The University of Vermont

A GUIDE TO ACADEMIC PROGRAM REVIEW

Office of the Vice Provost for Academic Affairs and Student Success

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Preface

Academic program review is a cyclical process for evaluating and continuously enhancing the quality and currency of academic programs. The evaluation is conducted through a process of self-evaluation, followed by peer evaluation via reviewers external to the program or department, usually also external to the organization. It is a comprehensive analysis of program quality, utilizing a wide variety of data about the program. Program review operates on a nominal eight-year cycle, meaning that each program is reviewed every eight years. Academic Program Reviews are conducted through the Faculty Senate's Curricular Affairs Committee (CAC) in partnership with the Office of the Provost.

To be effective, the system of academic program review must be straightforward, objective, and transparent. It must be carried out in a timely manner and implemented deliberately.

The result of the academic program review process is a clear picture of the program's strengths, challenges, and opportunities. These outcomes are used to inform strategic planning and resource allocation at program, department, college, and university levels.

Purpose of an Academic Program Review

The purposes of academic program review are to:

- Ensure that academic programs are maintained at the highest possible level of quality.
- Provide a basis for continuous quality improvement of academic programs.
- Help ensure the viability of academic programs.
- Guide strategic planning and decision-making regarding academic programs.
- Ensure that academic programs serve the mission and vision of the university.

The Self-Study

At the commencement of an academic program review, all graduate and undergraduate programs prepare a self-study, a succinct report (approximately 12 pages) depending on the number of the programs being included in the review. The self-study reports are to be prepared by the responsible faculty and department chairperson or director of the program under review. There are six sections to the self-study report:

- Section One: General Information
- Section Two: Introduction/Overview
- Section Three: Standards and Criteria[1]
    - Contribution to Mission
    - Program Quality
    - Demand
    - Societal Need
    - Quality Control Mechanisms
    - Effectiveness
- Section Four: Analysis
- Section Five: Prospective
- Section Six: Appendices

Programs will be encouraged to present their indicators and metrics in order to adapt the criteria to their particular circumstances and characteristics. In addition to addressing the criteria, the report should include a narrative (1,000 words maximum) to explain the meaning and implications of the data and to clarify any important qualitative characteristics and circumstances that may not be included in the data. Specifically, the narrative should answer the questions:

- What are the program's strengths, weaknesses, and opportunities?
- What characteristics of the program should be maintained?
- What characteristics of the program should be modified or abandoned?
- What plans do the faculty, chairperson, and dean have for the program over the next three to five years?

Criteria definitions, format, and guidelines for self-study reports are contained in Appendix B.

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[1] In Section Three, the program will demonstrate the extent to which it meets each standard and criterion using relevant data supplied by the Office of Institutional Research as well as the Graduate College.

External Review Team Site Visit*

Program chairs/directors will be asked to provide a list of five or six names of highly qualified persons who could provide a rigorous review of the program. (See Appendix E.) The list should include faculty from distinguished universities with programs that embody key elements of the program under review as well as its aspirations for the future. The names and CVs should be provided to the Academic Program Review (APR) Coordinator and will be ranked by the Vice Provost for Academic Affairs and Student Success and the Dean of the Graduate College. One or two individuals will be invited, in order of rank, to serve as external reviewers.

* *Please note that on-campus site visits will no longer be conducted until further notice. All meetings will be conducted remotely through Microsoft Teams.*

External reviews are carried out over two days and typically include the following:

- A welcome/introductory meeting with the Vice Provost for Academic Affairs and Student Success, the program chair/director, and the internal review subcommittee[2].
- Meetings with:
    - The dean of the school/college and/or associate dean
    - The Dean of the Graduate College *(if the program awards graduate degrees)*
    - The department program chair/director
    - Faculty groups by program, rank, or specialization
    - Undergraduate majors
    - Graduates residing in the Burlington area
    - Graduate students
- *Virtual* tour of relevant facilities
- An exit interview at which the external review team reports preliminary findings to the program chair/director, the Vice Provost for Academic Affairs and Student Success, and the internal review subcommittee

The team will have an afternoon break on the second day to serve as private work time to prepare a preliminary report for the exit interview.

(Please see the sample schedule in Appendix F.)

[2] The Faculty Senate Curricular Affairs Committee appoints two members to serve as an internal review subcommittee. (See Appendix A for additional information.)

