



CALIFORNIA STATE UNIVERSITY, STANISLAUS

COLLEGE OF THE ARTS

College of the Arts

College-Level Academic Program Review Processes

College Structure for Review of Academic Program Reviews

The *College of the Arts Academic Program Review Processes* describes the structure for evaluating program quality through Academic Program Review. The key structures for review in the college are:

- College of the Arts Dean
- College of the Arts Internal Affairs Committee
- Department Chairs
- Department Program Assessment Coordinators
- Department Faculty

The following descriptions illustrate the roles, responsibilities and types of representation of the administration, committees and faculty which provide the structural support for program review in the college.

College Dean

The Dean is the chief administrative and academic officer of the college and oversees daily operations of the Departments of Art, Music and Theatre. The Dean's responsibilities include:

- Oversees the academic programs of the departments of the college
- Provides administrative leadership in support of developing programmatic learning outcomes with support from the Vice Provost
- Ensures review committee members receive orientation and training for conducting program reviews
- Gives final college-level approval of all elements of academic program review documents
- Makes recommendations to the Provost regarding academic program reviews

Internal Affairs Committee

The Internal Affairs Committee is elected by the voting members of the college and consists of one member from each department in addition to the Dean or the Dean's designee. Committee members are elected to staggered two-year terms. Normally at least one member from each department is tenured. To ensure equity of committee service an individual serves for no more than two consecutive terms as a representative on the committee. The responsibilities of the Internal Affairs Committee of the College of the Arts, as described in the *Constitution of the Faculty of the College of the Arts*, are as follows:

- Reviews and approves new programs and changes to existing programs
- Identifies potential curricular conflicts and recommends consultation between departments, disciplines and colleges when appropriate
- Reviews and approves new course proposals and requests for course discontinuance or deactivation
- Advises the college Dean on resource issues pertinent to curriculum
- Acts in an advisory capacity to the Dean with respect to budgetary and resource allocations, decisions and priorities within the college
- Reviews and makes advisory recommendations regarding department requests for tenure-track and visiting lecturer positions

- Encourages, supports, solicits, and reviews ideas and proposals for new programs
- Reviews resource and planning implications through the academic program review process
- Reviews drafts of academic program reviews and makes advisory recommendations as to changes in the reviews or in the programs themselves
- Identifies resource issues raised through the academic program review process
- Makes recommendations to the college Dean regarding academic program reviews

The Internal Affairs Committee expedites the refinement of curriculum by deferring to department curriculum committees for minor curricular changes and on questions answerable by specific disciplinary expertise.

Internal Affairs Committee Chair

In accordance with the Constitution of the Faculty of the College of the Arts, Article VII, Section 3, the Internal Affairs Committee chooses a chair from among the members elected to the committee. The committee chair serves for one year. A committee member shall not serve for more than two consecutive terms as chair. The responsibilities of the Internal Affairs Committee Chair in regard to academic program reviews are as follows:

- Acts as liaison between the college Dean, department Chair and department Curriculum Committee and the members of the Internal Affairs Committee in regard to academic program reviews and recommendations
- Corresponds with the department Chair and department Curriculum Committee regarding issues pertaining to academic program reviews

Department Chairs

Department Chairs are selected and appointed in compliance with the established campus policy. Responsibilities in regard to Academic Program Review and student assessment include:

- Works with the department PAC and faculty in support of major and general education student assessment for the programs of the department. (Appendix 1) *Role of Department/Program Chair in Program Assessment*)
- Ensures implementation by faculty of actions to improve effectiveness of programs as identified by the assessment and review process

Program Assessment Coordinators

A Program Assessment Coordinator (PAC) is appointed for each department by the college Dean in consultation with the department Chair. In conjunction with the department Chair and faculty the PAC is responsible for the development and management of the department's assessment plan and data collection as described in the *Departmental Program Assessment Coordinator (PAC) Position Description* (Appendix 2).

