SAINT LOUIS UNIVERSITY

ACADEMIC PROGRAM REVIEW PROCESS

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expectations for program quality. The program faculty self-study team includes the department chair/director or their designee and one or more faculty members of the department. The team is selected or elected according to the established governance process of the department or program. The APGE will notify the library liaisons of which programs are undergoing program review in a given academic year. The unit's library liaison will be responsible for the response to section 14.d., which will be developed in consultation with the program.

When the program self-study is complete, it will be submitted to the Dean for review prior to distribution to external reviewers.

External Academic Program Review and Site Visit

An on-site review will be conducted by a team of expert faculty colleagues (typically 2 members) external to the University incorporating multiple perspectives from key campus stakeholders into the program review. The external reviewers can identify and contextualize national and international environmental trends and future directions for the discipline (see Appendix B for Guiding Questions for External Reviewers) which may extend beyond any external accreditation criteria or standards. The external reviewers will prepare a summary report, to be submitted within 30 calendar days of the visit, addressing program strengths and areas for improvement derived from the site visit.

The department/program under review will nominate a minimum of five external consultants from peer or aspirational programs, based on discipline and faculty qualifications. The program should submit a summary of each external reviewer's qualifications, disclosures of any prior relationships, and rationale to the dean for review for final selection, in consultation with the APGE or APUE in the Office of Academic Affairs. The program will work in collaboration with the Office of the Dean to coordinate the on-site external reviewer visit. External reviewers should receive the program self-study document at least two weeks prior to their one-on-site. External reviewers should submit their completed report to the chair/unit.

SELF-STUDY

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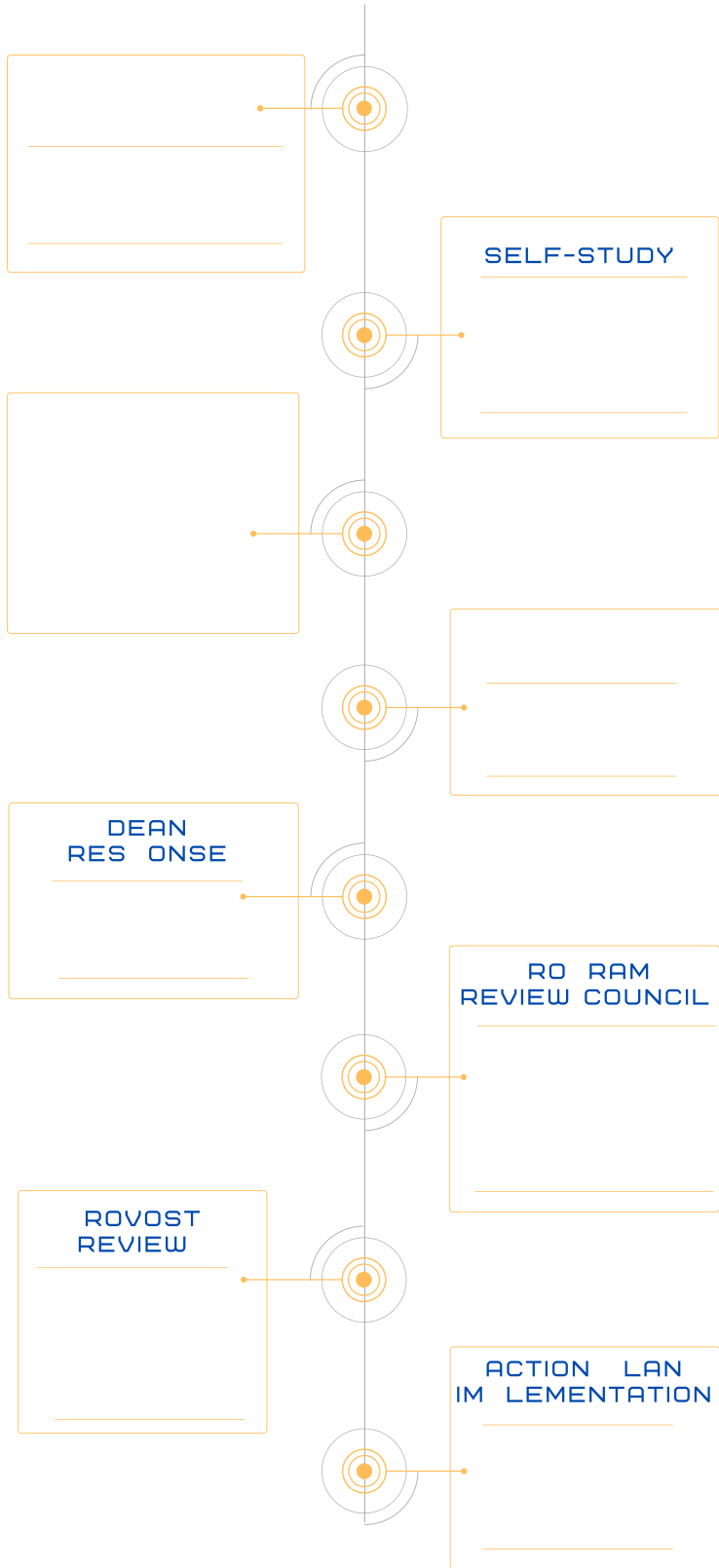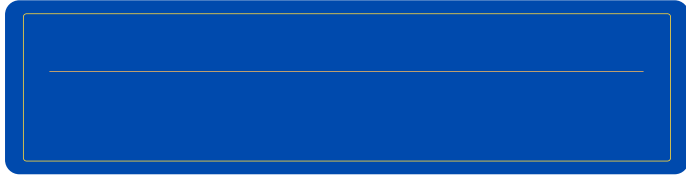
Appendix A
Self-Study Topical Outline

