Clark Atlanta University
Division of Academic Affairs

Standards for Internal Academic Program Review for Schools, Departments, Programs

July 2002
Purpose: The purpose of these standards is to promote and maintain educational quality at Clark Atlanta University. The review process will be initiated by the Division of Academic Affairs through the Provost based on a scheduled timetable developed by the Committee on Academic Program Review that has been approved by the Division of Academic Affairs. The review is designed to provide a school/department/program with an understanding of the program’s strengths and weaknesses. It will ensure that each academic unit will: 1) be accountable for the quality of its programs; 2) make budget decisions based on priorities; 3) ensure that programs are accountable to students; and 4) improve programmatic areas and bring about desired changes based upon an agreed upon timetable. These ten (10) standards were identified by the Committee on Academic Program Reviews.

Standard 1.0 Program mission, goals, and objectives

1.1 The program should define its mission, lay out specific program goals, and provide statements of objectives derived from the mission and goals.

Interpretive Guideline 1.1 The mission statement is a clearly stated educational philosophy that should intersect with and embrace the University’s mission. It defines and justifies the academic unit’s purpose and function and gives meaning to all aspects of the unit. Program goals are more specific than an overriding mission statement.

1.2 Once the mission and goals have been stated, the school/department/program must provide its objectives as derived from the mission and goals. Objectives are specific, measurable statements of desired achievements.

Interpretive Guideline 1.2 The measures to be used to determine the degree of achievement of each objective, along with measurement methods, should be stated (instruments used, respondents, procedures for gathering data, statistical procedures used, etc.).

1.3 The school/department/program must demonstrate that the results of the evaluation impact program findings and curriculum.
Interpretive Guideline 1.3 Findings are used to assess the extent to which objectives are achieved. The findings are fed back into the curriculum or program areas and can possibly lead to a revision of goals and objectives. In assessing objectives, a variety of sources of information (students, faculty, employers of graduates, field instructors, clients, consumers, student work products, and other reports or materials) may be used. Both quantitative and qualitative procedures are acceptable.

Standard 2.0 Organization, Governance, and Resources

2.1 The school, department, program must have practices and policies that assign faculty the rights and responsibilities necessary to achieve high quality academic/professional education. These policies may be designated by the University’s faculty handbook and/or by school or department handbooks.

2.2 The school, department, program must have established governance and administrative structure that dictates authority and responsibility for decision making with respect to goal setting, program planning, goal achievement, evaluation process for faculty and staff including guidelines used for tenure and promotion decisions. Within the framework of the University’s organization, responsibility for the academic/professional program may rest with the faculty and an administrator within a school or department who have the responsibility of conducting the program effectively. Recognizing the wide variations in structure that exist at CAU, the intent of this guideline is to achieve an appropriate focus of accountability for the program. The academic unit should describe the particular organizational structure that exists.

2.3 Within the organizational structure, the administration and faculty should exercise substantial influence with respect to:

- general program policy and planning degree requirements
- new courses and curriculum changes
- admissions
- certification of degree candidates
- course scheduling and teaching assignment
- appointment, promotion and tenure of program faculty

2.4 Guidelines for budget development and administration should be established and implemented by the Dean of the School, Department Chairs or Program Coordinators. Faculty members should be involved in the budget process.

2.5 Budget: The school, department, program must have financial resources sufficient to support its stated goals and objectives.

Standard 3.0 Faculty

3.1 The program must have full-time faculty adequate in number, qualifications, competence, and range of expertise to achieve its specified goals. The core full-time faculty should
consist of a sufficient number of full-time faculty who are significantly involved with the program to support the set of teaching, research and service responsibilities appropriate to the size and structure of the program.

3.2 Responsibility for the educational program, curriculum, and policies (admission, advising, retention and graduation of students, systematic and continuous evaluation of program outcomes in light of specified goals, maintenance of program integrity) must rest primarily with full-time faculty members.

3.3 Graduate and undergraduate faculty must have the experience, educational background, and other credentials necessary to offer primary responsibility for quality teaching and program development for the school, department or program.

3.4 The school, program, department must specify how each faculty member is involved in teaching, related research and service aspects of the School, program, department.

**Interpretive Guideline 3.0; 3.2;3.3;3.4**

**Faculty Quality:** Faculty quality should be addressed through demonstrated productivity in:

a. Instruction: efforts to improve the instructional program, including student advisement, teaching methods, course content, and innovative curricula development;

b. Research/Scholarship: research, writing, and publications;

c. Service to the University, school, department, program – University, school, department, program committees; special assigned or volunteer projects; public service with government, nonprofit agencies or consulting assignments, among other activities.

**Faculty Workload:** Faculty workload must allow faculty members to carry out their various responsibilities to include: teaching; student advisement; evaluation of student performance; thesis/dissertation advisement; performance of administrative tasks; engagement in research, publication, and other scholarly production; professional development; discharge community obligations related to the purposes of the school, department, program; and participation in professional organizations.

