

Butler University  
**Academic Program Review**

Academic Assessment Committee  
April 2011

**I. Purposes of Academic Program Review**

Program review is integral to assessment and the academic planning process at the departmental, college, and university levels as well as essential to student learning, curricular currency, and academic excellence. The program review process is intended to improve the quality of the academic programs offered by Butler. It is also intended to provide an organized opportunity for faculty to reflect on educational practices and review the role of their program in the context of the programs offered by their college and the University.

Every academic program offered by the University will be reviewed once within a seven-year cycle. Programs that undergo external accreditation are exempt from the university program review cycle since they complete accreditation reviews. However, if these external accreditation cycles are longer than seven years, an interim report is required. **Attachment II** provides the schedule for this review of academic programs at Butler.

Effective review processes must be organized to fulfill the primary purpose and goals of the program. The purpose and goals of program should, in turn, be shaped by the primary challenges confronting the institution. The program review process at Butler should support the strategic themes articulated in the current strategic plan (see Appendix B). Ultimately, program review offers an opportunity to reflect on institutional priorities and to support the strategic direction of the University.

The preparation of the program review document serves a number of very important purposes for the program/department, the college, and the University. As such, the primary goals for program review at Butler are to:

1. Enhance the quality of academic programs at Butler by clarifying program goals, assessing goal achievement, reviewing program resources, identifying concerns, and introducing needed changes;
2. Stimulate the review of policies, practices, procedures and records, and, thereby, help improve program operations;
3. Provide an effective orientation to the program and its activities for new faculty, administrators, and external entities;

4. Identify areas for resource needs and growth as well as justify requests for program enhancements;
5. Help the University develop a better sense of college programs and make more informed decisions on curricular proposals, budget requests, and long-term planning; and
6. Align academic program needs and campus priorities in ways that consistent with the University's mission (See Appendix A) and strategic directions, particularly the priorities identified in the current strategic plan.

#### **A. A Common Academic Program Database**

Both quantitative and qualitative information are integral to the review process. Decisions about the future of academic programs must be informed by a variety of information and guided by institutional vision and values.

Critical to the success of the program review process is the maintenance of a common academic program database known as the Program Review Statistical Overview. **Attachment I** identifies the specific data elements that comprise the Program Review Statistical Overview. This database is available to all programs and departments and **will constitute the official quantitative information used by units in the program review process.**

The Program Review Statistical Overview is intended to help programs, departments, and colleges make informed decisions about academic programs. The creation of the Program Review Statistical Overview does not suggest the reduction of institutional decision making processes to the simplistic use of quantitative data.

The Office of Institutional Research and Assessment will assume leadership in data collation reporting for the Program Review Statistical Overview. Program directors, department chairs, and deans are expected to assist the Office of Institutional Research and Assessment in the collection and reporting of academic program data according to the timetables and instructions provided by the Provost's Office. All participants in the program review process are responsible for ensuring the validity, reliability, and comparability of the data. Similarly, all parties are expected to cooperate in correcting erroneous information. Disagreements on specific data elements should be reconciled as early as possible in the review process.

## **B. Criteria for the Review of Academic Degree Programs**

Each academic program will be reviewed at the program level according to the seven criteria listed below and detailed in Section II:

1. Program goals and directions
2. Faculty
3. The curriculum and its impact on students
4. Extra programmatic curricular contributions
5. The student experience
6. Resource management
7. Strengths and weaknesses of the program

Reviews of programs will not be limited to the statistical information outlined in the Program Review Statistical Overview, but should include information from other sources, such as student learning outcomes assessment data, evaluations, and recommendations from accreditation reports, and data from post-collegiate surveys administered by the program or by the Office of Institutional Research and Assessment. Additional information that relates to these criteria and that are meaningful and appropriate for the program may be developed by each department, program, or college. The program review process should strive for an appropriate balance of quantitative and qualitative information about the program under review.

## **C. Preparing for the Program Review**

The process of preparing the program review document should generally include the following:

1. The program organizes the preparation of the program review document by defining tasks, establishing work groups, assigning tasks and resources to accomplish them, orienting the faculty involved, setting timelines, and establishing coordination and communication. All program faculty must be consulted and given the opportunity to provide meaningful input to the development of the program review document. The program review document should be developed by the faculty through a fully participatory process under the guidance of the program director. All faculty will be asked to sign the program review document acknowledging that they could provide input to developing this document.

