipend of \$500 to conduct the review plus travel expenses for a campus visit. This fee is typically paid by the Provost's Office. You must receive prior approval from the Provost's Office to pay the external reviewer more than this designated amount.

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

The following describes some activities that may need to occur when a reviewer is visiting the University:

- individual and/or group meetings with all program faculty (including part-time faculty if possible);

Appendix A

APR Process Timeline

- meetings with the faculty of collaborative programs;
- meetings with students;
- the opportunity to review program resources, i.e. offices, library holdings, information technology, classrooms, labs, office space, studio space, etc.;
- the opportunity to examine additional documentation that may not have been included in the pre-visit information packet, but are deemed relevant by a reviewer and/or the program; and,
- visitations to representative classes of both lower and upper-division course offerings.

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

C. Recommendations Action Plan

Every program must describe action plans for addressing any recommendations provided from both the internal and external review groups. A Recommendations Action Plan template has been included, Appendix E, to guide your efforts. This form should be completed and submitted online to your program's folder on the APR website (www2.salisbury.edu/apr) or added as an Appendix to Part II of your APR. The Recommendations Action Plan should include an action plan for *each* internal and external recommendation your program will specifically address before the program's next APR. Include key action steps to accomplish the recommendation, a timeline, necessary resources, and key faculty and staff responsible for ensuring that progress is made toward addressing the recommendation. If approved by the Faculty Senate and the Provost's office, a preliminary report to review progress toward these recommendations will occur again three years before the program's next formal APR submission. This is to ensure that progress towards the recommendation being made by the program and determine if additional assistance or resources are necessary to help promote improvement.

Appendix A

APR Process Timeline

3 years Prior to APR

These 3-year prior APR steps are currently only RECOMMENDATIONS for the APR cycle. It is pending Faculty Senate and Provost's Office approval. Programs adopting the revised guidelines during the Pilot (AY 2009-11) do NOT have to complete these steps unless these revised guidelines are later approved by the Faculty Senate and Provost's Office.

- **January:** 3 years before formal APR submission to Academic Affairs, each academic program submits a preliminary Assessment Action Plan and Recommendations Action Plan to the Provost's Office, Dean's Office, and UARA. Programs that previously used the updated (2009) APR guidelines for their APR submission should review and indicate their progress towards accomplishing their previously submitted Assessment Action Plan and Recommendations Action Plan.
- **February:** 3 years before formal APR submission to Academic Affairs, representatives from the Provost's Office, Dean's Office, and UARA will provide feedback and/or recommendations to the academic program regarding their preliminary or updated Assessment Action Plan and Recommendations Action Plan.

Year of APR

- **August:** academic programs are notified by Academic Affairs that they are scheduled to conduct an academic program review;
- **August:** programs are contacted by University Analysis, Reporting and Assessment (UARA) to schedule a group training session for all programs undergoing APR during the next academic year;
- **September:** programs commence academic program review;
- **October:** programs submit a draft version of Part I, sections B (Goals, Outcomes, and/or Objectives) and C (Assessment Method(s)) of the APR. This submission should include a description of the academic program's student learning outcomes/objectives and current assessment method, it does NOT need to include assessment results;
- **November:** each program will meet with a representative from UARA to discuss and obtain feedback regarding their current assessment practices. This feedback should be used by the program to further develop Part I, Assessment Plan & Summary, for the final APR submission.
- **November:** programs identify external reviewer(s);
- **January:** programs submit a formal report to an external reviewer(s) and the school dean;
- **February:** an external reviewer(s) conducts an on-site program review;
- **March:** an external reviewer(s) submits formal comments to the program director/program faculty and the school dean;
- **April:** programs submit the final report to the school dean;
- **May:** the school dean reviews all program materials;
- **June 1:** the school dean submits a formal executive summary of each academic program review, as well as all materials, to the Provost's Office;
- **July 1:** The Provost provides formal feedback to each reviewed program in a formal face-to-face meeting;
- **September:** The Provost submits a formal executive summary to the USM Board of Regents;
- **September:** The Provost's Office archives all program review materials with UARA.

Appendix B

Student Learning Goals

Learning Principles

The general education program is designed to foster the personal, intellectual, and social development of the Salisbury University student and is based on the following set of principles.

The liberally educated person:

- communicates effectively in diverse situations;
- uses multiple strategies, resources, and technologies for inquiry and problem solving,
- demonstrates qualities related to personal, social and professional integrity,
- integrates knowledge from the humanities, social sciences and natural sciences to broaden perspectives;
- reasons quantitatively and qualitatively,
- demonstrates global awareness in order to function responsibly in an interdependent world.

These principles are expressed by the following set of student learning goals.

