



## Academic Program Review Handbook

Prepared by the Office of Institutional Research & Assessment

## INTRODUCTION

The founding of NewSchool of Architecture & Design (NewSchool) in 1980 was based on a vision of superb professional education that culminated in architecture degrees. Since that time, NewSchool has evolved in numerous ways including relocation, the addition of graduate and undergraduate programs, and a global perspective. Throughout the years and NewSchool's evolution, its commitment to quality professional education has remained constant. The current mission echoes the original institutional purpose while recognizing the needs of design professionals in today's global environment:

*"NewSchool's mission is to nurture and inspire design-minded learners to become citizen architects and designers. NewSchool graduates demonstrate a firm foundation of critical thinking, ethical behavior, and a culture of professional practice on their way to becoming socially responsible leaders of change for our global society."*

To achieve its mission, NewSchool has made an institutional commitment to both the assessment of student learning and program review. This helps the school better understand how well students are achieving the stated goals, making our vision a reality and fulfilling the academic mission. NewSchool recognizes that assessment is a process that evolves as data becomes available, as more members of the campus engage in assessment efforts, and as the entire institution reaps the benefits of a robust culture of evidence grounded in assessment that pervades every aspect of the campus. NewSchool has made great strides in assessment efforts including developing comprehensive assessment plans for all programs and co-curricular support units and re-establishing the Assessment Leadership Council. This Program Review Handbook takes the next step by defining and describing program review guidelines. The Program Review Handbook provides a framework for how and when program review will be conducted at NewSchool.

## PURPOSE:

The purpose of academic program review is to provide the opportunity to evaluate the quality of the academic program under review as a means of ensuring continuous improvement. Program review allows for a comprehensive understanding of the program and to identify areas for improvement that will enhance the learning experience of its students. It also allows for a greater understanding of the program's role within the institution and its mission. This process in self-reflection is intended to be collaborative, involving academic leadership, program chairs and deans, faculty, current students, alumni, and external constituents. Program review is also intended to be data-driven, resulting in evidenced-based decision making and long-range academic planning. The outcome of program review is a set of clearly defined recommendations and action items to support future program strategic planning, curriculum development, student learning, and resource allocation fostering student success.

## 7 YEAR ACADEMIC PROGRAM REVIEW SCHEDULE

In 2018-19, with the creation of the Program Review Handbook, NewSchool established a new schedule for academic program review. In previous years, academic program review coincided with programmatic and/or regional accreditation visits. The new program review schedule was created by the Assessment Leadership Council and approved by NewSchool’s academic governance committee (NCAP) and President. NewSchool’s academic program review process will occur on a seven-year cycle. A program can elect to conduct a program review earlier in the cycle if an issue is identified requiring attention earlier in the cycle. Figure 1 shows the academic program review scheduled for the next two cycles.

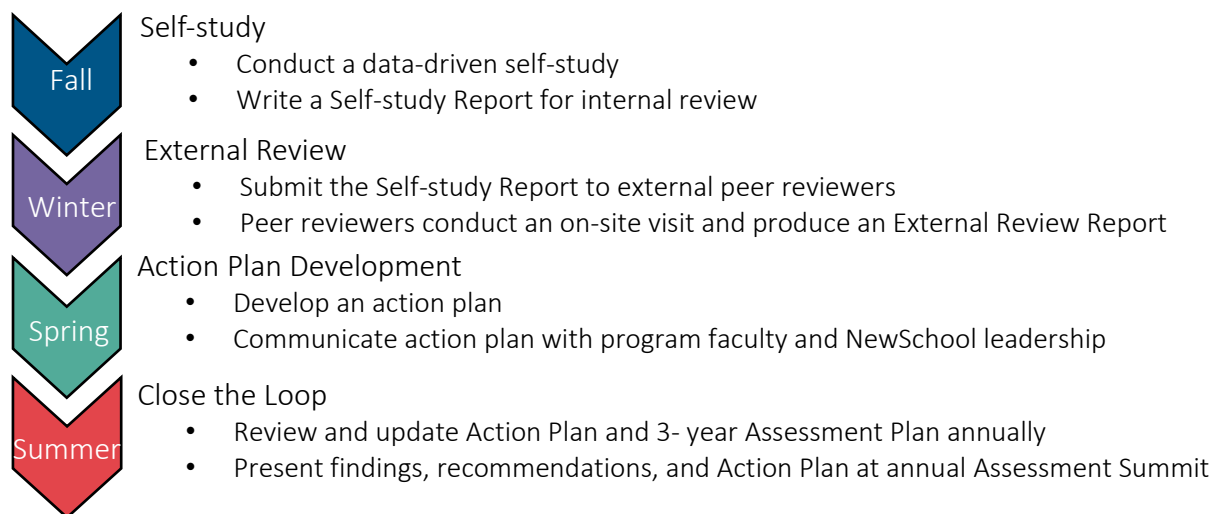
Year	Architecture	Construction Management	Integrative Studies	Design
2018-19				
2019-20				
2020-21				
2021-22				
2022-23				
2023-24	<i>NAAB Visit</i>			
2024-25				
2025-26				
2026-27				
2027-28				
2029-30				
2030-31				

Figure 1 Academic Program Review Schedule

## 4 STAGES OF ACADEMIC PROGRAM REVIEW

Program Review occurs in four stages. The four stages include a Self-study Report and an external review. The program then builds upon these resources to develop an Action Plan and conduct a multi-year implementation plan to ensure closing of the loop.