- Participate as members on the Assessment Council
- Work with department Chairs and faculty in support of major and general education student assessment for the programs of the departments
- Work with department faculty to implement actions – in an effort to improve effectiveness of programs through instruction – as identified by the assessment and review processes
- Provide annual reports – updates of progress/achievements – to the department Chairs, college Dean and the Faculty Coordinator for the Assessment of Student Learning

Department Faculty

All full-time faculty members in the departments of the college are expected to participate in the preparation and review of the programs for the department's academic program reviews. When appropriate and where possible, adjunct faculty may be involved. In accordance with the academic program review policy of California State University and per the California State University, Stanislaus, academic program procedures, departmental faculty are responsible for the following:

- Assessment of student learning of degree major and general education students at the classroom level
- Participation in and completion of departmental self-study documents
- Make recommendations and assist in the formation of preliminary implementation plans in coordination with the department PAC and Chair
- Assist in revisions of preliminary implementation plans in response to recommendations by the college and university level reviews and administration
- Implement actions in instruction to improve effectiveness in programs based on identification through assessment and academic program reviews

Method Used to Orient/Prepare College Committee to Conduct Academic Program Reviews

The following actions are taken to prepare the Internal Affairs Committee members for the evaluation of academic program reviews:

- Members of the Internal Affairs Committee of the college are to participate in annual orientation and training for conducting program reviews hosted by the Office of Academic Programs
- A copy of the college-level review procedures and templates are distributed to each member of the Internal Affairs Committee and a review of the process is conducted at the start of each academic year
- Members of the Internal Affairs Committee review prior 'self-review' of college-level academic program reviews completed by the (former) committee upon the conclusion of a past academic program review cycle

College Methods for Review of Departmental Academic Program Reviews

College Dean

The college Dean sits on the Internal Affairs Committee of the college and participates in curriculum and academic program reviews. Following the *Academic Program Review Timeline* (Appendix 3), developed by the Internal Affairs Committee and based on the *Academic Program Review Chronology* (Appendix 2), of the university's academic program review procedures, the following methods of review are assumed by the college Dean:

- Insures the Internal Affairs Committee members participate in orientation and training workshops for conducting program reviews
- Responds to a department Chair's request for substitution of the accreditation reports for the academic review document
- Tracks the progress of the department's submissions of academic program review materials and documents in collaboration with the Internal Affairs Committee
- Reviews all recommendations of the Internal Affairs Committee in regard to academic program reviews
- Gives final college-level approval of all elements of the academic program review documents
- Makes recommendations to the Provost regarding academic program reviews

College-Level Review Committee

Utilizing the *Academic Program Review Timeline* (Appendix 3) and the *College of the Arts Template for Internal Affairs Committee Evaluation of Academic Program Review* (Appendix 4) – a matrix of the committee's criteria developed in accordance with the academic program review policy of the university – the committee conducts academic program reviews using the following methods:

- Attends the orientation and training workshops for conducting program reviews

- Reviews the college-level processes and templates for conducting academic program reviews
- Distributes the college processes for academic program reviews to the department Chairs and Curriculum Committees
- Charts the materials and documents received and the progress of the department through the current academic program review cycle
- Monitors the recommendations and responses of the Dean, department Chair, department Curriculum Committee and Internal Affairs Committee through the completion of the implementation plan of the academic review process
- Reviews and records recommendations on the *College of the Arts Template for Internal Affairs Committee Evaluation of Academic Program Review* (Appendix 4)
- Makes recommendations regarding academic program reviews which are forwarded to the department Chair, department Curriculum Committee and college Dean
- Upon completion of the Academic Program Review process the Internal Affairs Committee will conduct a self-review summary of the college-level review process which may include feedback from the college Dean, department Chair and/or department Curriculum Committee

College Criteria for Review of Academic Program Reviews

The criteria used by the Internal Affairs Committee for college-level review of the departmental academic program reviews is the self-study criteria (bulleted below) as described in the university's academic program review procedures and demonstrated on the committee's review evaluation template (Appendix 4). A review of each undergraduate degree is to be conducted by the departments for review by the Internal Affairs Committee.

- Changes Since the Last Academic Program Review
- Enrollment Trends
- Commitment to Student Learning
- Curriculum and Instruction
- Faculty
- Implementation Plan

The *Program Review Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews* is used as a guide to determine the level of development of the department in regard to the academic program review (Appendix 5).

College Method for Aligning Planning and Budgetary Processes/Decisions with the Outcomes of the Academic Program Reviews.

