

LOYOLA UNIVERSITY CHICAGO ACADEMIC PROGRAM REVIEW (APR)

OBJECTIVES

The overall purpose of the Academic Program Review (APR) process at Loyola is to evaluate the quality and effectiveness of each academic unit and its various programs, to stimulate program planning and improvement, and to foster collaborative approaches in the development of a unit's strategic plans. The program is also intended to facilitate the integration of the unit's goals with the university's priorities and strategic plans. Every effort will be made to assure that the process is genuinely helpful to all involved.

APPROACH

The process will be one of *reflection and planning*. The faculty of the academic units are expected to conduct a process of self-reflection, evaluation, and critical analysis of where they are and where they seek to be in the next 5-10 years. Units should seek to evaluate their current status in order to develop questions whose answers—developed by the unit and by the external consultants—can guide strategic planning. In all of this, the units should reflect and plan against the backdrop of the Mission of the University, the goals of the University's Strategic Plan, the goals for graduate and undergraduate education, and the level of institutional support that is realistic at this time and place.

The process is highly consultative, utilizing the experience and insights of faculty and administrators and also the perspectives of consultants external to the unit. The process will be iterative, entailing the gathering and synthesizing of data, and then the seeking of additional data in light of what has been learned. In this way, the unit will make maximum use of previous projects of review, accreditation, evaluation, and assessment. It will use data from institutional resources, the unit itself, benchmarks in the discipline, and other internal and external resources of relevance to the review. See *Appendix A* for Institutional Research data sources and *Appendix B* for sample unit data sources.

PROCESS

Spring Before Review, :

1. Academic Units Selected for Review

- a. The Office of the Provost, in consultation with the Council of Deans, identifies the academic units to participate in APR in a specific academic year.
- b. Units are notified of the review process and its objectives.
- c. Schedule of unit reviews developed by the Council of Deans is found in Appendix C. Each unit is reviewed during a five-year cycle.

(Revised 6-06-06)

2. Program Review Committee

- a. Provost appoints committee to be comprised of:
 - 1) Dean of the Graduate School (chair)
 - 2) Associate Provost for Curriculum
 - 3) Seven tenured faculty from units not participating in APR for that year. Provost selects these faculty after reviewing recommendations and nominations provided by Deans, Academic Councils of the various colleges/ schools, the Council of Graduate Programs, and the Faculty Council.
- b. The Director of Faculty Administration will serve as staff for the process and will be the liaison to academic units, the committee, and external consultants.

Summer, Year 1:

3. Self-study

- a. Units recommend 3-5 questions for examination during the program review process. The questions will be refined and approved by the APR committee in consultation with the Office of the Provost. Questions should have relevance to strategic planning for that unit. This specific set of questions for each unit will serve as the basis for the rest of the process. (Note: A common set of questions will be used by Arts and Sciences units, but units may add other questions to the review process.)
- b. Office of Institutional Research provides each unit with a dataset on common items to be examined during the review. Units should supplement these data with departmentally-based data and discipline-based information that is useful toward development of appropriate benchmarks.

Fall, Year 1:

- c. Units conduct a self-study based on the questions, in which they use a tool such as a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). The product of each unit's self-analysis is a brief document (5-10 pages) identifying the current state, concerns, and strategic planning questions worthy of further scrutiny and review.
- d. Units convene a faculty meeting or retreat to review, discuss, and revise the self-study. Wide consultation about the self-study should be the goal within each unit.
- e. Self-study is submitted to unit leadership (chair, director, dean, and advisory bodies (e.g. dean's council, academic council) for review and final revision.
- f. Self-study is submitted to chair of the APR committee.

4. External Consultants

- a. Units develop a list of possible outside consultants to participate in the program review. Consultants should not have any conflict of interest (e.g. graduate of program, coauthorship with faculty, co-PI on grants with faculty) with the department that would impair its objectivity in the review process.
- b. Unit submits names of 4-5 individuals to chair of the APR committee.
- c. APR committee reviews unit-submitted names and develops independent list of possible consultants.
- d. APR committee invites two individuals to serve as consultants, generally drawing one name from the unit's list.
- e. Chair of APR committee sends each consultant:
 - 1) Description of the APR process.
 - 2) Expectations for consultants' review
 - 3) Unit self-study
 - 4) Relevant data

Spring, Year 1:

5. Site Visit

- a. External consultants come to campus for 1½ days to include meetings with:
 - 1) APR Committee (initial meeting and final meeting)
 - 2) Unit's leadership chain (chair, director, dean)
 - 3) Unit faculty (and staff)
 - 4) Undergraduate and graduate students
 - 5) Administrators
 - 6) Other
- b. Arrangements for travel, lodging, meals, reimbursements, and site visit locations to be coordinated by unit and managed by Director of Faculty Administration.

