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Faculty of Arts and Sciences Program Review Template

NEASC standards dictate that institutions must have in place a system of periodic review of academic programs that includes external perspectives. Faculty must have a substantive voice in these matters. The evaluation of existing programs is to include an assessment of their effectiveness.

Programs under specialized accreditation automatically meet these requirements, but all programs must have a review process that meets NEASC expectations. Degree programs not subject to specialized accreditation reside in Anthropology; Biology; Communication; English; History; Mathematics and Computer Science; Modern Languages; Music, Theater, and Dance (Theatre and Dance); Philosophy; Physical Sciences (physics); Political Science; Psychology; Sociology; and the interdisciplinary programs of Africana Studies, Film Studies, Justice Studies, and Women's Studies.

This template provides a standard data package, timing, and procedure for program reviews in programs not subject to specialized accreditation. These reviews will be conducted and administered entirely by Rhode Island College faculty, and results will be held in confidence by the administration.

Cycle of Reviews

A five to seven year timeframe is common. As a compromise, a 6-year cycle will be used. This timeframe provides sufficient time for actions to be taken and their impact measured, yet is frequent enough to be responsive to new opportunities or directions.

Review Process Timeline

AY 1 Spring Semester

April/May – Department develops a plan for conducting its program review, including the distribution of assignments, the scheduling of retreats, and decisions concerning sources of information to be collected.

AY 2 Fall Semester

September – Institutional Research provides the data for fall and spring semesters of the previous academic year.

September to November – The department engages in detailed discussions based on the report's requirements. Included are faculty retreats as needed and the collection of necessary information. During this period, the department begins writing the report.

December to January – Report is completed. External reviewer is lined up for the following semester.

AY 2 Spring Semester

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January-February – The department submits report to the external reviewer and the dean and VPAA and arranges for the reviewer to visit the department.

March – The reviewer submits the report to the department, dean, and VPAA, and the department formulates a response to the reviewer's report, if needed.

April – The department submits the response, if any, to the external reviewer's report to the dean and VPAA.

April-May – Dean and VPAA and department faculty meet to discuss the report, ask questions, engage in dialogue, formulate plans in response to the report.

NOTE: Some departments may choose to start the process in the fall semester and continue it through the following spring and fall.

Departmental Coordination of Reviews

A department faculty coordinator for the review should be assigned who is not the department chair. This coordinator will facilitate discussions within the department, collect and synthesize input, draft the report, organize the visit of the external reviewer, and draft the response to the reviewer's report, if needed. Normally this responsibility comes with 2 faculty load hours per semester for the AY 2 part of the Review.

Guidelines for External Reviewers

External reviewers should frame their evaluations with the questions listed below in mind.

Reviewers will be chosen by the department with approval of the dean. It is expected that reviewers will be from the northeast region, be from the same discipline as the department, and work at institutions similar to RIC. The visit will normally consist of one night's stay and may include a dinner. Reviewers will be expected to meet with department faculty, students, and dean and VPAA. Reviewers will be expected to provide their report within two weeks after the visit.

1. Does the department have a clearly stated mission, and to what extent is that mission consistent with the college mission? Does the department have clearly stated outcomes, and are the outcomes satisfactorily measured?
2. To what extent is/are the department's existing program(s) adequate to meet its mission and outcomes? How well does the curriculum support the stated outcomes?
3. What new directions, if any, should the department consider? What programs/tracks/courses might be subject to elimination? If applicable, how would you assess the new directions undertaken by the department?

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4. Does the department have the necessary resources to support its mission, outcomes, and directions? What new resources would be required for the department to undertake the proposed new directions?