2. The program gathers data relevant to the program review process. Obtain pertinent information from the Program Review Statistical Overview. Existing information drawn from previous accreditation reports, program reviews, or *Annual Assessment Reports* that describe student learning outcomes (**Attachment III**) should also be included, as relevant.
3. The program should work with the Office of Institutional Research and Assessment, its Dean's office, and other areas of the University, as appropriate, in compiling and analyzing data relevant to the program review document.

**D. The Program Review Schedule**

Each academic year, the University's program review process will follow the general schedule and procedures outlined below:

**Review Schedule for Upcoming Program Reviews:**

**1. Initial Meeting: April, 2011**

Meeting with dean, associate dean, institutional research director, and department chairs/program heads to describe procedures for conducting self study.

**2. Self Study: May-December 1, 2011**

Program prepares self study. The self study process should involve all members of the program or department, with the effort chaired by the program director, department chair, or her/his designee. Self study should include department/program data through the current calendar year. The study must be completed by **December 1** and submitted to the associate dean.

**3. Nomination of Reviewers: August 15, 2011**

Program director/department chair submits a list of at least four names of prospective reviewers, together with CVs or bios to the Dean. Prospective reviewers should have administrative experience, evidence of excellence in teaching, and scholarly profile. Professional organizations maintain lists of qualified reviewers and may be consulted.

**4. Selection of Reviewer: August 30, 2011**

Dean identifies reviewer for spring visits and make invitations.

**5. Submission of Self Study to Associate Dean who Forwards Submission to University Assessment Committee: December 1, 2011**

**6. Review of Self Study by University Assessment Committee: December 1, 2011-January 15, 2012.** By January 15, UAC will complete a review of the self study draft and will return it to chair/program director for revision.

**7. Self Study due to the Dean's Office: February 1, 2012**

Chair/dept. head will forward revised self-study to Dean's office for transmittal to reviewer. Dean's office will transmit to reviewer.

**8. Reviewer Visit: Late February-early March, 2012**

Schedule for reviewer visit should be developed by chair/program director in consultation with associate dean. A sample external reviewer visit is found in Appendix C.

**9. Program Response: May 1, 2012**

Dean will transmit completed review to chair/program director. The program should submit response to review to dean by May 1, 2011

**10. College Curriculum Committee Review: May 15, 2012**

College Curriculum Committee (if applicable) provides comments to the Dean on the review and program response.

**11. Dean's Recommendation: June, 2012**

Dean will provide recommendations to program/department based on the final program review and program's response.

**12. Final Self Study (with the Reviewer Comments, Program Response and Dean's Recommendation) to be submitted to the Office of Institutional Research and Assessment: July 1, 2012**

**E. The External Reviewer**

1. The role of the **external reviewer** is to provide an unbiased review of the program. External reviewers will be chosen by the department/program head in conjunction with the Dean's office. As a supplement to the funds available in the respective Deans' offices, the Office of Institutional Research and Assessment will supply an additional amount of \$1500 to cover the costs associated with the external reviewer.
2. A sample external reviewer visit schedule has been listed in Appendix C.
3. The associate dean of each college will forward the following guidelines to all external reviewers prior to their visit.

The external reviewer's final report should address the following:

- a. Overall quality of the Program Review document.
- b. Evidence of student learning in the program.
- c. Evidence of quality in students' work (such as portfolios or other projects).
- d. Report from meetings with the dean, groups of students, alumni, and faculty (without the program director or department head).
- e. Strengths and "best practices" evidenced in the program.
- f. Weaknesses/challenges identified in the program.
- g. Strategies the program might take to address weaknesses/challenges.

4. A final copy of the external reviewer's scheduled visit should be forwarded to the Office of Institutional Research and Assessment.

## II. Format and Guidelines for Preparing the Program Review Document

The program review should be reflective of those years since the last program review was conducted. The program review narrative should be organized according to the following outline and be no longer than 25 single-spaced pages, excluding appendices. Please respond to each question, using tables or bullets when appropriate, keeping in mind that the document's emphasis should be on analysis and evaluation rather than description.