Timeline and Activities

Approximate Time Frame	Responsibilities
Approximately 12 months prior to external review team site visit	— Office of the Vice Provost for Academic Affairs and Student Success (VPAASS) sends notification letter to program chair/director. — VPAASS, APR Coordinator, Office of Institutional Research & Assessment (OIRA) Executive Director, program chair/director meet to discuss the review. — APR Coordinator creates Sharepoint site for program.
Approximately 11 months prior to site visit	— Program provides names and CVs of individuals from peer and aspirant programs to serve as potential reviewers. — Office of the VPAASS extends invitations and requests potential site visit dates. — Program chair/director meets with OIRA Exec Director to discuss data for the self-study. The chair/director organizes and initiates the self-study.
3 months prior to site visit	— In consultation with external reviewers and program chair/director, APR Coordinator finalizes site visit dates.
2 months prior to site visit	— APR Coordinator and program chair/director draft itinerary and schedule meetings.
1 month prior to site visit	— Program chair/director posts final self-study report to program APR Sharepoint site. APR Coordinator notifies external reviewers and internal reviewers the self-study is available for review.
1 week prior to site visit	— APR Coordinator sends final itinerary to external and internal reviewers, and dean(s), and posts to Sharepoint site. — When required, the Graduate Executive Committee provides a written assessment to the graduate program(s).
	External Review Team Site Visit
Within 6 weeks of site visit	— The external review team sends their report to the VPASS. — APR Coordinator distributes external reviewers report to program chair/director, relevant dean(s), and Internal Review Subcommittee (IRS) for factual corrections. — IRS prepares report and submits to full Curricular Affairs Committee (CAC) for vote.
Within 6 months after CAC vote	— VPAASS, relevant dean(s), program chair/director, CAC Chair, internal review subcommittee, and APR Coordinator meet to discuss external and internal reviewers reports and develop a summary memo.
Within 1 month of summary meeting	— APR Coordinator drafts the APR Summary Memo for review and signature by the Dean, VPAASS, and CAC chair. APR Coordinator distributes signed report.
Two years following summary meeting	— VPAASS, relevant dean(s), program chair/director, CAC Chair, and APR Coordinator meet to review findings and recommendations in the APR Summary Memo. —
Within 1 month of 2-Yr Follow-Up Meeting	— APR Coordinator drafts two-year follow-up report for review and signature by VPAASS, and CAC Chair. APR Coordinator distributes signed memo to meeting participants.

APPENDIX A: Primary Roles: Vice Provost's Office, Faculty Senate, and Program

Vice Provost's Office

- Establish and maintain a long-term schedule of program reviews
- Manage the academic program review budget
- Establish and maintain a Sharepoint site for each program review
- Invite external reviewers
- Collaborate with the program chair/director to establish a detailed site visit itinerary
- Serve as the primary point of contact for correspondence with team members
    - Set up guest accounts for Sharepoint
    - Notify team members when self-study is available for review on Sharepoint
    - Send final schedule
    - Follow-up with team members for external reviewers' final report
    - Process honorarium
- Move reports through the final stages of the process
- Oversee summary meeting and report process
- Oversee two-year follow-up review

Faculty Senate Curricular Affairs Committee (CAC)

- Assign committee members to serve on internal review subcommittee
    - Read and thoroughly understand the Program's self-study
    - Participate in site visit
    - Receive the report of the external reviewers
    - Prepare written report summarizing the external reviewers' recommendations and present to full CAC
- Receive the report from the internal review subcommittee
- Vote to accept or reject the report of the internal review subcommittee
- Participate in the summary and two-year follow-up meetings
- Provide an annual report on APR activities

Program Chair/Director

- Prepare self-study and related materials according to the Guidelines. See Appendix B.
- Suggest qualified persons to serve as external reviewers. See Appendix C.
- Organize and participate in program-specific site visit meetings

College/School Dean(s)

- Participate in site visit meetings
- Participate in summary and two-year follow-up meetings

APPENDIX B: Guidelines for Preparation of a Self-Study Report For Academic Program Review

Introduction:

The self-study report of an academic program describes the academic program using a common set of institutionally determined standards and criteria. The self-study report, together with external reviewer's input, identifies the program's strengths, challenges and opportunities, and provides a basis for informed decision making about future directions. The report is structured around the APR standards and criteria and agreed-upon unit-specific indicators, and should be built upon evidence that clearly indicates how the criteria are being met.

Guidelines for Writing the Self-Study Report

The self-study report is prepared by the responsible faculty and department chairperson or director of the program under review. The report should include relevant data supplied by the Office of Institutional Research (enrollments, FTE ratios, performance of graduates, etc.). The report is expected to provide a review of these data, along with other information collected through program-based assessment and other review processes. The program should utilize these data to explain its status with respect to the standards and criteria included in these guidelines. Evaluation data from existing reviews of the program such as accreditation reports, and any program changes made in response to accreditation reviews, should be incorporated into the self-study report wherever appropriate.

The main body of the report is divided into five sections, and should be approximately fifteen pages in total. Appropriate appendices comprise a sixth section and should be attached to the main body of the report:

- Section One: General Information
- Section Two: Introduction/Overview
- Section Three: Standards and Criteria
- Section Four: Analysis
- Section Five: Summary and Prospective
- Section Six: Appendices

The first two sections of the report provide general information and an executive summary. Sections Two and Three review data for each of the APR standards, and are followed by an analysis of the data in Section 4. Finally, Section 5 comprises an integrative Summary and Prospective that specifically identifies program strengths, challenges and opportunities, and poses future plans and directions for improvement. Each of these sections is described more fully below.

Section One: General Information

The General Information section provides factual data about the program, including name of the program, program type, college or school in which the program is located, name of the chairperson/director of the program, name of the dean of the academic unit, names of faculty writing the report, and date of the report. The process used to develop the report and the participation of different constituencies in its formulation should be described.