The Internal Affairs Committee of the college has developed a first draft of a template to be used to align planning and budgetary processes/decisions with the outcomes of the academic program review (Appendix 6). The *Program Review* rubric is to be used as a guide to determine the departmental level of planning and budgeting demonstrated in the academic program review.

Sample Template for the Evaluation of Academic Program Review
Based on NASAD Procedures for the Self-Study Document for Accreditation
Format A

CRITERIA	Meets	Does Not Meet	N/A	Recommendations
SECTION I. PURPOSE AND OPERATIONS				
<p>A. Purposes of the Institution and Art/Design Unit Does the Self Study provide statements of purposes and specific aims—often referred to as mission, goals and/or objectives—for the art/design unit as a whole.</p> <p>Does the Self-Study describe how concepts and statements regarding art/design unit and institutional purposes:</p> <ol style="list-style-type: none"> 1. Guide and influence decision-making, analysis, and planning regarding curricular offerings, operational matters, and resources. 2. Are used to consider the extent to which policies, practices, resources, and other curricular program components work together to achieve stated purposes for art/design and art/design study. 				
<p>B. Size and Scope With regard to its purposes, does the Self-Study demonstrate the extent to which the art/design unit maintains:</p> <ol style="list-style-type: none"> 1. Sufficient enrollment to cover the size and scope of programs offered. 2. An appropriate number of faculty and other resources to cover the size and scope of programs offered. 3. Sufficient advanced courses in art/design appropriate to major areas of study at degree or program levels being offered. 				
<p>C. Finances Does the Self-Study describe the overall fiscal operation of the art/design unit with regard to its purposes, size, and scope, including but not limited to:</p> <ol style="list-style-type: none"> 1. Sources and reliability of operating income. 2. Balance of revenue to expenses. 3. The extent to which regular budget allocations for personnel, space, equipment, and materials are appropriate and sufficient to sustain the programs of the art/design unit from year to year. 4. Procedures for developing the budget for the art/design unit. <p>C. Finances (continued)</p>				

CRITERIA	Meets	Does Not Meet	N/A	Recommendations
5. Development methods including fundraising procedures and results. 6. Long-range financial planning, including results.				
D. Governance and Administration Does the Self-Study evaluate the extent to which governance and administrative structures and activities: <ol style="list-style-type: none"> 1. Fulfill the purposes of the institution and the art/design unit. 2. Assure fundamental educational, artistic, administrative, and financial continuity and stability. 3. Show evidence of long-range programmatic planning. 4. Demonstrate a primary focus on supporting teaching and learning. 5. Provide mechanisms for communication among all components of the unit. 6. Provide the art/design executive and other administrators of specialized areas sufficient time and staff to execute the required administrative and/or teaching duties effectively. 				
E. Faculty and Staff Does the Self-Study evaluate the extent to which policies, procedures, and conditions regarding faculty and staff meet NASAD Standards with respect to: <ol style="list-style-type: none"> 1. Qualifications. 2. Number and distribution. 3. Appointment, evaluation, and advancement. 4. Loads. 5. Student/faculty ratio. 6. Graduate teaching assistants. 7. Faculty development. 8. Support staff. 				
F. Facilities, Equipment, Health, and Safety Does the Self-Study evaluate the extent to which the art/design unit meets NASAD Standards regarding facilities, equipment, health, and safety in relation to the needs of: <ol style="list-style-type: none"> 1. Art/design students. 2. General students. 3. Art/design faculty. 4. Curricular offerings and curricular levels. 				

CRITERIA	Meets	Does Not Meet	N/A	Recommendations
<p><i>Note: Does the Department give particular attention to adequacy in terms of goals for student learning, size and scope, ventilation and climate control, and availability and capacity to remain technologically current, especially if the art/design unit offers disciplines and specializations that require continuous upgrading of equipment.</i></p>				
<p>G. Library and Learning Resources Does the Self-Study evaluate the extent to which NASAD Standards are met regarding:</p> <ol style="list-style-type: none"> 1. Overall requirements. 2. Governance and administration. 3. Collections and electronic access; focus on the extent to which collections and electronic access support: <ol style="list-style-type: none"> a. Current and projected curricular offerings and levels. b. The needs of students (undergraduate, graduate, general). c. Faculty teaching and research. 4. Personnel. 5. Services. 6. Facilities. 7. Financial support. 				
<p>H. Recruitment, Admission-Retention, Record Keeping and Advisement Does the Self-Study evaluate the extent to which systems and practices in these four areas meet NASAD Standards, especially with regard to:</p> <ol style="list-style-type: none"> 1. Accuracy and integrity of recruitment and admission programs. 2. Rigor and fairness of retention policies and their application. 3. Effectiveness of record keeping and graduate document maintenance. 4. The effectiveness of the advising system for art/design students. 				
<p>I. Published Materials and Web Sites Does the Self-Study evaluate the extent to which the art/design unit's policies and practices regarding published materials and Web sites meet NASAD Standards, especially with regard to:</p> <ol style="list-style-type: none"> 1. Clarity, accuracy, availability. 2. Comprehensiveness. 3. Documentation of connections with registration, certification, and/or licensure. 				