### **Introduction**

Prepare an introductory paragraph describing your program. Please include in this overview your program's mission, its purpose in your college as well as the university, the number of faculty, the number of support staff, and the number of majors.

### **A. Program Goals and Directions**

1. Briefly discuss the relationship of your program's curriculum and co-curriculum to the University's mission statement (see Appendix A) and to the strategic themes outlined in the current strategic plan document (see Appendix B). Describe how your program has advanced the objectives outlined in the strategic plan.
2. Briefly outline the program's goals and aspirations for the next seven years and discuss the progress made on the goals suggested in the program's previous program review. [Do not include goals that will be covered in **Section G**, which ask for goals that address challenges identified by this program review.]

### **B. Faculty**

1. Faculty activities that support program goals
  - a. Discuss faculty governance issues in your program, such as participation in strategic planning, annual performance reviews, and curricular reviews.
  - b. Describe the state of advising in your program as well as the steps you've taken to assess and improve it.
  - c. Assess general qualifications and specific competencies, if appropriate, manifested by faculty that directly support the fulfillment of your program's student learning outcomes.
2. Faculty scholarly and professional development activities:
  - a. Discuss the mentoring and evaluation processes for junior faculty.
  - b. Describe evaluation and developmental strategies for tenured faculty, particularly senior faculty. If possible, attach a table indicating the types of

activities (i.e., sabbaticals, workshops or other training attended on- or off-campus, etc.) and the number of faculty who have participated.

c. Summarize faculty accomplishments in the areas of teaching/advising, research/scholarship/creativity, and service to Butler and to the profession. If possible, create a table indicating the types of activities and the number of occurrences that faculty have participated.

d. Append a 1-2 page vitae for each faculty member that outlines her/his accomplishments over the past 7 years.

### 3. Faculty development and support

a. Describe the faculty development opportunities that your program's faculty have participated in and the impact they had.

b. What additional resources for faculty support and development, such as travel funds, technology, library resources, space, etc., do you need to support your goals as outlined in Section A-2? Please be specific in your description with numbers of faculty that may require each activity; use a table, if helpful.

c. If you need additional full-time or adjunct faculty to support programmatic goals, describe the need and provide statistical data to support it (e.g., growth in enrollment, SCH, TCH, etc. See Section F-1).

d. Summarize the effectiveness of efforts to recruit and retain faculty from underrepresented groups and summarize the effectiveness of these efforts.

## C. The Curriculum and its Impact on Students

1. Present the rationale for the content and structure of the curricula (e.g., numbering and sequencing). Attach a copy of the curricular requirements and sequencing as outlined in the Butler University Bulletin.
2. Attach the most recent **Annual Assessment Report** showing your program's student learning outcomes and how they were assessed. Explain how the results have been used to improve the curriculum and its delivery to students.
3. Identify any curricular "bottlenecks" (e.g., required or prerequisite courses which are oversubscribed or understaffed and, thus, impede student progress toward their degrees), and explain what has been done to alleviate these problems.

**D. Extra Programmatic Curricular Contributions**

1. Since the last program review, describe efforts by your program and its faculty to participate in and contribute to interdisciplinary programs and multidisciplinary activities at Butler. Identify by faculty member the assignment of faculty time to these activities.
2. Discuss and reflect on the program's contribution to the University's core curriculum, service instruction for other academic programs, and/or the Honors Program. (Data may be presented in table format.)
3. Identify all cross-listed courses offered by faculty in the program since the last program review.

**E. The Student Experience**

1. Summarize the effectiveness of efforts your program has taken to recruit and retain students, including underrepresented groups.
2. Describe the educational, professional, and career goals possible for the students who choose this major.
3. Describe how students are engaged in research, inquiry processes, and/or creative endeavors in their field and the opportunities they have to interact with faculty in the pursuit of research and/or creative activities.
4. Describe current employer demand and post-graduate study and fellowship opportunities for graduates of your program.