Section Two: Introduction/Overview

The Introduction/Overview section establishes the background and context for the review. It should include a brief history of the program, a brief description of its present status, the goals and mission of its graduate and undergraduate programs, unique and distinguishing characteristics, and links with other units such as joint faculty appointments, cross-listed courses, shared undergraduate and graduate service courses, and research collaborations.

Section Three: Standards and Criteria

In this section the program provides data for each standard and criterion. The standards are:

- I) Contribution to Mission
- II) Program Quality
- III) Demand
- IV) Societal Need
- V) Quality Control Mechanisms; and
- VI) Efficiency

In addressing Standard I, *Contribution to Mission*, the program should identify courses it offers that contribute to the University's General Education program.

The assessment of student learning outcomes is one of several items under Standard V, Criterion 5c and it requires special attention. To address this part of the standards, the program needs to:

a) state its learning outcomes for students in the program and outline the methods and processes for assessing those outcomes. In addition to listing current learning outcomes and indicating the website where they are posted, all programs must provide an updated version of NECHE form E1A or, in the case of an externally accredited program, form E1B. Both forms are posted on the Assessment website https://www.uvm.edu/assessment.

b) describe its long-term, cyclical plan and processes for assessing these learning outcomes.
   i. Non-accredited programs should utilize the assessment plan template posted on the Assessment website to outline their cyclical assessment plan. If the department has a current assessment plan, this can be attached; if it does not, training and consultations are available to support the program as it develops the plan.
   ii. Externally accredited programs do not need to fill out an assessment plan form. NECHE form E1B should be filled out with clear reference to the indicators of program success and areas of remediation identified by the external accreditors.

The completed forms should be included as an Appendix.

Note that additional consultation contacts, resources, and support services are posted on the Assessment website. All programs preparing for Academic Program Review are encouraged to consult with their school or college's Assessment Coordinator and the Provost's Office.

Where possible, direct assessment of student work should be included in the evaluation of student achievement of program outcomes along with indirect assessments. Direct assessments are those that evaluate student work as evidence of achievement of learning outcomes. In most cases these evaluations will be conducted by program faculty and/or staff (where appropriate). However, some direct measures may be completed by people outside the program. These include students' performance on the licensure exams for which a program prepares them, or direct evaluation of student/graduate performance by employers or internship supervisors using criteria supplied by the program.

In addition to direct assessment of student work, indirect indicators of program outcomes should also be presented. These indicators may include student self-evaluations; interviews, surveys or focus groups of majors; interview, survey or focus group data on alumni satisfaction with the program; interview, survey or focus group data on employer satisfaction with program graduates' performance; post-doctoral placement of graduate students; academic or professional achievements of program graduates; job placement and career progression; and creative works, publications, and grant awards by program students and graduates. Program faculty can also include other data they deem indicative of student outcomes.

Section Four: Analysis

This section should present the main findings of the self-study including an analysis of the extent to which the program meets each standard. Data from direct and indirect assessment[3] of student achievement of program learning outcomes must be included in this analysis, as well as any planned or in-process responses to assessment data. Other regular internal review and evaluation processes, such as departmental reports and retreats, can also provide useful data and examples to demonstrate how well the program is meetings the standards. The meaning, implications, and any departmental response to the findings should be explained.

Section Five: Summary and Prospective

The Summary and Prospective should present a vision for the program grounded in the program's strategic goals. It should also present a balanced assessment of the program's strengths, challenges and opportunities as well as directions for the future as informed by the findings. The discussion should include scholarly directions, research plans, curricular or degree program changes, and plans for maintaining and enhancing excellence and diversity of faculty and students over the next eight years. Given the persistence of budgetary constraints, the discussion should include ways in which the unit can be strengthened without receiving additional internal resources.

Section Six: Appendices

Supporting data and materials may be appended to the main body of the report.

[3] See Standard 5c for an explanation of direct and indirect assessment.

Appendix C: Standards and Criteria for Academic Program Review

Approved by the University of Vermont Faculty Senate January 3, 2019

Standards and Criteria.

Standard I: The program has a clear and publicly stated purpose that contributes to the mission of the University.

Criterion 1: The program ***contributes to the mission*** of the University, the College/School, and department by:

a) Having an active strategic plan that is aligned with the vision, mission, and strategic plan of the University.

b) Supporting research and creative activities that generate new knowledge and understanding and enrich the intellectual environment for students, staff, and faculty.

c) Engaging in relevant application of new knowledge to contemporary problems through teaching, scholarship, creative activities, and service and outreach.

d) Preparing students for productive, responsible, and creative lives.

e) Encouraging students to use their knowledge and skills for the benefit of society.

f) Promoting global perspective and appreciation of cultural and intellectual diversity.

g) Reflects university priorities for diversity and inclusion in the faculty and student bodies.

h) Fostering an enduring commitment to learning.

i) Fostering the qualities of respect, integrity, innovation, openness, justice, and responsibility as expressed in *Our Common Ground*.

j) Additional unit-specific indicators.