CRITERIA	Meets	Does Not Meet	N/A	Recommendations
4. Any published claims regarding achievements.				
J. Community Involvement <i>Review only if department has documented or explained compliance with NASAD Standards regarding community involvement beyond the information provided in the Management Documents Portfolio (Section IV) of the Self-Study.</i>				
K. Articulation with Other Schools <i>Review only if department has documented or explained compliance with NASAD Standards regarding articulation beyond information provided in the Management Documents Portfolio of the Self-Study.</i>				
L. Non-Degree Granting Programs for the Community <i>(Review only if the institution offers a non-degree-granting community education program with a specific published identity and at least one specifically designated administrator. See NASAD Handbook, Standards for Accreditation, Section III.K., "Non-Degree-Granting Programs for the Community.")</i>			✓	
M. Operational Standards for All Institutions for which NASAD is the Designated Institutional Accreditor <i>(Review only if applicable.)</i> Does the Self-Study document the extent to which NASAD Standards are met concerning title, operating authority, finances, governance and administration, general studies in undergraduate programs, facilities and equipment, student services, occupations of graduates, and teach-out agreements.			✓	
N. Operational Standards and Procedures for Proprietary Institutions <i>(Review only if applicable.)</i> <i>Note: Refer to NASAD Handbook, Standards for Accreditation, Section XXII., "Specific Operational Standards and Procedures for Proprietary Institutions of Higher Education." In preparing the analysis for this section, materials already covered in other sections of the Self-Study should not be repeated, but must be referenced.</i> Does the Self-Study document the extent to which the operations of the institution meet NASAD Standards referenced above.			✓	
O. Operational Standards for Branch Campuses and External Programs <i>(Only if applicable.)</i> <i>Note: Refer to NASAD Handbook-Standards for Accreditation, Appendix</i>				

CRITERIA	Meets	Does Not Meet	N/A	Recommendations
<p><i>I.A., "Branch Campuses, External Programs." In preparing this section, materials already covered in other sections of the Self-Study should not be repeated, but must be referenced.</i></p> <p>Does the Self-Study provide a list of specific art/design programs offered at each branch campus.</p> <p>Does the Self-Study explain the extent to which branch campus programs and practices meet NASAD Standards, including the consistency and coordination among campuses regarding faculty, facilities, equipment, admission policies, governance, finance, curricular programs, etc.</p>			✓	
SECTION II. INSTRUCTIONAL PROGRAMS PORTFOLIO				
Section II.A. Certain Curriculum Categories – Text Outline				
<p>Item UP: All Professional Baccalaureate Degree in Art and Design-Common Body of Knowledge and Skills</p> <p><i>This section applies only if the department offers one of the following:</i></p> <p>(a) A Bachelor of Fine Arts degree, or</p> <p>(b) Programs with equivalent professional objectives and content under another title.</p> <p><i>If the department does not offer one of the above programs, but offers an art/design education degree, please proceed to Item AE.</i></p> <p>Does the Self-Study provide a succinct text that documents the extent to which the art/design unit's overall objectives, practices, and levels of expectation meet NASAD Standards for developing the common body of knowledge and skills for all professional undergraduate degree students in the following areas. For each item, describe the level of competency or proficiency required for graduation in areas 1-4 listed below:</p> <p><i>Standards: The primary Handbook statements are found in the items titled "Common Body of Knowledge and Skills" in the section titled "[Standards for] All Professional Baccalaureate Degrees in Art/Design."</i></p>				
1. Studio				
2. Art/Design History, Theory, and Criticism				
3. Technology				
4. Synthesis				
Section II.B. Specific Curricula – Text Outline				
A. Applications for: Renewal of Final Approval				
<i>Note: Programs having Plan Approval that do not yet have requisite</i>				