The following list provides the arrangement of data and prompts that will guide you in the preparation of your self-study. Please be aware that these prompts are arranged in such a way to compel a formative self-assessment. Please also be aware that these prompts were developed in a manner that will allow provide insight into all your programs at both the graduate and undergraduate levels. Given this circumstance you may find that some of the questions do not apply very well to your own program undergoing the review process. In these instances, we ask you to simply skip over the non-relevant materials and/or questions.

In the preparation of your self-study, the prompts are arranged into three broad categories, which are more fully explained in the Table of Contents below:

> I. This is our program
> II. This is who we are
> III. This is what we think of our program

Responses to the first two categories could be written by a smaller sub-set of faculty. Responses to the third category of questions (a SWOT analysis) should be compiled after an orderly faculty retreat or workshop in which there is full participation by the entire faculty and the responses to the prompts are reflective of all faculty attitudes as uncovered by the workshop process. To facilitate this process, we recommend that the first two sections be completed and that responses to these sections are distributed to all faculty at least one week prior to the retreat.

Table of Contents

I.   Introductory Material

1. Cover Page: Use the standard SLU logo on your cover page available at the following website: https://www.slu.edu/marcom/tools-dowloads/logos.php

2. Executive Summary
   a. Identify the program(s) within the agreed-upon curricular scope of this APR (associated GR degrees, UG majors and minors, and GR/UG certificates)
   b. Summary of the self-study document (one page)
   c. List of persons who were responsible for the preparation of the document

II.   This Is Our Program

3. Brief History of the Department or Program (one paragraph)
Address aspects of the program's history or character that provide key context for interpreting this self study.

Appendix B

Guiding Questions for On-Site External Reviewer

I. Programs and Curricula

1. Does the program have a well-defined mission and an appropriate corresponding statement of goals?
2. Do the mission and goals shape and give direction to the program?
3. Are the curricular offerings adequate to justify the number of options within the programs in the department?
4. Are the program requirements appropriate?
5. Is there evidence of periodic curricular review, introduction of new courses, course syllabi?
6. Does the program have appropriate Student Learning Outcomes, assess these regularly, and use the results to make improvements?
7. Is there evidence that the courses of the program serve other departments and schools of the university?
8. Is there other evidence of interdepartmental cooperation?
9. Are the program's plans and/or goals appropriate given the external and internal environment?
10. Highlight the strengths and areas of improvement for each program undergoing review within the department.

II. Faculty

1. What is the morale of the faculty?
2. Is there evidence of faculty productivity, of standing nationally, of initiative in seeking support for research opportunities and/or undertaking service to the community?
3. Is the program's experience in recruiting and retaining faculty appropriate or successful? Is the faculty workload attractive? Are teaching/research resources suitable?
4. Is there effective leadership in the program?

III. Students

1. Is the program successful in the advising and counseling of students?
2. Does the program appropriately monitor the progress of students and assist students in job placement?
3. Is there evidence of student success in and satisfaction with the program?

IV. Physical Facilities and Other Resources (library, institutional and research support)

1. Are the computer facilities appropriate and adequate to faculty and student course usage and research?

2. Is the level of institutional support and research support adequate for programs in the Department?

V. Areas of Excellence

1. Are there areas of particular excellence or innovative program development?
2. To what extent have core library services (i.e., research services; student referrals and consultations; library instruction services; and course support) contributed to or been perceived to have contributed to the success of the program?

VI. Areas of Concern

1. Are there areas of concern?
2. What recommendations are appropriate for the program at this time?