**Faculty Diversity:** There should be evidence that specific plans are being implemented to assure faculty diversity with respect to race, culture, age, gender, religion, persons with disabilities. Plans to ensure ongoing diversity must be present.
**Standard 4.0 Strategic Plan/Annual Report**

*Interpretive Guideline 4.0* The School, program or department must have a strategic plan that relates to the University’s strategic plan and that shows current goals and priorities in instruction, research, and service. These goals must be evaluated annually to determine progress made toward goals along with a description of evaluation techniques and methods (qualitative and quantitative) used to assess goal attainment.

**Standard 5.0 Curriculum**

*Interpretive Guideline 5.0* The curriculum must be developed and organized as a coherent and integrated whole that evidences horizontal and vertical integration. This should include consistency throughout a student’s matriculation through the program, across and within departmental school lines, and sequentially from year to year. The curriculum should show evidence of a logical rationale for requisite course work within each School and department.

5.1 The methods of instruction must be clearly explicated to reflect cognitive, affective and experiential components of learning appropriate for the attainment of the specific goals of the school, department, program.

5.2 Where there are specializations or concentrations, objectives and the rationale for these specializations or concentrations should be spelled out. The academic unit must explain how the curriculum is designed to achieve the objectives set forth for the specialization or concentration. There should be evidence that the key courses for the specialization or concentration are offered on a regular basis by qualified faculty. Specialization and concentration courses shall not be substitutes for the common curriculum components.

5.3 When there is a field practicum, internship or other experiential activity (whether required or optional), the school, department, program must provide clearly designed standards for all students; standards for the selection of practicum/internship sites; clearly defined expectations for field sites and supervisory credentials, with specific descriptions of the roles of the School, department or program personnel and students to ensure quality. As well, there must be clearly defined evaluative instruments for assessing student progress, the field site and field supervisors.

5.4 Assessment of Student Learning Outcomes should be conducted as a part of the academic review process. This assessment should identify what students should know (cognition), think (attitude), and be able to do when they will have completed their degree programs, as well as the general education curriculum.
Standard 6.0 Student Services

6.1 The school, department, program must clearly articulate and implement criteria and processes of student admission for undergraduate and graduate programs. Admission policy and standards, including academic requirements, GPA, standardized tests and scores, should be clearly and publicly stated in catalogues, brochures, handbooks, University/school/department/program web page, and other official documents.

6.2 There must be written policies and procedures concerning transfer credit and the use of proficiency examinations.

6.3 There must be written policies and procedures concerning withdrawal, leaves of absences, and sick leaves, as well as policies regarding re-entrance to a school, department or program.

6.4 There must be policies and procedures regarding students’ rights and responsibilities.

6.5 The school, department, program must provide opportunities for and encourage students to organize in their interests as students.

6.6 The school, department, program must have clear criteria for evaluating students’ academic and field performance, to include procedures for terminating a student’s enrollment in a particular school, program or department. These documents may be University-wide publications but must be available to students and other interested parties.

6.7 Advisement: There must be evidence of strong and continuous program advisement for all students from the point of admission through graduation.

Standard 7.0 Support Staff

Interpretive Guideline 7.0 The School, department, program must have secretarial, clerical and administrative personnel that are adequate to meet the program goals and objectives.

Standard 8.0 Supportive Services and Facilities

8.1 Library Services: Library facilities and services must be adequate for undergraduate and graduate programs and students and faculty must have reasonable access to the library facilities. The library acquisitions must be adequate for student and faculty learning, teaching, and research.

8.2 Facilities: There must be adequate classrooms for courses offered, and faculty offices should be adequate for course preparation, student advisement, and other faculty responsibilities.
8.3 **Instructional Equipment**: Program faculty and students should have access to appropriate equipment for coursework and research, including computer facilities, visual aid devices, audio and videotapes, and films.

**Standard 9.0 Off-Campus Programs**

9.1 **Definition**: Off-campus programs are defined as ones which are located a substantial geographic distance from the parent campus, and at which the student can complete at least two-thirds of the degree program. These programs require special planning and control to ensure that they are offered with the same quality standards as are maintained at the parent campus.

9.2 **Authorization**: Authorization for off-campus programs must be obtained through the appropriate University structure and accrediting body as warranted, needed, required, etc.

9.3 **Full-time Faculty Involvement**: The full-time faculty of the parent program must be continuously involved in and committed to the off-campus program. This involvement must be spelled out with respect to planning, teaching, advising, admissions and other elements of the academic unit.

9.4 **Program Equivalency**: The curriculum requirements, admission practices, student advisement, and qualifications of faculty must be equivalent to the parent program.

9.5 **Academic Support Services**: Students in off-campus programs should have reasonable access to a library collection that is appropriate for the students’ level of study, computer facilities and other appropriate academic support services.

9.6 **Quality of Work**: The parent-campus program and the off-campus programs must demonstrate equivalent quality.

**Standard 10.0 Distance Learning Courses** (will follow the same standards as off-campus programs and must demonstrate equivalent quality as the parent-campus program.)