Student Learning Goals

A. Skills	
<i>Acquire the personal and intellectual skills necessary for productive membership in contemporary society.</i>	
1. Critical Thinking:	Acquire abilities to engage in independent and creative thinking and solve problems effectively.
2. Command of Language:	Acquire abilities to communicate effectively—including reading, writing, listening, and speaking.
3. Quantitative Literacy:	Acquire abilities to reason mathematically.
4. Information Literacy:	Acquire abilities to use libraries, computer applications, and emerging technologies.
5. Interpersonal Communication:	Acquire abilities to relate to and work effectively with diverse groups of people.
B. Knowledge	
<i>Possess knowledge and understanding commensurate with that of a well educated person.</i>	
1. Breadth of Knowledge:	Possess knowledge from and familiarity with modes of inquiry and creative processes used in a variety of disciplines including:
	a. Visual and performing arts (art, music, dance, theatre)
	b. Literature (English, foreign language-based)
	c. Civilization: cultural and historical perspectives
	d. Contemporary global issues (peoples, cultures, institutions)
	e. Second language or culture
	f. Mathematics
	g. Social and behavioral sciences
	h. Biological and Physical Sciences
2. Interdependence Among Disciplines:	Possess an awareness of the interdependence among disciplines in the humanities, social sciences, and natural sciences.
C. Dispositions	
<i>Examine qualities that contribute to personal well-being and social and professional integrity.</i>	
1. Social Responsibility:	Tolerance and respect for diverse groups of people and a disposition toward responsible citizenship and a connection to the community.
2. Humane Values:	An informed regard for humane values and the ability to make judgments based on ethical and environmental considerations.
3. Intellectual Curiosity:	A propensity for reflection and life-long learning.
4. Aesthetic Values:	An awareness of and appreciation for aesthetics.
5. Wellness:	Issues of personal well-being.

Appendix C

Assessment Action Plan

This is an EXAMPLE action plan to provide you with guidance when completing the Assessment Action Plan. You do NOT have to use these steps, they are examples.

1. Modify and complete the table below based on your program's assessment progress and needs and save your changes. You may need to modify the action steps based on your program's needs. The action steps provided below are examples of possible steps you may wish to include.
2. Save your changes and include this as an appendix to Part I of your APR document.

Action Steps	Assigned Responsibility	Start Date	Completion Date	Comments
1. Alignment of program to Student Learning Goals and degree of importance of goals in the curriculum.				
2. Identification and acceptance of program-level student learning outcomes that are aligned with the Student Learning Goals.				
3. Development of a comprehensive assessment plan and timeline detailing when and how each outcome will be evaluated.				
4. Timeline and method for collection of data for student learning outcomes.				
5. Methodology for analyzing data collected.				
6. Plan for dissemination and use of results.				
Primary Coordinator(s):				
Budget/Reallocation Plan:				

Appendix D

External Review Guidelines

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

1. Is the program's mission and long-term vision consistent with the School's and the University's? Whether in statements of affirmation or in practice, are there potential areas of conflict?
2. What evidence indicates a sufficient understanding of the trends over the past seven years and their overall impact on the program?
3. What critical changes were made as a result of the last Academic Program Review?
4. Does the program provide adequate evidence to indicate sufficient academic rigor as well as ongoing student learning?
 - a. What evidence indicates whether a sufficient number and variety of courses are offered?
 - i. What evidence indicates whether there is an appropriate balance between breadth and specialization?
 - ii. What evidence indicates whether course offerings meet student needs?
 - b. What evidence indicates that the pedagogical approaches are appropriate for program content?
 - c. What evidence indicates that the curriculum is intellectually demanding and academically engaging?
 - d. Is the evidence for student learning consistent with the program's student learning outcomes?
 - e. Is the evidence for student learning of significant depth and breadth to validate that the program is accomplishing its student learning objectives?
 - f. Are student learning outcomes consistent with those at comparable institutions?
 - g. What curricular and pedagogical modifications would enhance student learning?
5. What evidence indicates that current resources are both effectively and efficiently used?
6. What evidence indicates whether the program has the appropriate expertise and staffing numbers to serve its students and accomplish its student learning outcomes?
7. What evidence indicates whether classrooms and/or labs are adequately structured and equipped to meet the curricular and student learning outcomes?
8. What evidence indicates whether library and other information resources (including information technology) are appropriate to support the program?
9. Identify a priority of resources to enhance the program, reallocations to restructure the program, or cuts to streamline efficiencies.
10. Highlight the programs strengths, weaknesses, opportunities, and threats.
11. What strategic and annual initiatives, complete with appropriate milestones, might be pursued in order to strengthen the academic program?
12. Does the University demonstrate sufficient commitment to the program, its students, its faculty, and the resources necessary to ensure academic rigor?

Appendix E
Recommendations Action Plan

This action plan should be completed by ALL programs

1. One Recommendations Action Plan should be completed for every recommendation to be addressed before the next APR. You may copy and paste the blank table below to ensure that you have one table for *each* recommendation.
2. Modify and complete the table below based on internal and external recommendations received during the review process and needs and save your changes. You may need to modify the action steps based on your program's needs.

Internal/External Recommendation:			
Action Steps	Assigned Responsibility	Start Date	Completion Date
1.			
2.			
3.			
Primary Coordinator(s):			
Anticipated Outcome(s) of Action Plan:			
Budget/Reallocation Plan:			
Comments:			

APR Guidelines Revision

<http://www.salisbury.edu/iara/APR/APR%20home.html>

Purpose of the APR:

- demonstrate continuous improvement in program curriculum and instruction,
- identify and document issues that impede excellence,
- validate the achievement of program-relevant student learning outcomes,
- affirm that program's current and future plans are congruent with its school and the University, and
- engage the faculty and administration in a process that validates academic rigor and program viability to internal and external observers.

Why Revise:

- Old process was cumbersome (e.g., guidelines not user-friendly, mostly paper-based)
- Included features not necessary
- Improve feedback and use

Proposed Changes:

- Removal of General Education analysis
- Removal of peer comparison
- Data pre-populated in tables
- Electronic submission
- Reviewing assessment progress periodically
- 3-year Preview

Revised Version:

Part I: Assessment Plan and Summary

Describes the current student learning outcomes, assessment methods, data collected, and data use by the academic program

Part II: Program Review and Action Plan

Includes an evaluation of the program's accomplishments and a critical internal and external evaluation of program curriculum and resources