Figure 2. 4 Stages of Academic Program Review



Self-study preparation begins one month prior to the start of fall quarter of the year that a program review is to be completed. An overview of the steps needed to complete the self-study process are detailed below.

### One Month Prior to the Start of the Fall Quarter- Self-study Preparation

- The Dean or Program Chair of the program under review will form a Program Review Committee comprised of a representative from each area:
  - Dean of the program under review
  - Program Chair of the program under review
  - 2 Level Coordinators (if the program has level coordinators)
  - 3-4 Faculty members (full-time and part-time, only 2 are needed if LCs are available)
  - 1 Institutional Research representative
  - 1 Administrative Support representative (as needed)
- Program Chair will conduct an initial Program Review Committee meeting to review the Program Review Handbook. The goal of this initial meeting is to ensure each person understands the timeline of events for the coming year and their role in the process.
- Program Chair reaches out to Human Resource and Finance to discuss resource allocation for the external review (cost associated with external review is described in the next section).
- Office of Institutional Research & Assessment will provide the Program Review Committee with the Program Review Dataset (**appendix 1- [Sample Program Review Dataset](#)**). This dataset looks at five-year trends in the following measures:
  - Enrollment by program, student type, status (full-time, part-time), gender, age, and ethnicity, retention, persistence, graduation rate, WASC's Graduation Rate Dashboard's Absolute Graduation Rate, on-time completion, job placement and salaries, and Architecture Registration Exam pass rates (if applicable).
  - The Program Review Committee will also be given the latest copy of the Annual Institutional Report.

### Selection of Two External Peer Reviewers

- Program Review Committee submits the names of two external reviewers, their expertise, credentials, and a proposed external review itemized budget to the President, Director of Human Resource, and Director of Finance for review and final approval.
- External reviewers are paid an honorarium of \$500 and reimbursed for all travel to and from NewSchool.
- External peer reviewer selection should consider the following:
  - Peer reviewers should come from a peer or aspirational institution and have the level of teaching experience appropriate for the program under review.
  - Ideally, at least one reviewer will have experience conducting program review and assessment of student learning outcomes.

- Reviewers should not have a conflict of interest with the institution that would hinder their ability to conduct an objective review.
- Both reviewers will need to be available to conduct the on-site review visit during the Winter quarter.
- Efforts should be made to identify at least one local external reviewer from the greater San Diego or surrounding areas, to save on travel expenses.
- Once the external reviewers are determined, the Administrative Support representative will work with the reviewers to book hotel and travel arrangements. The Administrative Support representative will provide each reviewer with a copy of a W-9 Form (**appendix 2. [W-9 Form](#)**) and ensure the form is signed and returned to NewSchool. In the weeks leading up to the On-site Visit, the Administrative Support representative will send the peer reviewers a copy of the On-Site Visit Agenda (**appendix 3. [Sample On-Site Visit Agenda](#)**) for their feedback and recommendations.

### Start of Fall Quarter- Writing the Self-study Report

- After the Program Review Committee completes the self-study process by reviewing the findings from the 3-year Assessment Plan, the Program Review Dataset, and any other information relevant to the program under review, they will begin writing the Self-study Report. The Program Review Committee and Program Chair can elect to use the Self-study Report Template (**appendix 4. [Self-study Report Template](#)**) or they can select a different format for their Self-study Report.

#### Self-study Report Best Practices

- Different sections of the Self-study Report should be written by different member of the Program Review Committee. The Self-study Report should not be written by any one individual, it needs to be a collaborative process.
- The Self-study Report should not exceed 25 pages, excluding appendices.
- Questions answered, and claims made in the Self-study Reports must be supported by evidence. Work closely with the Office of Institutional Research & Assessment to identify evidence needed to answer questions and support claims.
- As drafts of the Self-study Report become available, the drafts should be shared with other programs who have successfully completed the program review process, and/or other faculty within the program, to gather feedback.
- The President must review and approve the final version of the Self-study Report before it is sent to the reviewers.
- DEADLINE: The final version of the Self-study Report is to be submitted to the external peer reviewers at least one month prior to the On-site Visit (no later than the second week of the Winter Quarter).
- The final Self-study Report should also be distributed to all faculty in the program and NewSchool leadership prior to the On-site Visit.

### Winter Quarter- Conducting an On-site Visit

The Self-Study Report will be reviewed by the two external peer reviewers prior to the on-site visit. In the weeks leading up to the visit, the Program Chair and Administrative Support Representative will coordinate with the two reviewers to finalize an agenda for the On-site Visit.

