

## Academic Program Review Council

Minutes of May 3, 2012. 2:30-4:30 pm, Swenson 1007

**Attendance:** Kropid, Li; Stocker; Tucker; Jacobs

### **Announcements:**

- Chair will speak to Social Inquiry about current review cycle. Because the modified template and guidelines have not been approved; and because Social Inquiry is the only department under review in the next cycle, APRC is willing to adjust the time schedule to suit the department needs. Council members also recommended we give our 'top tips' lessons as additional guidance.

### **Discussion of Former SSCI:**

Discussion and brainstorming for a better academic program review:

What do we need to know?

The old 6 questions looked backwards; the SSCI looked exclusively forward (something to which programs and departments have not adjusted). Need a blend. The natural science draft found it much easier to begin once they'd given an historical perspective. [Laura adds in post-meeting: the SSCI tends to elicit short, isolated answers; we need more reflective, global – but also forward-looking – responses more like an essay response]

- Program reviews should provide evidence and a sense of procedure in the programs that they do continuous review rather than write to respond to a due date (relationship between strategic planning, assessment, annual plans, etc).
- Embed 'valuing people', advisement, working with interns, rather than pulling each of these out for separate treatment, where they are either missed or misunderstood
- Program curriculum learning objectives, how determine, and how often assess? How will they use the information to grow/adjust?
- Discuss program use, assessment etc of liberal education learning goals
- Discuss program use, assessment etc of high impact practices and gen ed (including global awareness)
- How are you using co-curricular? (it appears we may need to give examples, but then the programs need to define for themselves. Career services, academic service learning, etc)
- Are the programs right sized? How do you determine, what are your goals and plans for remaining nimble (program support of Gen eds, but in a strategic way...unique, like languages?)
- Looking at your students and assessment of their learning,, how do you make sure your curriculum is meeting the current standards of the field (not individual classes, but whole program)

- Accreditation: what is the benefit vs cost of accreditation? What harm if suspended? What is the true cost? Labor cost? Library cost? Cost of writing the reports for accreditation? Maximum teaching loads cause requests for adjuncts?
- Budget (Need to make them look at workload, productivity, credit hour production, FTE, adjunct, outside expenditures)
- Retention of students: how promote your program, how retain students and faculty; how working with employers and outside stakeholders (another term that is still not clear to departments) to connect with your students [not just a matter of listing those outside stakeholders, either; but, how do you maintain relationships, find new ones]
- Question: what do departments learn or do with the information currently in the 'valuing people' section?
- Similar: what do programs have in place to deal with internal conflict or disagreements? Don't want to have the administration see "there are problems and we need to break up the children"; but how can problems be fixed internally, and at what point do they become external (administrative) problems?
- Some aspect of annual reports – where is program productivity? Is this where we should be including academic support staff. Evidence that departments have carefully examined the need before making special requests for staff via annual report. ADD 'what special requests (for staff) have been made since last review, and which have been funded? What requests for positions, and why did you make those decisions?
- What technology requests have you made? What library requests? Were they funded or not? How have you dealt with it if it was not funded?
- How do you determine training needs? Currently it appears to happen individually. How do you use your monies to support your faculty? Your staff? Department mentor, external mentor?
- Advising – more specific focus on helping students become better students, better behavior. How do you communicate attitudes and behaviors students could benefit from?
- More direct questioning about how working with co-curricular units (encourages participation) examples: feeding frenzy, hive night, do your faculty do x, y, z? In what ways does the program think more broadly about how to contribute to student life?