Standard II: The program is of high quality

Criterion 2: The ***program quality*** is evidenced by:

a) Faculty - The Program faculty are qualified to teach the curriculum, as indicated by earned academic degrees and professional certifications. The program invests in the professional and scholarly development of its faculty, including the mentoring and guidance of junior faculty members through the RPT process.

b) Resources - The program has adequate faculty, support staff, library resources, equipment, and facilities to accomplish its purpose.

c) Reputation – The program is well regarded, as evidenced by external rankings and assessments by external reviewers of students, faculty, resources, and productivity. The program attracts and retains excellent students as evidenced by admission qualifications, performance on standardized examinations, etc.

d) Faculty performance – Faculty demonstrate effectiveness in teaching and student advising, scholarship, and service, as evidenced by evaluations, awards, honors, grants, research contributions, publications, citations, and service endeavors.

e) Student performance – The program assess student mastery of learning outcomes by means of direct and indirect assessments, performance in the field, professional achievements, and performance on professional licensure exams. Program graduates succeed in finding jobs and progress well in their chosen careers; alumni are satisfied with the program. Undergraduate and graduate students produce creative works, publications, and receive grant awards. Graduate students are awarded post-doctoral fellowships.

f) Benchmarks – The program reflects “best practices” and compares well to relevant performance standards from comparable institutions and/or accrediting agencies and/or other authoritative sources. The program demonstrates leadership in its performances relative to appropriate external benchmarks.

g) Advising – Program faculty provide excellent academic advising, per student evaluations and other appropriate indicators.

h) Extramural Funding (for programs where such funding is critical) – Success in attracting extramural funding that contributes to the Program’s long-term stability.

Standard III: There is demand for the program.

Criterion 3. There is ***demand*** for the program as evidenced by:

a) external demand based on local, regional, national, and global trends and forecasts for persons with particular types and levels of education.

b) internal demand as reflected by both student enrollment in the program and the scope of service teaching for students from other programs.

Standard IV: The program provides graduates who contribute to social institutions.

Criterion 4: ***Societal need*** for the program is reflected by:

a) evidence for private, public and/or not-for-profit sector needs for persons with particular knowledge, skills, attitudes, and values required to make social institutions work.

b) evidence of the need at national, state, and local levels for persons who can be informed and responsible citizens.

Standard V: The program uses an identified plan for systematic evaluation and assessment of goals and purposes.

Criterion 5: The program has ***quality control processes*** that are used:

a) to evaluate how well the program is achieving its strategic goals.

b) to monitor on an ongoing basis, the design and delivery of the curriculum/curricula as informed by student outcomes.

c) for ongoing evaluation of clearly stated student outcomes. This includes but is not limited to direct and indirect assessments of student learning at the course level. The program has a sustainable cyclical assessment plan in place to evaluate students' achievement of each program outcome, as well as a process for using assessment data to inform specific changes that are intended to improve student outcomes.

d) to monitor the quality of student advising.

e) to utilize data gathered in 5b-d to determine needed changes in tactics, policies, curriculum, and course contents.

f) to plan and implement the self-determined changes in a timely manner

Standard VI: The program accomplishes effectively its educational and related purposes

Criterion 6: The ***effectiveness*** of the program is reflected by:

a) improvements in the design and delivery of the curriculum based on assessment of student achievement of program learning outcomes, new knowledge in the discipline, societal need, and demand for the program.

b) measures to maintain or improve high quality student advising, including career preparation advising.

c) programmatic features that foster an appreciation of cultural and intellectual diversity.

d) linkages with other programs, including articulation agreements, co-sponsored academic majors, minors, or concentrations, joint appointments of faculty members, cross-listed courses, student internships, practica, or field-based projects with organizations outside the University, resources shared with other academic units, dual degrees, and 3-2, 4-1, or other undergraduate + graduate degree arrangements.

APPENDIX D: Using OIRA Data for Academic Program Review

This FAQ is intended to familiarize you with the kinds of research and data made available to you for your program's APR self-study by the Office of Institutional Research and Assessment (OIRA). This list is by no means exhaustive, so please browse Catamount Data or contact OIRA directly for additional assistance.

1. What kinds of measures can we use to determine whether our program attracts high-quality students?

Interestingly, older measures of "high-quality students" will change and become harder to quantify as fewer high schools provide high school rank and UVM is now a test-optional institution. Contact OIRA directly to make requests for average high school grade-point- average for students in your program.

We recommend instead that many programs focus on yield (the percentage of students who are admitted to their program that actually enroll at UVM). A high yield rate is an indicator that the program is an attractive option for students. Undergraduate program admissions information can be found here: https://oir.w3.uvm.edu/catdat/restricted/uvm-oir-admissions-program.html

See question 3 for other ways of determining whether a program retains high-quality students.

2. What kinds of measures can we use to determine whether our program retains and graduates students? What do we need to know about retention and graduation rates?

Retention and graduation rates are great metrics at the institutional level, however challenging to use at the program level because they are dependent on a student's program choice in their first fall semester at UVM. We encourage you instead to use the adjusted retention and graduation rates, which looks at retention and graduation rates based on a student's major in their third fall semester (https://www.uvm.edu/oir/retention/graduation-planning - go to the section on Retention and Graduation Rates by Adjusted Cohorts).