DEADLINE: One week prior to the On-site Visit the peer reviewers should send NewSchool any questions or requests for additional information.

The peer reviewers will spend 1-2 days on campus, depending on the agenda and needs of the program under review. The external review will include evaluation of undergraduate and graduate programs. The site visit begins with an introductory meeting with the President, Program Chair, and Program Review Committee. After receiving a tour of the program facilities, the peer reviewers will use the day(s) to meet with various undergraduate and graduate faculty, students, alumni, and administration. During the On-site Visit, the peer reviewers should visit at least one upper- and one lower-division course and have an opportunity to view samples of student work at the introduced, reinforced, and mastered levels. At the end of the On-site Visit, an exit interview will be held with the President, Program Chair, and Program Review Committee.

### Winter Quarter- External Reviewer Report

- The two peer reviewers will be asked to evaluate the program on the following topics. These areas will also be the basis of their External Review Report. An External Review Report template will be provided (**appendix 5. [Sample External Review Report Template](#)**).
  - Program Mission
  - Strengths
  - Weaknesses/Challenges
  - Opportunities for Improvement
  - Faculty
  - Assessment of Student Learning Outcomes & Student Success
  - Progress since last program review
  - Program Viability and Sustainability
  - Recommendations
  - Concluding Comments

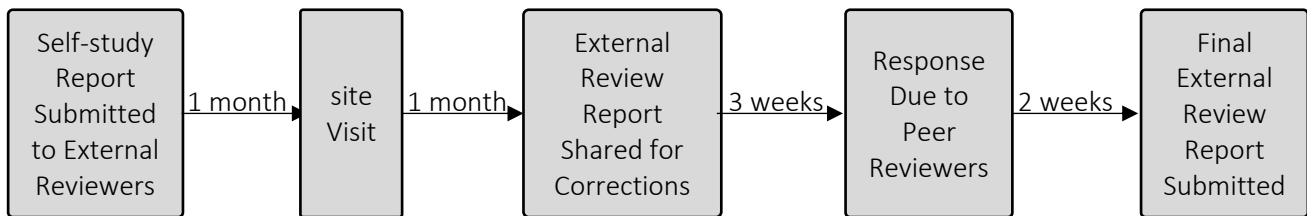
Note- additional areas can be evaluated based on the needs of each program. If additional areas are to be evaluated, it is the responsibility of the Program Chair to update the External Review Report template with the additional areas.

- The two peer reviewers will work together to submit one External Review Report. The report should be 3-6 pages and evaluate the overall quality of the program based on the Self-study Report and observations made during the on-site visit.
- The External Review Report must include a list of at least five recommendations to improve the program.
- DEADLINE: Once the on-site visit is completed, the peer reviewers will have one month to share their External Review Report with the Program Review Committee for an opportunity to respond

with corrections of errors of fact, which are due three weeks after receiving the External Review Report. After the reviewers receive the response, they will have two weeks to submit the final External Review Report.

- The president must review and approve the response to the External Review Report before it is sent to the reviewers.
- The External Review Report should be disseminated and discussed with all faculty in the program and with NewSchool leadership.

Below is a timeline summarizing the program review process from submitting the Self-study Report to receiving the final External Review report.



### STAGE 3: ACTION PLAN

Spring

#### Spring Quarter- Creating and Disseminating an Action Plan

- The External Review Report should be disseminated and discussed with all faculty in the program and with NewSchool leadership. Reviews and discussions of the External Review Report should be focused on ways to address recommendations and the creation of an Action Plan. Thought should be given as to how the 3-year Assessment Plan will need to be altered to meet the needs of the action plan. The action plan should have short-term and long-term action items that consider budget and resources.
- The Program Review Committee will present a multi-year Action Plan to address the recommendations from the External Review Report to program faculty and NewSchool leadership for their feedback.
- Once feedback is incorporated, the finalized Action Plan will be sent to each external peer reviewer, and the faculty within the program.

### Summer Quarter- Annual updates

- The program review process detailed above shows the steps taken throughout a year to complete a program review. The process is repeated every seven years; however, program review is on-going. Each year, in the summer quarter, programs should review their Action Plan and use that to drive their annual updates to their 3-year Assessment Plan. The Action Plan should be updated annually to reflect work that has been accomplished and recommendations (from the External Review Report) that have been addressed.
- Each summer, at the annual Assessment Summit, the program that has undergone a program review will share the highlights from their Self-study Report, findings and recommendations from the External Reviewer Report, and the Action Plan to address the recommendations. All other programs that have conducted program review in the past will share their annual updated to their action plan and 3-year assessment plan, at the annual Assessment Summit.
- The annual updates to the Action Plan will serve to inform the next program review and drive initiatives for the upcoming year. Over the six years between program reviews, the program should work to address each recommendation from the External Review Report.



## APPENDIX

## Appendix 1. Sample Program Review Dataset

The full list of measures and analysis is shown below.