**F. Resource Management**

1. Since your last program review, analyze the trends in your program's productivity indicators such as the number of student credit hours taken, teaching credits taught, number of majors, number of minors, first-year to sophomore retention rate, graduation rate, job placement, and graduate school placement. These data are available in the Program Review Statistical Overview and in the Institutional Data Profile (both available online at [www.butler.edu/oir](http://www.butler.edu/oir)).
2. Evaluate staff (not faculty) support devoted to meeting the instructional requirements of your program.

3. Evaluate the facilities, equipment, supplies, and budget devoted to meeting the instructional needs of your program.
4. Evaluate library resources and information technology available to support your program.

## **G. Summary**

In bullet format, list the strengths of your program; list the weaknesses/challenges that have been identified in your program; and list the actions your program will take over the next seven years to address the challenges identified by this review.

## **H. Appendices**

Required appendices include:

- Program Review Statistical Overview;
- A copy of the program's curriculum from the University Bulletin;
- CVs of program faculty activities; and
- Academic Assessment Reports.

You may also want to append sample syllabi from introductory courses, major courses, and capstone courses.

## APPENDIX A

### Butler University Mission & Goals

**Butler's mission is to provide the highest quality of liberal and professional education and to integrate the liberal arts with professional education, by creating and fostering a stimulating intellectual community built upon interactive dialogue and inquiry among faculty, staff, and students.**

Butler University is committed:

1. to providing the highest quality of teaching and to achieving the highest ideals of student learning, which include clear and effective communication, appreciation of beauty, and a commitment to lifelong learning, community service, and global awareness.
2. to being a national university which serves students from other regions and other countries, while recognizing its special responsibility to serve the undergraduate and graduate students of Indiana and the Midwest.
3. to being a residential campus, one on which both academic and non-academic aspects of student life receive important attention.
4. to recruiting and sustaining practicing scholars and professionals dedicated to intellectual self-renewal for the benefit of their students.
5. to cultivating an awareness and understanding of other cultures in its curriculum and to promoting cultural and ethnic diversity of its faculty and its students.
6. to providing intellectual, cultural, and artistic opportunities and leadership to Indianapolis and the surrounding areas.
7. to providing opportunities and lifelong support to its alumni in recognition of their special relationship to the institution.

## APPENDIX B

### Dare to Make a Difference Priorities for 2009-2014

#### I. SHAPING LEARNING

**Priority One:** Encourage academic excellence and innovation.

**Priority Two:** Develop, strengthen, and expand creative co-curricular programs and campus collaborations to promote student learning, development, retention, and success.

**Priority Three:** Pursue creative collaborations to engage students in learning experiences with local impact and national reach.

**Priority Four:** Build on Butler's reputation in international education by forging additional opportunities and partnerships.

#### II. SUSTAINING THE UNIVERSITY

**Priority Five:** With our mission and commitments firmly in mind, calibrate Butler's optimal student body size and shape, given coming demographic shifts and the dynamic external financial environment.

**Priority Six:** Make Butler the employer of choice for a highly qualified, diverse mix of faculty and staff.

**Priority Seven:** Construct and maintain facilities and infrastructure commensurate to the mission and reflective of the commitments and aspirations of the University.

**Priority Eight:** Grow and steward resources that enable us to execute our plans and sustain the University for future generations to students.

**Priority Nine:** Increase Butler's national profile.

## APPENDIX C

- The external reviewer should have individual meetings with all program and departmental faculty, the dean, as well as any relevant campus representatives in the program/department. Here is a sample reviewer visit to use as a resource.

### Sample External Reviewer Visit

Schedule for Departmental Review Visit by “Dr. Reviewer.”

Flight arrival information, date, and time. Professor One will meet in Baggage area (lower level). Professor One cell number is 317-XXX-XXXX if needed for an emergency change of plans. The Department contact number is 317-XXX-XXX.

Butler University Meeting Schedule, Thursday, September 24th

10:30 – 11:30 AM – JH 239 – Dean (Professor One will escort to meeting and Professor Two will meet to begin tour at the end of meeting with Dean.)

11:30 AM – 12:15 PM – JH 239 – Professor Two – Departmental Tour (End of tour Professor Two will meet Professor Three in GH 404 to introduce to Student Group for lunch meeting.)

12:15 – 1:00 PM – GH 202 – Student Meeting Pizza Lunch with undergraduate students (Administrator will escort to meeting with Professor Three.)