CRITERIA	Meets	Does Not Meet	N/A	Recommendations
<i>transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs) are to be submitted for Renewal of Plan Approval. Description must address items as listed.</i>				
Bachelor of Fine Arts, Art (Mixed Subject) 1. Degree Title and Statement of Purposes 2. Curricular Structure 3. Assessment of compliance with NASAD standards 4. Discussion for institutions with Graduate programs 5. Results of program related to its purposes including means for evaluating results, requisite student competencies, and levels of achievement. 6. Assessment of strengths, areas for improvement, challenges and opportunities including assessment of the extent to which the program is meeting institution-wide or art/design unit aspirations for excellence. 7. A rationale for continuation of the program if it has had no graduates during the past five years. 8. Plans for addressing weaknesses and improving results.				
Bachelor of Arts, Art (Studio) 1. Degree Title and Statement of Purposes 2. Curricular Structure 3. Assessment of compliance with NASAD standards 4. Discussion for institutions with Graduate programs 5. Results of program related to its purposes including means for evaluating results, requisite student competencies, and levels of achievement. 6. Assessment of strengths, areas for improvement, challenges and opportunities including assessment of the extent to which the program is meeting institution-wide or art/design unit aspirations for excellence. 7. A rationale for continuation of the program if it has had no graduates during the past five years. 8. Plans for addressing weaknesses and improving results.				
Bachelor of Arts, Art (Art History) 1. Degree Title and Statement of Purposes 2. Curricular Structure 3. Assessment of compliance with NASAD standards Bachelor of Arts, Art (Art History) - continued				

CRITERIA	Meets	Does Not Meet	N/A	Recommendations
4. Discussion for institutions with Graduate programs 5. Results of program related to its purposes including means for evaluating results, requisite student competencies, and levels of achievement. 6. Assessment of strengths, areas for improvement, challenges and opportunities including assessment of the extent to which the program is meeting institution-wide or art/design unit aspirations for excellence. 7. A rationale for continuation of the program if it has had no graduates during the past five years. 8. Plans for addressing weaknesses and improving results.				
Minor in Art 1. Degree Title and Statement of Purposes 2. Curricular Structure 3. Assessment of compliance with NASAD standards 4. Discussion for institutions with Graduate programs 5. Results of program related to its purposes including means for evaluating results, requisite student competencies, and levels of achievement. 6. Assessment of strengths, areas for improvement, challenges and opportunities including assessment of the extent to which the program is meeting institution-wide or art/design unit aspirations for excellence. 7. A rationale for continuation of the program if it has had no graduates during the past five years. 8. Plans for addressing weaknesses and improving results.				
Minor in Art History 1. Degree Title and Statement of Purposes 2. Curricular Structure 3. Assessment of compliance with NASAD standards 4. Discussion for institutions with Graduate programs 5. Results of program related to its purposes including means for evaluating results, requisite student competencies, and levels of achievement. 6. Assessment of strengths, areas for improvement, challenges and opportunities including assessment of the extent to which the program is meeting institution-wide or art/design unit aspirations for excellence. Minor in Art History (continued)				

CRITERIA	Meets	Does Not Meet	N/A	Recommendations
7. A rationale for continuation of the program if it has had no graduates during the past five years. 8. Plans for addressing weaknesses and improving results.				
Bachelor of Arts, Liberal Studies (Art) 1. Degree Title and Statement of Purposes 2. Curricular Structure 3. Assessment of compliance with NASAD standards 4. Discussion for institutions with Graduate programs 5. Results of program related to its purposes including means for evaluating results, requisite student competencies, and levels of achievement. 6. Assessment of strengths, areas for improvement, challenges and opportunities including assessment of the extent to which the program is meeting institution-wide or art/design unit aspirations for excellence. 7. A rationale for continuation of the program if it has had no graduates during the past five years. 8. Plans for addressing weaknesses and improving results.				
B. Applications for: Renewal of Plan Approval <i>Note: Programs having Plan Approval that do not yet have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs) are to be submitted for Renewal of Plan Approval.</i>				
Bachelor of Fine Arts, Art (Graphic Design) 1. Degree Title and Statement of Purposes 2. Curricular Structure 3. Assessment of compliance with NASAD standards 4. Discussion for institutions with Graduate programs 5. Results of program related to its purposes including means for evaluating results, requisite student competencies, and levels of achievement. 6. Assessment of strengths, areas for improvement, challenges and opportunities including assessment of Bachelor of Fine Arts, Art (Graphic Design) -continued the extent to which the program is meeting institution-wide or art/design unit aspirations for excellence. 7. A rationale for continuation of the program if it has had no graduates during the past five years. Bachelor of Fine Arts, Art (Graphic Design) - continued				