Each of the following measures are reported for the last five years, disaggregated by student type (new, transfer, continuing), status (full-time, part-time), degree/program, demographics (gender, ethnicity, age).

### Student Enrollment Demographics and Student Success

- Admissions profile
- Fall enrollment
- Full-time equivalence
- Credits attempted/earned
- Persistence
- Retention
- Grade Distribution
- Integrative Studies Core Courses analysis
- 150% graduation rate
- WASC's Graduation Rate Dashboard's (GRD) Absolute Graduation Rate (AGR)
- % On-time completion
- Average time to completion
- Number of degrees conferred
- Job placement within field or related field, within six months of graduation
- Average salaries
- Alumni survey results (for programs that conduct alumni surveys)
- Architecture Registration Exam pass rates

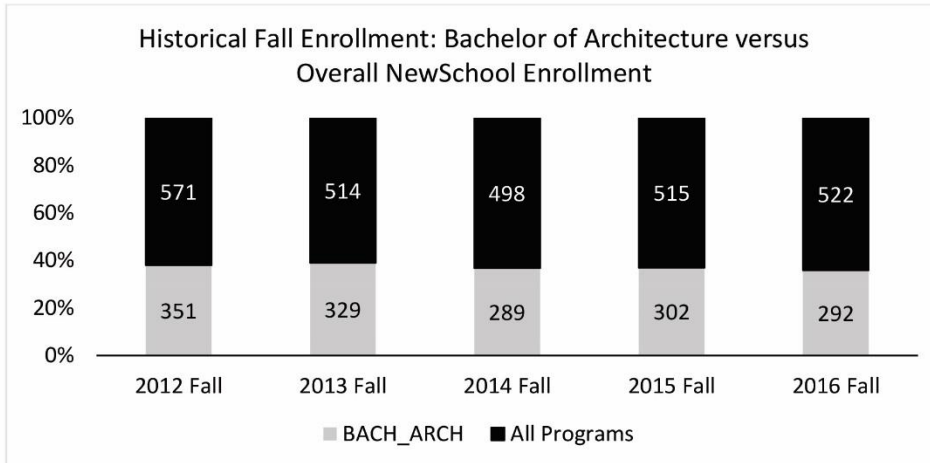
### Faculty

- Rank (e.g. assistant, associate)
- Status (full-time, part-time)
- Diversity
- Student-to-faculty ratio
- Average class size

*\*Data shown below is only an excerpt of the full Program Review Dataset.*

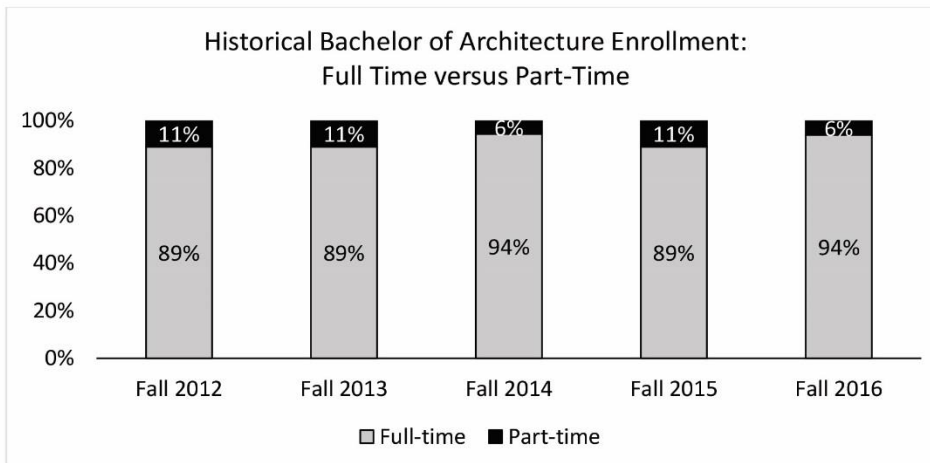
SAMPLE PROGRAM REVIEW DATASET  
ARCHITECTURE PROGRAM REVIEW (2017)

**Historical Bachelor of Architecture Fall Enrollment Versus NewSchool Overall Enrollment**



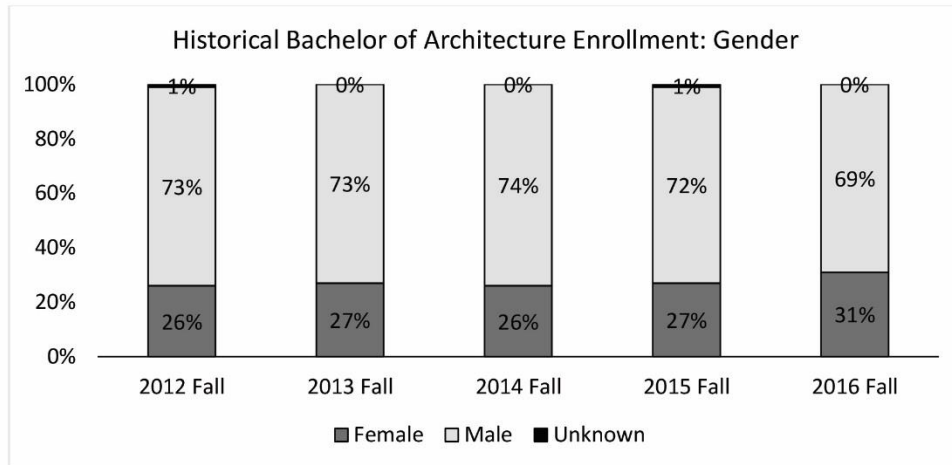
Talking point: while NewSchool's overall enrollment has increased over time, the Bachelor of Architecture program has seen a decrease in enrollment.