Adjusted Cohort Retention & Graduation Rates by Program

College	Original Cohort Size	Left Major by 3rd Year	Joined Major by 3rd Year	Adjusted Cohort Size (3rd Year)	3rd to 4th Year Retention Rate	4-Yr Graduation Rate	6-Yr Graduation Rate
CALS	849	400	740	1189	92.0%	84.4%	95.0%
CAS	5171	3860	1993	3304	90.6%	77.8%	91.5%
CEMS	985	652	408	741	94.3%	69.9%	91.8%
CEM Dean's Ofc	136	132	4	8	75.0%	25.0%	50.0%
Civil & Env Engineering	255	173	81	163	95.1%	74.2%	96.3%
CE	101	54	63	110	96.4%	71.8%	96.4%
EENV	154	119	18	53	92.5%	79.2%	96.2%
Computer Science	78	36	65	107	91.6%	59.8%	82.2%
Elec & Biomed Engineering	57	31	34	60	98.3%	71.7%	91.7%
Interdisciplinary	173	161	10	22	90.9%	54.5%	90.9%
Mathematics & Statistics	42	16	66	92	85.9%	71.7%	89.1%
Total	9762	6104	4088	[illegible]	92.4%	79.2%	93.2%

Outcomes by Adjusted Cohort

The *adjusted retention and graduation rate* allows you to see how well your students are doing when they are taking many of your program's courses, and is probably a more accurate reflection of how well your program is retaining and graduating students.

3. What do we need to know about student flow in and out of our program? How can we demonstrate that there is internal demand for our program?

The adjusted retention and graduation rates dashboard provides information regarding student flow in and out of a program in students' first two years at the University (https://www.uvm.edu/oir/retention/graduation-planning - go to the section on Retention and Graduation Rates by Adjusted Cohorts. This will give you a preliminary understanding of how many students who started in your program left but also provide insight as to how many students changed their major into your program. When the net inflow (joined major by 3rd year) is greater than the net outflow (left major by 3rd year), there is a strong internal demand for your program.

Using the Student Flow Dashboards
At https://www.uvm.edu/oir/retention/graduation-planning, go to the Student Flow Dashboard. This will allow you to examine what programs are receiving your students when they leave your program (you will see why the traditional retention/graduation rates are not very helpful at the program level).

The Student Flow, Semester-to-Semester and Student Flow, Fall Term-to-Fall Term examines student pipeline (what majors your students are coming from) and student pathway (where do your students go). Unlike the Student Flow Academic Career dashboard, which only looks at the academic career of a first-time first-year student, these student flow dashboards includes all students (i.e., external transfer students, readmits, and returning study abroad students). These dashboards can also be helpful in highlighting the internal demand for your program.

Finally, we encourage you to use all of these measures in concert to reflect on the ways in which your program and curricular structure and program-internal advising may influence student flow. In other words, are there targeted changes at key points that could aid in recruitment and retention?

4. What are some ways we can illustrate the successes of our program's students post- graduation and measure ongoing student outcomes?

The Career Center and OIRA produce annual reports on students' post-graduation outcomes six-months out (https://www.uvm.edu/oir/career-outcomes). Due to small numbers, the reports do not disaggregate by major. At the moment, please contact OIRA for specific program numbers and we will be happy to assist you.

The methodology in collecting this information aligns with the National Association of Colleges and Employers (NACE), which provides national benchmarks by programs (https://www.naceweb.org/job-market/graduate-outcomes/first-destination/).

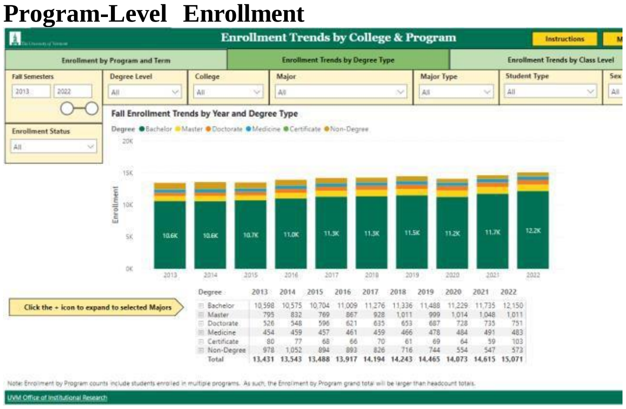
Aside from the six-month post-graduation outcomes survey, there are no other university- wide initiatives to collect survey data on alumni. OIRA believes this information is better collected at the department level, both because learning outcomes varies from major to major and because this is the level of the institution that can be most responsive to the information gathered and can make relatively quick and meaningful changes.

For this reason, please see our [Alumni/Major survey design resource] offered through OIRA. Here you will find tools to assist with data collection (e.g., survey design/templates, survey cycle, survey administration, and focus group protocols). OIRA is also happy to assist with developing a survey or redesigning a previously deployed instrument.

5. What are ways of measuring the size of our program over time?

There are two ways you might consider measuring size: program enrollment (https://www.uvm.edu/oir/program-level-minors-enrollment) and degrees awarded (https://www.uvm.edu/oir/degrees-minors-awarded). The program-level dashboard includes not only those students whose primary major in the program, but also those who are double/triple majoring. The dashboard also includes those students who are studying abroad. Both dashboards allows you to examine the size of your program over ten years.

