ACADEMIC REVIEW GUIDELINES FOR INTERNAL REVIEWS
SAN DIEGO STATE UNIVERSITY

Purpose: The San Diego State University Academic Review (AR) Process will provide each academic unit with the opportunity to examine its strengths, areas for improvement, and strategic goals in a systematic way for all programs and subprograms offered. The Academic Review process allows us to:

a. Guide the future direction and priorities for the programs and the institution
b. Support the continuous improvement of the program by identifying areas for improvement and development
c. Promote dialogue within the department as well as across departments
d. Fulfill accreditation and state requirements
e. Assure institutional quality to students, faculty, parents, alumni, and other stakeholders
f. Provide an opportunity for a structured dialogue between the department and the administration

In essence, ARs are an opportunity for academic units to reflect on their accomplishments, challenges, and opportunities to address such questions as: *How well are we preparing all our students to meet and exceed the challenges they will experience upon graduation? How well are we supporting faculty and staff in the integration of their teaching, research, scholarship, and creative endeavors, and service? How well are we equipped to meet the emerging challenges and demands of our disciplines and their respective roles in our broader society?*

While meaningful and regular ARs are an explicit requirement of the California State University system and its Board of Trustees as well as for continued accreditation through the WASC Senior College and University Commission (WSCUC), these guidelines are written in a manner that will affirm faculty's ability to focus on what they care about while providing evidence that can inform program, unit, and college-level decision-making.

Because some degrees within your department are accredited by a national organization, SDSU employs a very abbreviated academic review for the remaining, unaccredited, degrees within your unit. We do not require a site visit or lengthy self-study. Rather, your program will be asked to submit a modified, shortened self-study covering only those aspects of the program that are not covered during the accreditation visit and only for those degrees that are not accredited. The self-study will be evaluated by the academic affairs administrative team (i.e., Provost, Graduate Dean, and AVP Faculty Advancement and Student Success, AVP Curriculum, Assessment, and Accreditation, College Dean and Associate Dean(s)). After reading the report, the team will schedule a meeting with the Department Chair to go over the report, ask questions, and provide suggestions for improvement. The department is entitled to submit a response to the Academic Affairs leadership comments and develop an action plan with the college dean.

OVERVIEW OF THE ACADEMIC REVIEW PROCESS

1. Notification: Deans will be notified at least one semester ahead of the semester of their Academic Review (AR). Chairs/Directors whose programs are undergoing AR will be provided with these Guidelines and are encouraged to develop any additional desirable review components that they deem appropriate. Department Chairs/Directors with questions regarding the Academic Review process may contact the Associate Vice President for Curriculum, Assessment, and Accreditation Madhavi McCall (mccall@sdsu.edu, 619-594-5050).

2. Selection of Date for submission of self-study and capstone meeting: Chairs/Directors should work with AVP for Curriculum, Assessment, and Accreditation to identify a reasonable deadline for submission of the self-study. Following determination of the self-study due date, the office of Curriculum, Assessment, and Accreditation will schedule a capstone meeting with the department chair/director and members of the Academic Affairs Leadership Team to discuss the self-study.

3. Production of the Academic Review Self-Study: The Self-Study is the centerpiece of the AR process, enabling programs to develop a deliberate and inclusive approach to its development. The Self-Study (1) provides context for the academic unit's mission, activities, ambitions, and priorities, (2) highlights recent achievements and progress, and (3) establishes future directions, opportunities, and challenges.

Templates for the Self-Study are located at the end of this document. The Chair/Director shall provide final drafts of the Self-Study as Word files to their Dean's office at least three weeks prior to the deadline for submission to the AVP CAA. These materials will be reviewed by the Dean's office for completeness and any comments/suggestions/requests for revision shall be provided back to the Chair/Director within one week.

4. Distribution of Finalized AR Documents: By the agreed upon deadline and following Dean's office approval of the Self-Study, the academic unit shall provide Word and pdf versions of the Self-Study and pdf version of any documents referred to in the self-study to Joseph Baker (jbaker4@sdsu.edu), who will share all finalized AR materials with parties across the campus.

5. Capstone meeting: The self-study will be evaluated by the academic affairs administrative team (i.e., Provost, Graduate Dean, and AVP Faculty Advancement and Student Success, AVP Curriculum, Assessment, and Accreditation, College Dean and Associate Dean(s)). After reading the report, the team will schedule a meeting with the Department Chair to go over the report, ask questions, and provide suggestions for improvement.

6. Response to Review Team Report: The Chair/Director of the academic unit may submit a written response to the capstone meeting should they choose to do so. The response may address each of the major findings and recommendations of the academic affairs leadership team.

7. Action Plan: The outcomes of the capstone meeting will be summarized by the Dean in the form of a draft Action Plan for finalization and endorsement by the Dean, Academic Affairs leadership team, and Chair/Director as a representative for the academic unit. The Dean will be responsible for scheduling any follow-up meetings regarding progress on this Action Plan.