**Historical Bachelor of Architecture Full-time Versus Part-time**



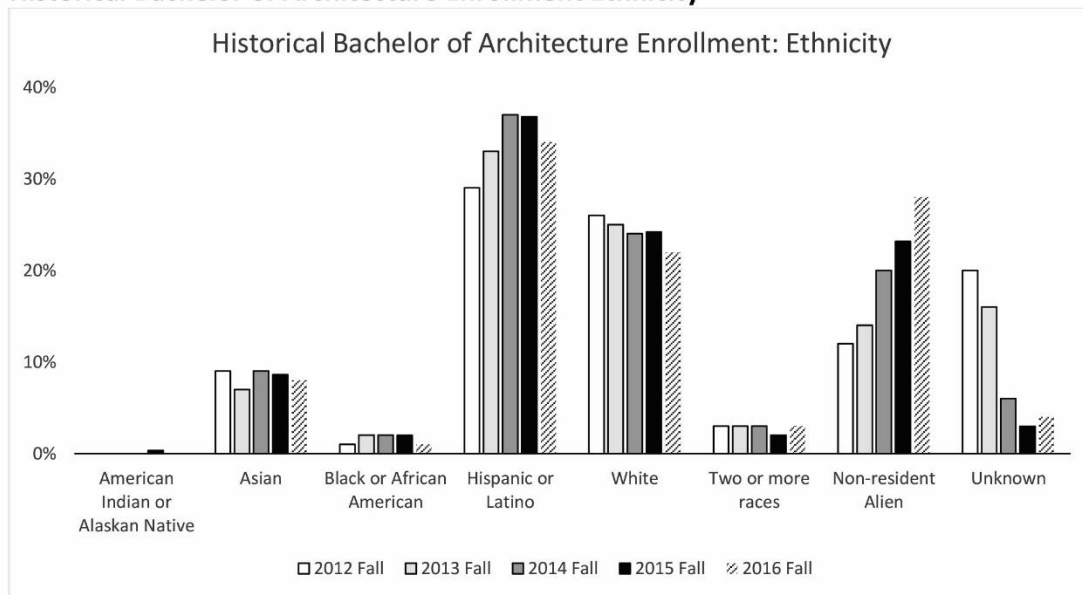
Talking point: Bachelor of Architecture enrollment is predominantly full-time, fluctuating between 6% and 11% over the last 5 years.

**Historical Bachelor of Architecture Enrollment Gender**

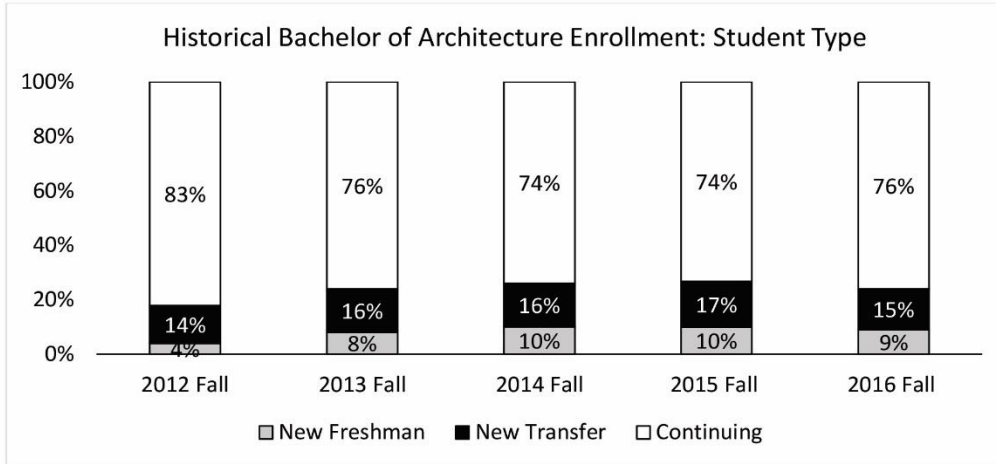


Talking point: over time BACH\_ARCH has seen an increase in the portion of female students.