CRITERIA	Meets	Does Not Meet	N/A	Recommendations
8. Plans for addressing weaknesses and improving results.				
Bachelor of Fine Arts, Art (Painting) 1. Degree Title and Statement of Purposes 2. Curricular Structure 3. Assessment of compliance with NASAD standards 4. Discussion for institutions with Graduate programs 5. Results of program related to its purposes including means for evaluating results, requisite student competencies, and levels of achievement. 6. Assessment of strengths, areas for improvement, challenges and opportunities including assessment of the extent to which the program is meeting institution-wide or art/design unit aspirations for excellence. 7. A rationale for continuation of the program if it has had no graduated during the past five years. 8. Plans for addressing weaknesses and improving results.				
Bachelor of Fine Arts, Art (Sculpture) 1. Degree Title and Statement of Purposes 2. Curricular Structure 3. Assessment of compliance with NASAD standards 4. Discussion for institutions with Graduate programs 5. Results of program related to its purposes including means for evaluating results, requisite student competencies, and levels of achievement. 6. Assessment of strengths, areas for improvement, challenges and opportunities including assessment of the extent to which the program is meeting institution-wide or art/design unit aspirations for excellence. 7. A rationale for continuation of the program if it has had no graduated during the past five years. 8. Plans for addressing weaknesses and improving results.				
Bachelor of Fine Arts, Art (Time-based Media) 1. Degree Title and Statement of Purposes 2. Curricular Structure 3. Assessment of compliance with NASAD standards 4. Discussion for institutions with Graduate programs Bachelor of Fine Arts, Art (Graphic Design)-continued				

CRITERIA	Meets	Does Not Meet	N/A	Recommendations
5. Results of program related to its purposes including means for evaluating results, requisite student competencies, and levels of achievement. 6. Assessment of strengths, areas for improvement, challenges and opportunities including assessment of the extent to which the program is meeting institution-wide or art/design unit aspirations for excellence. 7. A rationale for continuation of the program if it has had no graduated during the past five years. 8. Plans for addressing weaknesses and improving results.				
Section II.C. Programmatic Areas – Text Outline				
<p>A. Item MGP: Visual Arts in General Education <i>Art/design units have important responsibilities for the development of visual knowledge and skills among the general population. The most immediate of these responsibilities in multipurpose postsecondary institutions is with non-major students. However, attention to the visual arts in general education extends into many other aspects of professional education and training. It is expected that each art/design unit will have specific objectives, policies, and programs to address this area. This portion of the Self-Study should assess the appropriateness and the effectiveness of these objectives, policies, and programs.</i></p> <p>Does the Self-Study briefly describe objectives, policies, and programs concerning art and design studies for the general public. As applicable, the statement should address such issues as:</p> <ol style="list-style-type: none"> 1. The general college student; 2. Training of the professional artist/designer; 3. Faculty and administrative involvement; 4. The local community (<i>do not duplicate response provided in any previous or subsequent sections of the Self-Study—see Item OPA below</i>); 5. The media; and 6. Arts and arts education policy development. <p><i>For reference see the NASAD Handbook Standards statement under Section III.O. titled “Visual Arts in General Education” and Appendix II.D. titled “NASAD Advisory Concerning Art and Design in General Education.”</i></p>				
<p>B. Item EXH: Exhibitions <i>This portion of the portfolio should present the art/design unit’s general philosophy and specific objectives for its exhibition program. Relationships among the objectives of the art/design unit, the scope and objectives of curricular programs, and resources for exhibition be evident.</i></p> <p>Does the Self-Study briefly describe:</p> <ol style="list-style-type: none"> 1. The art/design unit’s goals and objectives for exhibition and the administrative, curricular, programmatic, qualitative, and evaluative approaches used to achieve these goals and objectives; 				