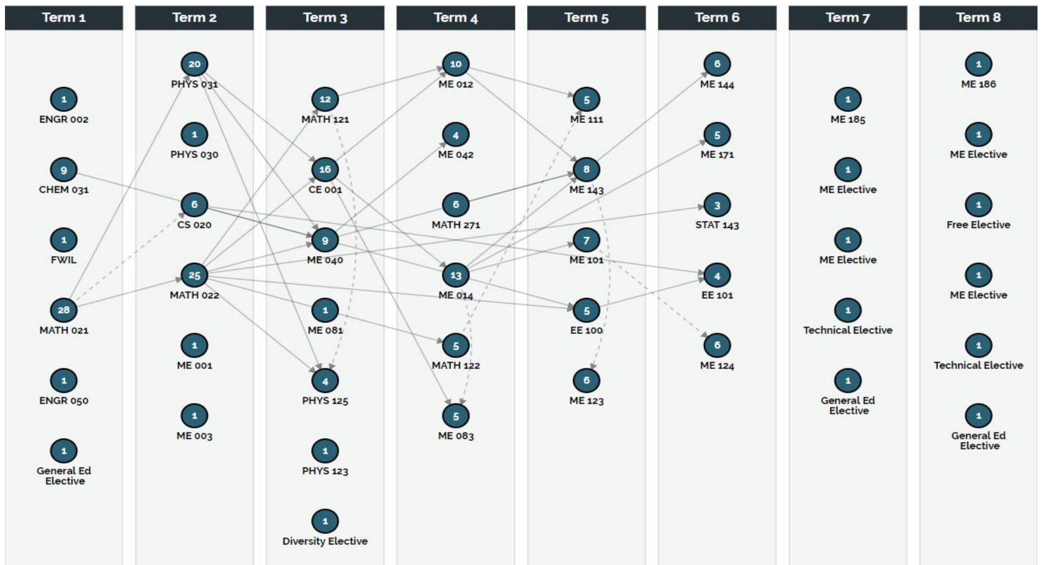
Program-Level Enrollment



Degree Completion

6. What are some ways to evaluate the effectiveness of our program in terms of curricular design?

Curricular Analytics, a free program, allows you to visualize the complexity of your curricula and degrees plans (https://curricularanalytics.org/). Please reach out to OIRA for support in creating the files for the visualizations.



The Student Curriculum Matrix (https://www.uvm.edu/oir/retention/graduation-planning -> go to the section on Student Credit Hours & Matrix Dashboards) allows you to examine who (e.g., by major and class level) is taking your courses and what courses your students are taking. This can be helpful in identifying how effectively students' progress through your program and whether there are bottlenecks. It can also suggest patterns in the ways in which your program's students fulfill other requirements throughout the university.

Year	201920	Semester	All	Metric Type	SCH
Course Unit	All	Subject	All	Course Level	All
Student Unit	All	Student Major	All	Class Level	All

Apply

Overview Breakdown Data List

Student Curriculum Matrix, Overview

Unit of Student Major by Unit of Course Discipline

Proprietary and Confidential

Totals by Academic Unit of the Course and of Students Enrolled in those Courses

	CALS Courses	CAS Courses	CEMS Courses	CESS Courses	CNHS Courses	GG Courses	GSB Courses	Interdisciplinary Courses	LCOM Courses	RSENR Courses	Total
	Total										
CALS Students	21,929.0	10,411.0	2,480.0	781.0	779.0	9.0	193.0	1,032.0	3,076.0	1,431.0	42,121.0
CAS Students	7,806.0	91,730.0	10,389.5	3,574.0	2,520.0	33.0	968.0	3,529.0	4,206.0	3,593.0	128,348.5
CED Students	558.0	3,277.0	1,042.0	655.0	708.0	23.0	273.0	103.0	566.0	94.0	7,299.0
CEMS Students	890.0	8,184.5	31,294.5	305.0	548.0	18.0	613.0	626.0	751.0	219.0	43,449.0
CESS Students	685.0	6,211.5	1,259.0	11,749.0	266.0	7.0	36.0	214.0	257.0	190.0	20,874.5
CNHS Students	1,670.0	7,255.5	1,064.0	1,071.0	15,208.5	0.0	34.0	442.0	3,280.0	120.0	30,145.0
GSB Students	1,334.0	5,468.0	2,335.0	754.0	191.0	12.0	14,881.0	242.0	340.0	407.0	25,964.0
Graduate Students	1,588.0	2,808.0	3,355.0	5,826.0	6,413.5	0.0	1,776.0	3,612.8	2,711.0	956.0	29,046.2
Interdisciplinary Students	0.0	91.0	231.0	58.0	0.0	577.0	0.0	0.0	0.0	0.0	957.0
RSENR Students	2,629.0	5,420.0	1,478.0	174.0	260.0	0.0	69.0	422.0	101.0	12,255.0	22,808.0
Total	39,089.0	140,856.5	54,928.0	24,947.0	26,894.0	679.0	18,843.0	10,222.8	15,288.0	19,265.0	351,012.2

7. How can we best calculate and display student/faculty ratios and/or student credit hours (SCH) per faculty FTE?

There are a number of ways that institutions go about calculating a ratio like this. For example, is the student component of the metric the number of students in your major or student credit hour taught? With regards to the faculty component of the metric, who counts when calculating the faculty FTE? Before utilizing this metric, it is best to clearly understand what you are hoping to measure. The dashboard you see below is best used to address faculty workload, and compares SCH by department/program: https://oir.w3.uvm.edu/catdat/restricted/uvm-oir-all-faculty-workload.html

This information can be further broken down by faculty category (TT/NTT) and can be viewed utilizing faculty headcount or FTE. Change over time in these numbers might also prove important in evaluating program size/demand and changes in faculty workload.