**Historical Bachelor of Architecture Enrollment Ethnicity**

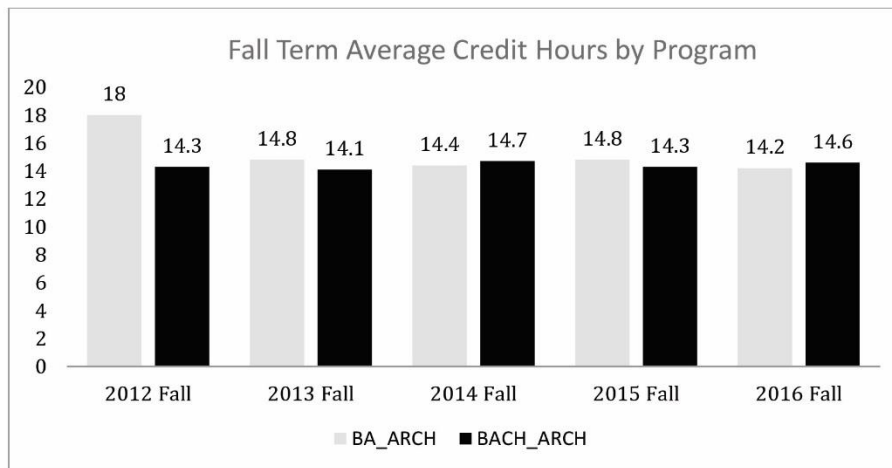


### Historical Bachelor of Architecture Enrollment Student Type



Talking point: Over the last 5 years, the Bachelor of Architecture program has seen an increase in the percent of New First Time Freshman and Transfer Undergraduate students.

### Historical Fall Term Average Credit Hours by Program



Talking point: Over the last 5 year average credit for BACH\_ARCH has remained relatively consistent (~14 credits). Fluctuation in BA\_ARCH can be explained by the small sample size.

### Historical Retention by Architecture Degree

Program	Fall 2014 to Fall 2015 Retention	Fall 2015 to Fall 2016 Retention	Fall 2016 to Fall 2017 Retention
<b>Undergraduate Programs</b>			
Architecture			
BA_ARCH	50% (2/4)	67% (2/3)	100% (3/3)
BACH_ARCH	82% (197/240)	84% (212/251)	85% (201/237)
<b>Undergraduate Total</b>	<b>79% (245/310)</b>	<b>80% (275/345)</b>	<b>77% (279/338)</b>
<b>NSAD Total</b>	<b>77% (292/383)</b>	<b>80% (321/402)</b>	<b>81% (322/396)</b>

Talking points: BACH\_ARCH retention has increased for three years in a row and is currently above the undergraduate and over institution retention rate.

### Historical Graduation Rate by Degree

#### Overall Undergraduate 150% Graduation Rate and Average Time to Completion

	Fall 2009		Fall 2010		Fall 2011	
	Graduation Rate	Time to Completion (years)	Graduation Rate	Time to Completion (years)	Graduation Rate	Time to Completion (years)
BACH_ARCH	42% (36/85)	4.15	42% (32/77)	3.84	54% (45/84)	4.00
BA_ARCH	n/a	n/a	0% (0/1)	n/a	n/a	n/a

#### New First Time Freshman 150% Graduation Rate and Average Time to Completion

	Fall 2009		Fall 2010		Fall 2011	
	Graduation Rate	Time to Completion (years)	Graduation Rate	Time to Completion (years)	Graduation Rate	Time to Completion (years)
BACH_ARCH	36% (9/25)	4.89	29% (5/17)	4.69	31% (5/16)	4.55
BA_ARCH	n/a	n/a	0% (0/1)	n/a	n/a	n/a

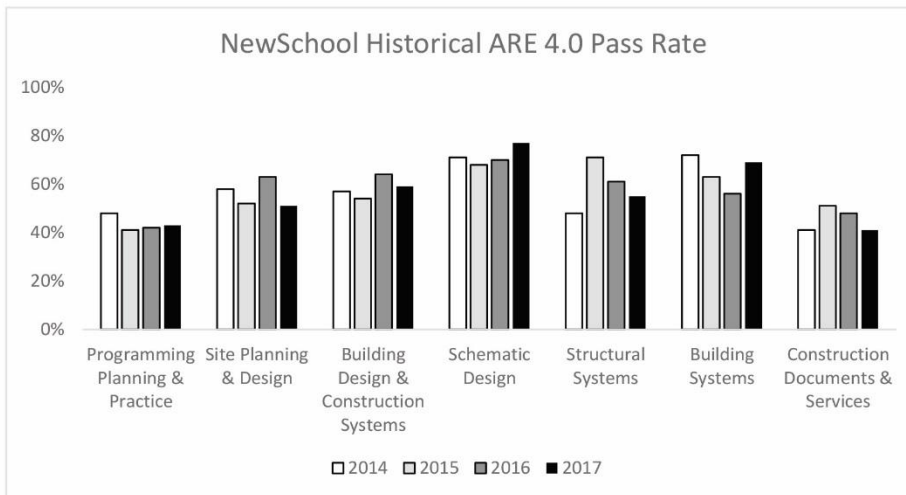
### Transfer Undergraduate 150% Graduation Rate and Average Time to Completion

