

# Departmental and Program Review

## **Oversight:**

The review process is the task of the Academic Program and Standards Committee with the guidance of the Assistant Provost for Academic Affairs.

## **Timing:**

*Department/Program*

## **Fall semester**

Department/program produces a *self-study*, outlining its current state, its goals, and the means both to achieve and to measure the achievement of these goals.

## **Spring semester**

Department chair/program coordinator meets with APSC to discuss self-study and questions for the reviewers

Campus visit by a team of (normally) two external evaluators

Team provides written reports on the self-study in the wider context of peer departments and programs, and on the degree to which the self-study and the team's assessment conform. APSC reviews the final report and reports back to the department its assessment and recommendations. Department representatives may also meet with the committee to discuss report if the department chooses to do so.

## **Ten-Year cycle:**

***The entire academic program will be reviewed on a ten-year cycle. The following is the tentative schedule.***

**2012-2013** Biology, Biochemistry and Molecular Biology, Chemistry, Earth Sciences, Health Studies, Mathematics and Computer Science, Physics and Astronomy, Environmental Studies [*moved to 2013-14 to accommodate sabbatical cycle*], Neuroscience

**2013-2014** Classics, Philosophy, Religion, Languages: French and Italian, German, Russian, Spanish and Portuguese, Environmental Studies [*moved from 2012-13 to accommodate sabbatical cycle*],

**2014-2015** English [*moved to 2015-16 to accommodate sabbatical cycle*], Education [*will not be reviewed since certification has been suspended; see 2018-19*], Dance and Music, Art & Art History, Theater and Dance, Music

**2015-2016** English [*moved from 2014-15 to accommodate sabbatical cycle*], Film Studies, Creative Writing, History, Economics, Anthropology [*moved to 2016-17 to accommodate sabbatical cycle*], Sociology [*moved to 2017-18 to accommodate sabbatical cycle*], Policy Studies (Policy Management, Law and Policy) [*moved to 2017-18 to accommodate sabbatical cycle*], Political Science, Psychology, Security Studies [*moved to 2016-17 to coordinate with International Studies review*], Writing Program [*moved from 2018-19 to expedite review*]

**2016-2017** American Studies, Latin American, Latino & Caribbean Studies, Archaeology, Anthropology [*moved from 2015-16 to accommodate sabbatical cycle*], International Studies [*moved from 2017-18 to accommodate sabbatical cycle*], Medieval and Early Modern Studies, Women's, Gender and Sexuality Studies [*moved to 2017-18 to accommodate sabbatical cycle*], Judaic Studies [*moved to 2017-18 to accommodate sabbatical cycle*], Security Studies [*moved from 2015-16 to coordinate with International Studies review*]

**2017-2018** East Asian Studies, International Studies [*moved to 2016-17 to accommodate sabbatical cycle*], Africana Studies [*moved to 2019-20 to accommodate sabbatical cycle*], Middle East Studies, International Business and Management, Policy Studies (Policy Management, Law and Policy) [*moved from 2015-16 to accommodate sabbatical cycle*], Sociology [*moved from 2015-16 to accommodate sabbatical cycle*], Women's, Gender and Sexuality Studies [*moved from 2016-17 to accommodate sabbatical cycle*], Judaic Studies [*moved from 2016-17 to accommodate sabbatical cycle*]

**2018-2019** Clarke Forum, Writing Program *[moved to 2015-16 to expedite review]*, Community Studies *[moved to 2019-20 to accommodate director's schedule]*, Center for Global Study and Engagement *[moved to 2019-20 to accommodate staffing changes]*, Academic Advising *[moved to 2019-20 due to the merger with Career Center in Fall 2018]*, Center for Sustainability Education (CSE), ALLARM, Educational Studies *[first review of new program; moved to 2019-20 to accommodate retirement and sabbatical cycle]*, College Farm *[first review]*

**2019-2020** Academic Advising *[moved from 2018-19 due to merger with Career Center in Fall 2018]*, Africana Studies *[moved from 2017-18 to accommodate sabbatical cycle]*, Center for Global Study and Engagement *[moved from 2018-19 to accommodate staffing changes]*, Community Studies *[moved from 2018-19 to accommodate director's schedule]*, Educational Studies *[first review of new program; moved from 2018-19 to accommodate retirement and sabbatical cycle]*, Internships, Library, Trout Gallery

**2020-2022** Middle States Accreditation Self-Study

**2022-2023** Begin the cycle again

## Preparing the Self-Study (Academic Resources)

In the Spring preceding the Fall Self-Study, Assistant Provost Deb Bolen will convene a meeting with representatives of the departments scheduled for external review.

During the Fall semester, the **administrative assistant** will need to collect and organize the following documents and submit to Bonnie Lehman **electronically no later than December 1**. (NOTE: the self-study should be submitted as an email attachment to [lehman@dickinson.edu](mailto:lehman@dickinson.edu)):

1. The most recent curriculum vitae for each current professional staff member
2. Any relevant data, exhibit schedules, attendance figures, examples of brochures/programming, etc. to be sent to the reviewers

During the Fall semester, prepare the following:

1. A list of at least ten potential external reviewers. The list should include brief biographical information (educational background, research interests, teaching focus), as well as contact information (phone, email, institutional mailing address). This information should be available on the institution's website. Reviewers should be selected using the following criteria: (a) no actual or perceived conflicts of interest (do not include dissertation adviser for any departmental faculty); (b) broad representation of critical expertise; (c) peer-quality of both department and institution; (d) some knowledge/experience with Dickinson (e) experience as an evaluator (someone who evaluated here in the past would be helpful in recognizing changes and advancements (f) current faculty member (not on sabbatical or emeritus); (g) some assessment knowledge/experience; (h) cost-effectiveness re: travel expenses; (i) from an institution in the Middle States region. **Please note: this list, as well as good/bad dates for the spring on-campus visit, should be submitted to Bonnie Lehman no later than September 30.**
2. The self-study narrative which should address each of the questions listed at the end of this document. \*\*
3. A short list of specific topics and points of concern for the Academic Program & Standards Committee to use in preparing its questions about the department for the external review team. These should focus specifically on the role of the department within the college as a whole. \*\*
4. A list of specific questions for the external reviewers pertaining to the goals of the department and strategies by which to achieve them. \*\*

**\*\* Items 2-4 should be submitted electronically no later than December 1.**

**Academic Program and Standards Committee  
Self-Study Questions for  
Academic Resources Reviews 2018-19**

1. Include current mission statement.
2. Describe the current shape of your program and place it in the context of the current state of your peers. Please pay special attention to any changes made since your last evaluation, and what you now consider most essential to your mission. Be sure to address each of the following:
  - a. Describe special strengths of your program
  - b. Describe areas of weakness, challenges or areas that need further development to bring you up to current standards in your field.
  - c. Describe any innovations developed by your program.
3. If applicable, describe the specific program goals as they relate to the academic program. Describe the department's practices in assessing the progress of students toward achieving these goals. (Attach assessment plan and at least the most recent report.)
4. If not already addressed in #2 above, describe the way in which your program fits into and enhances the liberal arts curriculum at Dickinson.
5. Describe the way in which your program aligns with the college's new strategic plan.
6. Describe the ways in which the department provides opportunities for students to pursue independent study/research/internships/employment within your program. Include specific examples of projects undertaken and how these have enhanced the student learning experience and contributed to your mission.