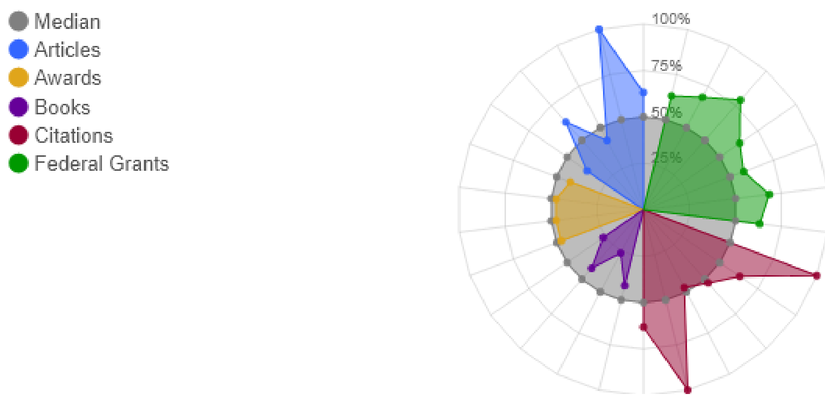
8. What are ways that we can measure the impact our program is having on efforts to attract and retain students from diverse groups at UVM?

The Undergraduate Program Admissions (https://oir.w3.uvm.edu/catdat/restricted/uvm-oir-admissions-program-nore.html) provides admissions information by program disaggregated by sex and by race/ethnicity. Please contact OIRA for admissions information disaggregated by race/ethnicity.

You can also disaggregate the information in the adjusted retention and graduation rates dashboard (https://www.uvm.edu/oir/retention/graduation-planning - go to the section on Retention and Graduation Rates by Adjusted Cohorts) by race/ethnicity and /or sex. This will allow you to assess your recruitment and student success efforts in creating an inclusive and equitable environment for your diverse students.

9. What are ways of demonstrating faculty productivity and research output?

Academic Analytics (https://portal2.academicanalytics.com/Account/Login?ReturnUrl=%2F) provides information regarding faculty productivity and research output (i.e., awards, articles, books, conference proceedings, and grants). Chairs can use Academic Analytics to benchmark against similar departments at other institutions (see radar chart below as an example).



Please contact OIRA for access to or assistance with Academic Analytics.

This FAQ was prepared by Alex Yin (Alex.Yin@uvm.edu), Executive Director, Office of Institutional Research and Assessment Emily Manetta (Emily.Manetta@uvm.edu), Provost's Faculty Fellow for APR and Assessment and was last updated: 1/4/23.

10. How often do the Dashboards get updated?

Dashboard	Update Frequency
Academic Analytics	Early October
Adjusted Cohort Outcomes – Students who stayed at UVM into the 3rd year and their outcomes	One week after fall census date, which is generally two days after add/drop day
Degree Completion	One week after fall census date, which is generally two days after add/drop day
Program-Level Enrollment	One week after fall census date, which is generally two days after add/drop day
Student Career Flow – How student move between colleges and programs throughout their career	One week after fall census date, which is generally two days after add/drop day
Student Curriculum Matrix	One week after spring census date, which is generally two days after add/drop day
Student Flow Dashboards – How students move between colleges and program across semesters	One week after fall census date, which is generally two days after add/drop day
Student Flow Dashboards – How students move between colleges and program across falls	One week after fall census date, which is generally two days after add/drop day
Undergraduate Admissions by Program	One week after fall census date, which is generally two days after add/drop day

APPENDIX E: Request for External Reviewer Nominations

MEMORANDUM

TO: ________________, Chair, Department of _________________

FROM: ________________, Vice Provost for Academic Affairs & Student Success

DATE:

SUBJ: **Request for (Program) APR External Reviewer Nominations**

The University of Vermont Faculty Senate, in cooperation with the Provost's Office, has developed procedures to identify and contact external persons for periodic reviews of academic programs at UVM. I request your assistance in implementing these procedures.

As an initial step, please provide me with the following information:

(1) The names of five or six individuals *and* their CVs from which I could identify highly qualified persons who could provide a rigorous review of your program. The list should include faculty from distinguished universities with programs in your discipline that embody key elements of your program and its aspirations for the future.

(2) Suggestions regarding any special areas of expertise that would be important for the review of your programs.

(3) Preferred dates for the site visit which shall occur between __________ and ______________. Generally, the reviews begin with a welcome/introductory meeting and conclude with an exit interview on the second day. (Please refer to the attached sample site visit itinerary.) The site visit should not conflict with national professional meetings or previous program commitments.