	Fall 2009		Fall 2010		Fall 2011	
	Graduation Rate	Time to Completion (years)	Graduation Rate	Time to Completion (years)	Graduation Rate	Time to Completion (years)
BACH_ARCH	45% (27/60)	3.91	45% (27/60)	3.72	59% (40/68)	3.93
BA_ARCH	n/a	n/a	n/a	n/a	n/a	n/a

### Historical Architecture Registration Exam Pass Rate

DIVISION	2014	2015	2016	2017
Programming Planning & Practice	48%	41%	42%	43%
Site Planning & Design	58%	52%	63%	51%
Building Design & Construction Systems	57%	54%	*64%	59%
Schematic Design	71%	68%	70%	77%
Structural Systems	48%	*71%	61%	55%
Building Systems	*72%	63%	56%	*69%
Construction Documents & Services	41%	51%	48%	41%

\*Above National Average



APPENDIX 2

Form <b>W-9</b> (Rev. November 2017) Department of the Treasury Internal Revenue Service	<h2 style="margin:0;">Request for Taxpayer Identification Number and Certification</h2> <p style="margin:0;">▶ Go to <a href="http://www.irs.gov/FormW9">www.irs.gov/FormW9</a> for instructions and the latest information.</p>	Give Form to the requester. Do not send to the IRS.
1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.		
2 Business name/disregarded entity name, if different from above		
Print or type. See Specific Instructions on page 3.	3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only <b>one</b> of the following seven boxes.	
	<input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate	
	<input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____	
	<input type="checkbox"/> Other (see instructions) ▶ _____	
4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):		Exempt payee code (if any) _____
		Exemption from FATCA reporting code (if any) _____
		(Applies to accounts maintained outside the U.S.)
5 Address (number, street, and apt. or suite no.) See instructions.		Requester's name and address (optional)
6 City, state, and ZIP code		
7 List account number(s) here (optional)		

**Part I Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

	Social security number					
	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:20%; height: 20px;"></td> <td style="width:5%; text-align: center;">-</td> <td style="width:20%; height: 20px;"></td> <td style="width:5%; text-align: center;">-</td> <td style="width:50%; height: 20px;"></td> </tr> </table>		-		-	
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	or Employer identification number					
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	-					

**Part II Certification**

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

<b>Sign Here</b>	Signature of U.S. person ▶	Date ▶
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**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

**Purpose of Form**

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
  - Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
  - Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
  - Form 1099-S (proceeds from real estate transactions)
  - Form 1099-K (merchant card and third party network transactions)
  - Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
  - Form 1099-C (canceled debt)
  - Form 1099-A (acquisition or abandonment of secured property)
- Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.



## Appendix 3. Sample On-site Visit Agenda



### APPENDIX 3.

### Sample External Peer Review On-Site Visit Agenda

#### Thursday

Time	Agenda Item	Attendees
12:00pm	Lunch- Welcome and overview of the day	President, Program Chair, Program Review Committee
1:00pm	Tour of facilities	Student Representative, Program Chair, President
1:45pm	Break	
2:00pm	Undergraduate Program: Organization, leadership curriculum, student learning experience, course load	Undergraduate Program Chair, undergraduate faculty (full-time and part-time) and level coordinators (if applicable)  For Design Programs- this time will be used to meet with Product and Interior Design faculty
4:00	Course observation	Observation of one lower-division course
5:00	Alumni reception	NewSchool Alumni, Career Services Director, President, Program Review Committee
6:00pm	Dinner	President, Program Chair, Program Review Committee

#### Friday

Time	Agenda Item	Attendees
8:30am	Breakfast- Welcome and overview of the day	President, Program Chair, Program Review Committee
9:00am	Graduate Program: Organization, leadership curriculum, student learning experience, professional development	Graduate Program Chair, Graduate Faculty (full-time and part-time) and Level Coordinators (if applicable)  For Design programs, this time will be used to meet with Graphic Design & Interactive Media faculty
11:00am	Course Observation	Observation of one upper-division course
12:00pm	Break	
12:15pm	Lunch Located in Art Gallery-	Students (opportunity to present student work)
1:00pm	Exist Interview	President, Program Chair, Program Review Committee

## Appendix 4. Self-study Report Template



### APPENDIX 4.

## SELF-STUDY REPORT TEMPLATE

The template below provides a framework and structure for the self-study report. Questions are offered to facilitate thoughtful reflection. Items and questions can be removed or added to meet the needs of the program under review.

### A. GENERAL INFORMATION

- NewSchool mission, vision, values, and Institutional Learning Outcomes (ILOs)
- NewSchool affinity areas and academic pillars
- Background and history

### B. PROGRAM OVERVIEW

- Program overview (including degree offerings, delivery methodology)
- Program history
- Program mission statement
- Programmatic accreditation (if applicable)
- Program Learning Outcomes (PLOs)
- Employer Learning Outcomes (ELOs)
- Learning culture

Questions to Consider:

- How does the program support the mission and vision of NewSchool?
- How does the program contribute to other programs on campus?

