Faculty Handbook 4.3 Academic Program Review

…Consistent with efforts in institutional effectiveness and strategic planning, the Institute shall develop procedures to evaluate the effectiveness of its academic programs through a systematic review of academic programs, to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, general education (undergraduate programs), diversity, educational and administrative support services in addition to the program’s research, and community/public service as appropriate to the Institute’s educational mission. Each degree program at all levels … must have published intended student learning outcomes, and measurements must be made and records kept to show whether students actually achieve these outcomes. The review of academic programs shall involve analysis of both quantitative and qualitative data, and the Institute must demonstrate that it makes judgments about the future of academic programs within a culture of evidence concerning outcomes.
Program Review Organization

Each year a list of units and programs that are due for review will be prepared by the Office of Assessment after coordination with the Associate Deans of each college. After review of this list and advice from the Executive Board, the Office of Assessment will prepare the annual program review guidelines, letters of notification to affected units, and will offer to facilitate planning meetings with each college Dean and appropriate faculty and staff prior to the start of the review process. Each review will consist of a departmental self-evaluation and an external evaluation and report. All written results are then conveyed to the Dean, Vice Provosts, and Provost to assist with making recommendations to the faculty and staff in the unit. **The Executive Board will also receive a report and make recommendations as appropriate on conclusions and plans emanating from academic program reviews that have been completed.**
• The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.

• When reviewing the quality of its curriculum, consider characteristics such as: (1) currency and relevancy of the theories and practices in the field or discipline; (2) intellectual rigor appropriate to the level of the degree program; or (3) the “connectivity” among the components of the curriculum.

• When considering the effectiveness of its curriculum, the faculty establishes learning outcomes of the curriculum and assesses the extent to which these outcomes are being achieved.

• Documentation expected includes:
  – Curriculum evaluations conducted by faculty showing attention to curriculum quality and effectiveness
  – Examples of curricular changes which trace and illustrate an effective process
• Composed of 4-5 tenured members of the Board.
  – Volunteers?
  – Work with the AVPLE

• Access to www.apr.gatech.edu

• Recommend a scope and process to fulfill the expectation of Executive Board oversight.

• Review past year’s APRs to identify any salient issues raised concerning the quality and effectiveness of the curriculum.

• Identify any outstanding barriers to improvement that need to be overcome.

• Make a report to the Executive Board