1:00 – 1:30 PM – GH 255 – Professor Three, Department Chair (Professor Three will escort to GH 400A.)

1:30 – 2:00 PM – GH 400A – Professor Four, Another Department Chair (Administrator will meet at end of meeting and escort to next meeting.)

2:00 – 2:30 PM – GH 202 – Professor Five (Professor Five will escort to GH 160.)

2:30 – 3:30 PM – GH 160 – Classroom Lab Visit – (Professor One will meet to escort to GH202.)

3:30 – 4:00 PM – GH 202 – Professor One (Professor Three will meet in GH 202 at 4:00pm.)

4:00 – 5:15 PM – GH 202 – Meeting with Alumni (Professor Three will introduce Dr. Reviewer to invited alumni. Faculty are encouraged to drop by between 4:00 and 4:15 to say hello and enjoy light refreshments.)

5:15 PM – Depart for Hotel – Professor Three will drive to hotel and dinner.

6:15 PM – Professor Three will meet in Hotel Lobby for departure to restaurant

6:30 PM – Dinner with Professors Three, Four, Five, Six, and Seven (Professor Seven will return Dr. Reviewer to hotel.)

#### Butler University Meeting Schedule – Friday, September 25th

8:00 AM – Breakfast meeting – Professor Eight and Professor Nine (Professor Eight will meet at hotel lobby and will meet Professor Nine for breakfast; Professor Eight will escort Dr. Reviewer to GH 22 for the classroom visit.)

10:00 – 10:50 AM – GH 22 – Classroom Visit – Professor Two BI 402-01 Principles of Botany (Professor Two will escort to GH 70 for meeting with faculty.)

11:00 – 11:45 AM – GH 70 – Professor Nine, Seven, and Ten (Newly tenured faculty outside the program.) (Professor Nine will escort to Science Library.)

11:45 – 12:15 PM – Science Library – Science Librarian (Science Librarian will escort to GH 202 for lunch meeting.)

12:15 to 1:00 PM – GH 202 – Lunch with Instructors One, Two, Three, and Lab Assistant (Lunch will be catered and delivered to GH 202.) (Professor Four will meet in GH 202.)

1:00 – 1:30PM – GH 202 – Professor Four (Professor Four will escort to GH 70.)

1:30 – 2:00 PM – GH 70 – Professor Six, Named Coordinator (The Center for Urban Ecology) and Named Coordinator (Herbarium) (Professor Six will escort to GH 202.)

2:00 – 2:30 PM – GH 202 – Professor Five (Professor Five will meet in GH 202.)

2:30 – 3:00 PM – GH 202 – Professor Two (Professor Two will meet in GH 202.)

3:00 – 3:30PM – GH 202 – Professor Three (Professor Three will meet in GH 202 and escort to JH 239 at 3:30 for meeting.)

3:30 – 4:30 PM – JH 239 – Dean (Professor Ten will meet in JH239.)

4:30 PM – JH 239 – Depart campus (Professor Ten will drive to airport.)



**First Professional**

Total

TOTAL

**D. Student Credit Hours-Fall & Spring**                      **2005-06**      **2006-07**      **2007-08**      **2008-09**      **2009-10**      **University**

Lower Division

Upper Division

Graduate

First Professional

Total

UG SCH as %  
of Total UG SCH

Grad SCH as %  
of Total Grad SCH

**E. GPA by Class, End of Year**                      **2005-06**      **2006-07**      **2007-08**      **2008-09**      **2009-10**      **University**

**Undergraduate**

First-Year

Sophomore

Junior

Senior

**Total**

**Graduate**

Masters/Ed. Specialist

Other (Non-Degree)

Total

**F. Test Scores of Incoming First Year Students**                      **2005-06**      **2006-07**      **2007-08**      **2008-09**      **2009-10**      **University**

Average ACT

Average SAT

Average Class Rank

**G. Retention Rate**                      **2005-06**      **2006-07**      **2007-08**      **2008-09**      **2009-10**      **University**

Retention (First-Year to Sophomore)

**H. Graduation Rate**                      **2005-06**      **2006-07**      **2007-08**      **2008-09**      **2009-10**      **University**

Graduation rate

% Graduating with original major

% Graduating with other major