SUMMARY: SAN DIEGO STATE UNIVERSITY ACADEMIC REVIEW TIMELINE

Stage	Component	Deadline	Specific Date
1	College deans, Chairs/Directors notified of AR scheduled and provided AR Guidelines	At least one semester prior to semester of AR	
2	Chair/Director work with AVP for Curriculum, Assessment, and Accreditation to finalize a deadline for submission of the self-study.	Stated deadline in AR notification email	
3	Chair/Director submits final drafts of Self-Study to Dean's office for review/revision	At least three weeks prior to deadline for self-study	
4	Academic unit uploads dean-approved Self-Study and other materials to shared drive	Agreed upon deadline for submission of self-study	
5	Capstone meeting	TBD	
8	Academic unit submits written response to Capstone meeting (optional)	TBD	
9	Academic units should work with their Dean's office to develop an Action Plan based on the review.	As soon as possible after Capstone meeting.	

Self-Study for the Academic Review of

<Program Title> at

San Diego State University

<Deadline for submission of Self-Study>

Prepared by:

< Name, Title and/or Role within Unit, Unit Name>

< Name, Title and/or Role within Unit, Unit Name>

< Name, Title and/or Role within Unit, Unit Name>

< Name, Title and/or Role within Unit, Unit Name>

< Name, Title and/or Role within Unit, Unit Name>

Internally Reviewed and Approved by the

College of <XXX>

on [Insert Date]

Academic Program Review Self-Assessment Guidelines

Instructions

The self-assessment reports on six areas: the overall goals, trends, and challenges; response to prior academic reviews; the academic/student experience for major or graduate students; research; the human, physical and financial resources; the guiding principles relating to success for all students, and shared governance; and conclusion. **Please only comment on elements NOT covered by national accrediting agencies during your last accreditation visit. All programs and subprograms not reviewed during accreditation shall be included. If elements of the self-study guidelines below have already been evaluated, please simply just note, "Covered during accreditation". In all sections, the questions serve as guidance. It is not necessary to address all elements if it is not applicable.**

1. Overall goals, trends, and challenges

The purpose of this section is to provide the department an opportunity to tell us about the program, its goals, and its challenges.

a. What is the mission of the program? What sets this program apart from other similar programs? How can the college and the university help support the program's goals and aspirations?

b. What are the key challenges this program faces? How can the college and the university help mitigate those challenges?

2. Response to Previous Academic Review (i.e., review team report, program response letter, and institutional summary letter; include these in the appendices).

a. Describe the unit's response to major issues, challenges, and recommendations identified through the previous academic review of this program.

3. Academic/ Student Experience

A central role in the academic department is to support students' academic experiences, and this section involves reporting on the quality of those experiences by looking at enrollment, learning objectives, and learning outcomes of the students in the program(s).

a. What are the enrollment trends in this program (include subprograms in this analysis)?

b. Has this program undergone any major curriculum changes since the last review and if so, why were these changes implemented?

c. How do you assess the success of your degree learning objectives? Please provide your degree learning objectives, a curriculum map, and updated assessment results for your degree learning outcomes. A report downloaded from Nuventive will be sufficient.

d. What initiatives are either underway or planned to promote student success?

e. To what degree are students successfully placed upon graduation?

4. Research and Creative Activities (please only address this section if the department has not been evaluated by an external accrediting agency). One of an academic department's main missions is to produce research and creative activities, and this section of the report asks the department to reflect on its productivity and impact in these areas.

a. How would you gauge the success of the research mission for the department? How does your department's research productivity compare to that of peer departments?

b. How do you anticipate your department supporting the R1 institutional goals?

c. Are there opportunities for undergraduate and graduate student research? If so, please describe how student research is supported for each population of students.

d. How can the college or the university support the research mission of the unit?

5. Resources

Understanding the resources of a department provides a useful way to review opportunities for growth. Please address the resource needs of this specific program only, specifically addressing where greater support is needed and how that support could enhance student success, include all programs and subprograms in this analysis.

6. Guiding Principles: Success for All Students and Shared Governance (please only address this section if the department has not been evaluated by an external accrediting agency).

The success of a department can be measured in several ways, but few underlying principles capture the vibrancy of a department more than how the department addresses student success and shared governance. The following questions are meant to encourage reflection on these important principles.

a. How does the department illustrate its commitment to success for all students?

b. How does department decision-making processes ensure appropriate consultation and shared responsibility for collective judgments about matters of unit policy and procedure?

7. Conclusions

a. Considering the findings of this Self-Study, please describe the program's specific areas of distinction and some specific areas for improvement.

b. How can the college and university help with the areas of improvement through existing resources or additional strategic investments?

8. Appendices

Include the following appendices and refer to information within these appendices as appropriate within the body of the Self-Study. Academic units may include additional relevant appendices as appropriate and referenced within the Self-Study.

Appendix 1. Review Team report from previous Academic Reviews, Unit's formal written response to the previous Review Team report, and Action Plan from previous review (if produced).

Appendix 2. Catalog description of all programs within the unit, including undergraduate, graduate and all subprograms.

Appendix 3. List of all (affiliated) faculty that includes faculty rank and years of service.

Appendix 4. Syllabi for all courses taught for the bachelor's and master's degrees offered through the unit's programs and subprograms.