6. Analysis of Reports

- a. Consultants prepare a report summarizing their analysis of the unit's review questions and providing recommendations that would be helpful to the unit's strategic planning.
- b. Consultants' report should be submitted to the Chair of the APR committee within 1 month of the site visit.

- c. The APR committee will prepare an analysis of the self-study and consultant reports and provide recommendations to the provost on direction for the unit's planning.

Summer and Fall, Year 2:

7. Strategic Direction and Planning

- a. Provost provides the unit leadership and their advisory bodies with the consultants' report and the APR committee analysis and works with the unit leadership to establish the direction and objectives for the unit's strategic planning.
- b. Unit prepares a strategic plan in consultation with its leadership and Office of the Provost. A copy of the plan should be ready for review by October 1.

Following Year:

8. Implementation of Plan

- a. Unit provides a report on progress on its plan in the spring semester of the first, second, and third years after its review year to the chair of the APR committee.
- b. In addition to summarizing its activities relative to the agreed upon goals and objectives of strategic plan, the unit may propose changes in its strategic plans and objectives based on the experience and the changing realities affecting the unit during subsequent years.

APPENDIX A

Data to be provided by Office of Institutional Research

Students

1. Fall term enrollment for the past 5 years, by department, program, etc.
2. Number of full and part-time students for the past five years.
3. Diversity composition (minorities and gender) for the past 5 years.
4. Number of new students for the past 5 years.

Faculty Resources

1. Number of Full-Time faculty by rank for the past 5 years.
2. Faculty diversity composition (minorities and gender) for the past 5 years.
3. Average number of Loyola service years for FT faculty

Teaching Productivity

1. Credit hours and number of sections taught by class type (lecture, lab, individual) for the past five years.
2. Delaware Benchmarks—avg. credit hours by faculty type (tenure, contract, part-time.), by level (UG and grad), and by class type.
3. Student FTE credit hours taught by faculty type.
4. Delaware benchmark external peer group comparisons.
5. Average class size by course type and level for the past five years.
6. Credit hour contribution to CORE and major.

Student Outcomes

1. Number of degrees awarded for the past 5 years.
2. Average time-to-degree completion years for the past 5 years.
3. Distribution and average grade (UG only) at the course level for the past 5 years.
4. Percentage of withdraws and failed grades by CORE and major for the past 5 years.
5. Available information related to assessment of learning outcomes
6. Available information related to student satisfaction

Other Resources

1. Instructional costs (costs per credit hour)
2. Grant activity
3. Academic support staff

APPENDIX B

Sample Unit Data for Self-Study and Consultants' Review

Department

1. Undergraduate programs and curriculum
2. Graduate programs and curriculum
3. Learning outcomes for each program
4. Assessment plan for each program

Faculty

1. Curriculum Vita
2. Scholarship/publications/research grants/
3. Teaching loads, assignments, evaluations
4. Service to university, department, students
5. Advising responsibilities

Students

1. Learning outcomes assessments
2. Student course evaluations
3. Student satisfaction survey data
4. Experiential learning (internships, practica, service learning, capstone experiences)
5. Awards
6. Placement

APPENDIX C

ACADEMIC PROGRAM REVIEW First Five-Year Cycle

(dates in parentheses show when Professional Schools will undergo accreditation review)

Year 1 (2004 – 2005)

A&S Departments/Programs

History
Philosophy
Political Science
Psychology

Schools and Centers & Institutes

School of Social Work (F06)
Institute of Pastoral Studies (S06)
Parmly Research Institute
Chicago Studies

Year 2 (2005 – 2006)

A&S Departments/Programs

Chemistry
Criminal Justice
Mathematics & Statistics
Theology

Schools and Centers & Institutes

School of Education and its Centers (S09)
Center for Urban Research & Learning

Year 3 (2006 – 2007)

A&S Departments/Programs

Biology
Classical Studies
English
Sociology

Schools and Centers & Institutes

School of Business and its Centers (09-10)
Neihoff School of Nursing and its Centers (S08)
LUMC Graduate Programs
LUMC Research Centers

Year 4 (2007 – 2008)

A&S Departments/Programs

Anthropology
Communication
Economics
Natural Science
Women's Studies Program

Schools and Centers & Institutes

College of Arts and Sciences
Center for Ethics and Justice
School of Comm, Tech, & Public Service
Rome Center

Year 5 (2008 – 2009)

A&S Departments/Programs

Modern Languages & Literatures
Computer Science
Physics
Fine Arts
Theatre

Schools and Centers & Institutes

Graduate School and Programs
Stritch School of Medicine
Law School and its Centers (06-07)
University Core Curriculum