

# Academic Program Review

## The Role of the Committee Chair

\_\_\_\_\_ **1. Assignments**

- A. Work with AVCAA to make assignments
1. UTM Committee members – assigned no more than one standard each
  2. Committee chair should take one standard
  3. External Reviewer(s)
    - Typically assigned responsibility for three standards (Learning Outcomes, Curriculum, and Support)
    - Should be a backup resource for the other chapters
- B. Assignments
- |                    |                    |       |
|--------------------|--------------------|-------|
| Learning Outcomes  | External Reviewer: | _____ |
| Curriculum         | External Reviewer: | _____ |
| Student Experience | Committee Member:  | _____ |
| Faculty            | Committee Member:  | _____ |
| Learning Resources | Committee Chair:   | _____ |
| Support            | External Reviewer: | _____ |

\_\_\_\_\_ **2. During or immediately after the opening evening supper**

- A. Meet with the committee members (and possibly the department chair) to make final arrangements for the on-site visit
1. Determine arrangements that need to be made with the department chair in order to ensure:
    - Availability of documents
    - Opportunity for interviews with students at a time convenient to committee
    - Arranging for a class visitation if desired
    - Opportunity for a tour of facilities/labs if desired
  2. Consult with the department chair as needed
  3. Appointments for one-on-one interviews with faculty and administrators should be arranged through you

\_\_\_\_\_ **3. At the End of Day 1**

- A. Meet with the committee to
1. Develop preliminary list of strengths and weaknesses
    - Have members report preliminary strengths and/or weaknesses for each standard
    - If possible, get the precise wording to be used for stating each strength/weakness (later used as the topic sentence for a paragraph expanding on that information)
    - Identify specific evidence that can be used in the final written report to support the judgment
    - Determine concurrence of the other committee members with the conclusions reached by the person who has primary responsibility for the section under discussion
  2. Identify any areas where more evidence is needed before reaching a final judgment
    - Determine what the person assigned to that area (and possibly others) will do to get the necessary information by noon of the next day

\_\_\_\_\_ **4. Prior to Exit Interview on Day 2**

- A. Meet with the committee on the next day (may be done over breakfast/lunch)
  - 1. Contact Angie Gertsch, 7855, to arrange for cafeteria vouchers if needed
  - 2. Finalize the exact wording the committee members will use when they read their lists of strengths and weaknesses during the Exit Interview
  - 3. Reach an understanding at this time concerning the deadline for submitting to you drafts of the written report (two weeks maximum, sooner if feasible)

\_\_\_\_\_ **5. Exit Interview**

- A. When called upon, make any introductory comments you deem appropriate
- B. Introduce the committee member who will read out the rating and any strengths or weaknesses for the first standard
- C. Repeat the process for each of the succeeding standards
- D. Remind the members that they should always say "we" not "I" when identifying a strength or weakness
- E. Evidence supporting the list of strengths and weaknesses is not required for the Exit Interview. In some instances, however, previous committees found it desirable to report **very briefly** the reason for certain strengths or weaknesses.
- F. Either at the beginning or the end, the external reviewer needs to identify the ratings for each of the standards on the Program Review Rubric
- G. Limit the Exit Interview to no more than 30 minutes

\_\_\_\_\_ **6. Written Report**

- A. Remind the committee members to use the template provided to prepare their portions of the written report
  - 1. Each statement of a strength or weakness must be followed by one or more sentences that clarify for the reader the basis for the judgment
  - 2. Within each standard, list all strengths first, followed by all weaknesses
  - 3. Number the strengths and weaknesses in separate sequential orders
    - For example, if you have three strengths for standard 1 (Learning Outcomes), the first strength listed for standard 2 (Curriculum) should be number "4." Similarly, if you have two weaknesses under Learning Outcomes, number the first weakness under Curriculum "3."
- B. Read through the draft narratives you receive
  - 1. If necessary, return the draft to the author to make any changes you deem appropriate

\_\_\_\_\_ **7. Final Report**

- A. Work with the Associate Vice Chancellor's office, if needed, to prepare an integrated draft report
- B. Distribute the integrated draft to all members to ensure their acceptance of the text
- C. When a consensus has been reached, submit the final report to the Associate Vice Chancellor who will duplicate and distribute it