### C. PROGRESS SINCE LAST PROGRAM REVIEW

- Status update on actions taken to address recommendations from previous Self-study Report and External Reviewer Report.

### D. ADMISSIONS AND ENROLLMENT DEMOGRAPHICS

- 5-year trend data, analysis, and reflection on
  - Admissions profile
  - Enrollment by degree, student type, status (full-time, part-time), demographics (gender, ethnicity, age, domestic/international)
  - Persistence and retention, disaggregated by degree, student type, and demographics
  - Grade distribution

Questions to consider:

- How do actual student achievement levels compare to admissions performance criteria (to understand whether students are prepared for the rigor of the program)?
- What could be contributing to changes in enrollment, persistence, retention?

#### **E. STUDENT LEARNING OUTCOMES & STUDENT SUCCESS**

##### **Assessment of Student Learning Outcomes**

- Program Learning Outcomes (PLOs)
- Description of alignment between PLOs and ILOs, and alignment of Course Learning Outcomes (CLOs) in the required courses with PLOs and ILOs
- Summary and reflection on 3-year Assessment Plan results from prior years and assessment plans for the future.
- Assessment case studies, using direct and indirect evidence

##### **Student Success**

- 5-year trend data, analysis, and reflection on
  - Achievement of Course and Program Learning Outcomes
  - Results from 3-year Assessment Plan
  - Graduation rates by student type (new, transfer), status (FT, PT) degree, demographics
  - WASC Graduation Rate Dashboard (GRD) and measures taken to improve the GRD's Absolute Graduation Rate (AGR)
  - Time to degree, on-time completion rate, number of degrees conferred (disaggregated by degree, student type, and demographics).
- Success after graduation
  - Architecture Registration Exam pass rates (if applicable), compare to peer institutions
  - Job placement
  - Average salaries
  - Alumni survey results (if available)
  - Notable contributions to the profession by program alumni

Questions to consider:

- How well do the program learning outcomes reflect the contemporary standards of the profession?
- What are the thresholds set on each PLOs?

- Which PLOs are being met and which are not?
- How do you know the students are achieving the learning outcomes?
- What programmatic or curricular changes have been made as a result of assessment of student learning outcomes?
- Do the program learning outcomes reflect current practice?
- Is there program specific academic support for the students in the program? If so, what and how do students access this support?
- How well do the program outcomes prepare graduates with the skills and knowledge expected by potential employers?

#### **F. FACULTY**

- 5-year trend data, analysis, and reflection on:
  - Faculty diversity, promotion, rank, and faculty status (full-time, part-time)
  - Faculty course load
  - Student-to-faculty ratio
  - Class size
  - Course load
- Qualifications, credentials, expertise
- Professional development

Questions to consider:

- Do the instructors (FT and PT) who teach the courses in the program have the appropriate academic and professional qualifications?
- Do the instructors receive adequate orientation, training, and professional development?
- Are the instructors' course syllabi comprehensive and appropriate for the course?
- How effective are the instructors in teaching?
- Do the instructors (FT and PT) who teach the courses in the program have the appropriate academic and professional qualifications?
- In what ways are external professionals involved in the program (advisory boards, etc.)?
- Are the courses in the program being maintained and updated regularly by one or more faculty who teach the course?
- Does the program make use of current teaching strategies, curriculum structure, and technology?

#### **G. STUDENT SUPPORT**

Questions to consider

- What resources are available to support the student learning experience? (e.g. tutoring, mentoring)
- What opportunities exist for students to be engaged and involved in their education outside of the classroom?
- How well do these experiences complement the PLOs and ILOs?

#### **H. PROGRAM VIABILITY AND SUSTAINABILITY**

- Future degree offerings and market research
- Resource and capacity analysis
- Financial viability
- Succession planning

#### **I. STRATEGIC PLANNING**

- Description of future plans for the program and how the plans relate to the long-range plan of the intuitions. For example:
  - Curriculum changes
  - Facilities
  - Faculty development
  - Resource allocation
  - Technology upgrades
  - On-line delivery
  - Enhancing student learning experience

#### **J. SUMMARY OF CURRENT PROGRAM RELEVANCY, QUALITY AND VITALITY**

- Current program relevancy to the institution and the profession
- Quality of the program
- Recommendations
- Action Plan

Questions to Consider:

- What are the future plans for assessment of student learning?
- What are the needs of the program?
- What additional monetary resources are needed to support recommendations?

## Appendix 5. External Review Report Template



### Sample External Review Report Template

Please evaluate the following areas based on the information in the Self-study Report and observations made during the On-site Visit.

Area	Comments
Program Mission	
Strengths	
Challenges/Opportunities for Improvement	
Faculty	
Assessment of Student Learning Outcomes & Student Success	
Progress Made Since Last Program Review	
Program Viability and Sustainability	

Area	Comments
Recommendations (at least 5)	
Concluding Comments	