Please submit this information at your earliest convenience but no later than _______________, so that the Academic Program Review team can select potential external reviewers. I will then forward the names of those individuals to you for your approval. Please contact me if you have any questions.

cc: ____________________, Co-Chair, Faculty Senate Curricular Affairs Committee
____________________, Dean of the Graduate College (*if grad program*)

Attachment: Sample Site Visit Itinerary

APPENDIX F: *Sample* Virtual Site Visit Itinerary

AGENDA

Degree Program Names
Academic Program Review Virtual Site Visit
Dates of Virtual Site Visit

Day One

8:00 a.m.	Welcome/Introductory Meeting External Reviewers Vice Provost for Academic Affairs and Student Success Program Chair/Director Faculty Senate Curricular Affairs Internal Review Subcommittee
9:30 a.m.	Meeting with Program Chair/Director
10:30 a.m. – 12 noon	Meeting Groups (45 – 60-minute slots arranged in advance by department/program[s]) Office of the Dean of Graduate College School/College Dean and/or Associate Dean Undergraduate and/or Graduate Committees Faculty Groups by program, rank, or specialization Undergraduate Majors Graduates residing in the Burlington area Graduate Students Graduate Assistants Virtual tour of relevant facilities Representatives from related programs
1:45 – 5:30 p.m.	Meeting Groups Continued (see 8:30 a.m.)

Day Two

8:00 a.m. – 12 noon	Meeting Groups Continued (See Day One)
1:30 – 3:00 p.m.	External Reviewers Private Work Time
3:00 – 4:00 p.m.	Exit Interview/Preliminary Report External Reviewers Internal Review Subcommittee Vice Provost for Academic Affairs and Student Success Program Representative(s)
4:00 p.m.	Site visit concluded

Frequently Asked Questions:

What is an appropriate length for a self-study report?

It depends on the number of programs being included in the review. Generally, the report should be approximately 12 pages. Appendices may be attached to the report or submitted separately.

What is the process for gathering data?

Contact the Executive Director of the Office of Institutional Research & Assessment (OIRA) (see page 25) for assistance. Refer to the Guidelines for Preparation of a Self-Study Report for suggested data to be included.(See Appendix D *Using OIRA Data for APR*.)

What do I do with the self-study report when it's completed?

The report and accompanying documents are to be uploaded to the program's Sharepoint site by either the program or the APR Coordinator. In either case, the APR Coordinator (see page 25) should be notified when the self-study report is completed.

What is the process for selecting external reviewers?

The program will be notified to submit names and CVs of suggested reviewers (see page 21). The APR Coordinator will contact the reviewers to determine availability. The program will be notified when two individuals have accepted our invitation to serve as external reviewers.

What is the process for selecting internal reviewers?

The Internal Review Subcommittee consists of two committee members appointed by the Chair of the Curricular Affairs Committee. For reviews that include a significant number of programs and/or require a member of the graduate faculty, a third member may be appointed.

What is the department/program responsible for?

The department/program is responsible for preparing the self-study report, providing a list of suggested external reviewers, working with the APR Coordinator in developing the site visit itinerary, hosting the external reviewers, and participating in the summary and two-year follow-up meetings.

How are the external reviewers paid?

The Provost's Office handles all budget matters concerning the external reviewers.

What happens after the external reviewers' site visit?

The external reviewers are given up to six weeks to submit their report. This report is distributed to the program and the dean(s) for factual corrections. After receiving the program's input, the internal review subcommittee will draft a report and present their findings and recommendation to the full Curricular Affairs Committee (CAC). Following the vote of the CAC, the APR Coordinator schedules a summary meeting. The purpose of the meeting is to review and discuss the key findings of the program review. A summary is then drafted to document the main findings of the meeting, and to set expectations for follow-up in two years.

What happens with the APR Summary?

The APR Summary document is signed by the School or College Dean, the Vice Provost for Academic Affairs and Student Success, and the Chair of the Curricular Affairs Committee. Signed copies are distributed to the summary meeting participants, and uploaded to the program's Sharepoint site.

What is the purpose of the two-year follow-up meeting?

A follow-up meeting will be scheduled two years from the summary meeting. The purpose of the two-year follow-up meeting is to review the findings and recommendations in the APR Summary and to discuss the current status of the program and progress on identified goals and objectives. A second report will be drafted, signed and distributed. Upon completion and distribution of the second document, the APR will be considered closed with the next review to occur in approximately six years (eight-year cycle).

Contacts

For matters of policy and procedure:

Jennifer Dickinson
Vice Provost for Academic Affairs and Student Success
304 Waterman Bldg.
Phone: 656-2232
Jennifer.Dickinson@uvm.edu

For questions about metrics and data:

Larry Granillo
Interim Director, Office of Institutional Research & Assessment
440 College Street
Phone: 656-1168
Larry.Granillo@uvm.edu

For logistical/coordination matters:

Catherine Symans
Academic Program Review Coordinator
304 Waterman Bldg.
Phone: 656-0903
Catherine.Symans@uvm.edu

For Faculty Senate curricular affairs matters:

Stephen Everse
Colby Kervick
Co-Chairs, Curricular Affairs Committee
Stephen.Everse@uvm.edu
Colby.Kervick@uvm.edu

Academic Program Review Web site:
http://www.uvm.edu/~provost/?Page=academicprogramreview.html