CRITERIA	Meets	Does Not Meet	N/A	Recommendations
2. Policies and procedures regarding student exhibitions, faculty exhibitions, touring practices, and access to other professional and student exhibitions, both on- and off-campus.				
<p>C. Item OPA: Other Programmatic Activities <i>This portion of the Self-Study should discuss any programmatic activities related to the instructional program that have not already been covered. These include but are not limited to instructional, exhibition, research, and policy-development activities.</i></p> <p>Does the Self-Study briefly describe any goals, objectives, and activities of the art/design unit involving educational or research institutes, festivals, special service activities, policy studies, or special liaisons with other institutions or organizations, etc.</p>				
SECTION III. EVALUATION, PLANNING, PROJECTIONS				
<p>A. Art/Design Unit</p> <p>1. Does the Self-Study describe how the art/design unit evaluates, plans, and makes projections. Does the narrative describe any basic concepts, policies, procedures, and/or schedules that fundamentally characterize or shape evaluation, planning, and projection in the art/design unit and at other levels that affect the art/design unit.</p> <p>2. Does the Self-Study evaluate on a fundamental level the extent to which:</p> <p>a. All elements of the unit’s work—purposes, size, scope, programs, resources, policies, etc.—have a logical, functioning, and productive relationship.</p> <p>b. Evaluation, planning, and projection efforts (1) support stated purposes (art/design unit, curricular, and institutional); (2) are used as elements of short- and long-term decision-making; for example, manage contingencies, opportunities and constraints; maintain productive relationships among evolving priorities and resource allocations, etc.</p>				
<p>B. Students</p> <p>Does the Self-Study describe the means for using various evaluations of student achievement presented in items A. and B. of the <i>Instructional Programs Portfolio</i> (Section II) and applicable sections of the <i>Management Documents Portfolio</i> (Section IV) in the course of art/design unit and program improvement.</p>				

CRITERIA	Meets	Does Not Meet	N/A	Recommendations
<p>C. Projected Improvements and Changes</p> <p>Does the Self-Study indicate areas for improvement and/or plans for change in any of the following categories: <i>Note: A response should only be made in the categories where improvements and changes are being considered, planned, or are in the process of completion. Categories may be combined or new ones created as appropriate to the nature of the information the Department is providing.</i></p> <ol style="list-style-type: none"> 1. Purposes, including levels of artistic, educational, and scholarly aspiration; 2. Size and scope; 3. Governance and administration; 4. Faculty and staff; 5. Facilities, equipment, health and safety; 6. Library and learning resources; 7. Recruitment procedures, admission-retention, record keeping, and advisement; 8. Published materials and Web sites; 9. Community involvement; 10. Articulation with other schools; 11. Evaluation, planning, and projections; 12. Any current curricular issues not addressed in item II.B. of the <i>Instructional Programs Portfolio</i>; 13. Levels of admission, retention, and/or graduation requirements; 14. Plans for expanding or ending curricular offerings (with timetables if applicable); and 15. Other issues important to the art/design unit. 				
<p>D. Future Issues</p> <p>Does the Self-Study describe the most significant opportunities and challenges the art/design unit expects in the next five to ten years. Is the unit's readiness to work productively with these opportunities and challenges evaluated.</p>				
<p>SECTION IV. MANAGEMENT AND PORTFOLIO DOCUMENTS (MDP) [BOUND SEPARATELY]</p>				
<p>SECTION V. APPENDICES [BOUND SEPARATELY]</p>				
<p>Recommendation of Internal Affairs Committee (serving as College Curriculum Committee) to Department Curriculum Committee, Department Chair and College Dean.</p>				

CRITERIA	Meets	Does Not Meet	N/A	Recommendations
Preliminary Implementation Plan Completed by Department Chair following meetings with Provost, Dean and Vice Provost.				
Final Implementation Plan Department submits electronically to Provost within three weeks of Implementation Plan meeting.				
Self-Review of College-level APR Process Completion of self-review of College-level APR processes by Internal Affairs Committee				

Sample Based on Department of Art