5. Assess the department's effectiveness in recruiting, retaining, and serving the needs of majors.

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Department: _____

Date: _____

Department Chair: _____

Departmental Statistics

(These statistics can be found in the Rhode Island College Fact Book)

Number of Fulltime Faculty	
Full Professors	
Associate Professors	
Assistant Professors	
Instructors	
Number of Part-time Faculty	

Faculty FTEs

Fulltime In-Load FTEs (A)	Fulltime Overload FTEs (B)	Part-time FTEs (C)	Total FTEs

Adjunct FTE ratio = ((A+B)/C) = _____

Faculty Load Credit Distribution

Assignment	Number of Faculty Load Credits
Instruction	
In-load	
Overload	
Administration	
In-load	
Overload	
Research	
Service	
Grant	
Leave	
Total	

Percent of FLCs attributed to Instruction: _____%

Percent of FLCs attributed to administration: _____%

Instructional Outcome Information

Total Number of Instructional Sections	=
Total Number of Students Enrolled	=
Total Credit Hours Generated	=

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Instructional Ratios

1. Number of Instructional Section/Instructional FLCs = _____
2. Number of students enrolled/Instructional FLCs = _____
3. Number of credit hours generated/Instructional FLCs = _____

Number of Majors and Graduates (Undergraduate and Graduate) – Add lines as needed

Degree Program	Number of Majors	Number of Graduates in Previous Year	Fulltime Faculty/Major Ratio

Department Program Descriptions

Please give a complete description of each of the major undergraduate and graduate programs that the department presently offers. Programs that are highly similar can be grouped together; however, any curricular and enrollment differences need to be specified clearly. For each degree program, the description should include the following points:

1. The program’s mission statement and how this mission statement supports the college’s mission.
2. How the program supports the mission and goals of the General Education program
3. How the program aids other FAS and non-FAS programs
4. How other departments aid in fulfilling the goals of the program.

Program 1 Title: _____

Description:

Program 2 Title: _____

Description:

Program 3 Title: _____

Description:

Program 4 Title: _____

Description:

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Program Strengths and Challenges

Teaching: Describe the department's strengths and challenges with respect to the instructional duties. In your response, please integrate the college's goals, the department's goals, and the department's assessment results into your evaluations in this area.

Scholarship/Creative Activity: Describe the department's strengths and challenges with respect to the scholarly and creative pursuits of its faculty and students.

Student Skill Development: Describe the department's strengths and challenges with respect to the advancement of student skills associated with your program (e.g., internships, program specific technology or writing skills, etc.).

Faculty Professional Development: Describe the department's strengths and challenges with respect to the professional development needs of the faculty.

Resources: Describe the department's strengths and challenges with respect to its present resources. Within this context, the term "resources" refers to, but is not limited to, infrastructure that enhances or inhibits the faculty's instructional and scholarly activities.

Future Plans

Please describe the department's ideas for change. In the table below, provide a brief summary of the new directions or programs that the department wishes to establish and any areas it wishes to phase-out. Each row can include multiple ideas, and some new directions may be closely linked to elimination.

In support of these ideas, please provide an addendum presenting the thesis and evidence of the need for each change (e.g. assessment results, professional association mandates or recommendations, market forces, student interests, etc.).

POTENTIAL AREAS OF CHANGE	New or Future Direction
Instructional Program/Courses	
Scholarship/Creativity	
Community Service/Partnerships	
Student Professional Skill Development	
Faculty Professional Development	
Infrastructure and Resources	
Other	

POTENTIAL AREAS OF CHANGE	Phasing Out
Instructional Program/Courses	
Scholarship/Creativity	
Community Service/Partnerships	
Student Professional Skill	

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Development	
Faculty Professional Development	
Infrastructure and Resources	
Other	

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Semesters	Department
Spring11-Fall11-Spring12	English
Fall11-Spring12-Fall12	Political Science, Psychology
Spring12-Fall12-Spring13	Biology, Sociology, Justice Studies
Spring13-Fall13-Spring14	Physical Sciences, MTD, Film Studies
Spring14-Fall14-Spring15	Math and CS, Anthropology, Communication
Spring15-Fall15-Spring16	History, Modern Languages, Women's Studies
Spring16-Fall16-Spring17	Philosophy, Africana Studies