

## **Document A: Program Review Process – Overview**

The program review process serves multiple purposes: it provides an opportunity to reflect upon the development and growth of the program, and is integral to institutional assessment.

Performed on a 9-year cycle (two programs beginning the process each semester), the program review process focuses on student learning, program and curricular design, and professional and scholarly development of faculty. The program review process benefits the program by soliciting feedback from external reviewers in the discipline. This process should stimulate sustained discussion among the program faculty about shared goals, pedagogical innovation, and areas of success and challenge. The Faculty Executive Committee, in consultation with the dean, sets (and as needed, adjusts) the program review schedule and process.

### **I. Process**

- a. The program review process involves reviews by external teams every 9 years.
- b. Programs are encouraged to carry out an optional self-study retreat at midway (4 years after the conclusion of the program review); these will be logistically supported by the DOC.

### **II. The program review addresses:**

- a. The program curriculum
- b. The student experience
- c. Faculty development
- d. Questions asked by the program, in conversation with the Office of Institutional Research, from student course evaluation data
- e. Questions posed or goals set during the previous review

### **III. Data to be provided by the Dean of the College and registrar (Semester 1)**

- a. List of faculty teaching and course enrollments in the program for the last 10 years
- b. Senior projects by advisor for the last 10 years
- c. Number of graduating program majors and joint majors for the last 10 years

### **IV. Data to be provided by the program (Semester 2)**

- a. 5 year schedule of anticipated leaves, sabbaticals, and end dates of current visiting faculty (collected in consultation with the Office of the Dean)
- b. Documentation of substantive changes to the curriculum, to moderation requirements, or to senior project expectations since the last program review, or in the last 10 years
- c. Activities of the program in development of teaching and learning
- d. Annual program assessment of student work, to the extent available
- e. Up-to-date CV for each member of the program faculty
- f. Representative syllabuses from each faculty member
- g. Current program requirements from program and advising websites
- h. The most recent program review, if applicable

## Document B: Program Review Process – Schedule

### I. Semester 1

- a. The program directors\* meet in **Week 2** with the Dean of the College and the Curriculum Committee to discuss the process and the timeline. (*\*The program directors that will be leading the program review process, if different from the sitting directors, should also attend this meeting.*)
- b. In Week 4 or 5 the program director should meet with the Vice President for Institutional Research and Assessment in order to gather data about curriculum and student experience. By Week 8, the program director is invited to submit a list of no more than 3 focus questions to the Dean and Curriculum Committee, who will respond within 2 weeks. These will form part of the self-study questions in Semester 2.
- c. Also by **Week 8**, the program director will submit to the Office of the Dean the names of 8 possible external reviewers, whose perspective on and knowledge of the discipline, and in particular of undergraduate education in the discipline, would be useful.
  - i. For each suggested external reviewer, the program will provide the following information: their name, current position and institution, a brief bio, their contact information (telephone number and email address), and a brief rationale for their suitability as a reviewer. In suggesting names, faculty are reminded to avoid conflicts of interest.

### II. Semester 2

- a. The program will carry out the self-study, due in final form to the Dean of the College by the start of the **Week 10**. A representative from the Office of the Dean will review the self-study for completeness.
- b. At the start of Semester 2, the Dean of the College will solicit a team of two or more external reviewers for a campus visit early in Semester 3.
- c. Once the self-study package is complete, it will be sent to the Division Chair and the Curriculum Committee. The Curriculum Committee prepares the agenda and the charge to the review team, in consultation with the Dean of the College.

### III. Semester 3

- a. The external team will visit campus in **Weeks 2 or 3** of the semester.
- b. Within 2 weeks of the campus visit (**by Week 5**), the visiting team will submit their comments in writing to Dean of the College. This will be shared with:
  - i. The program director of the program under review, and
  - ii. The Curriculum Committee
  - iii. The Divisional Chair

- iv. The external review report can be made available to any member of the program.
- c. During either **Week 6 or 7**, the program director will meet with the Curriculum Committee and Dean of the College to discuss the reviewer feedback. This meeting is intended to help the program director conceptualize how to frame the program's response. Minutes should be taken for the Dean's record. *(Note, the program is not expected to have prepared a formal response for this meeting, and this meeting is intended to be brief, approximately 30 minutes, to provide guidance as needed.)*
- d. The program will prepare a written response to the review team's comments, which should describe any changes that they plan to implement as a result of the feedback, and a discussion of their rationale for any suggestions made that they chose not to incorporate. This response is due **Week 10**. The response will be distributed to the curriculum committee and the Dean of the College for review.
- e. In **Week 12-15**, the process concludes with a final meeting including the program director, Dean of the College, and a member of the Curriculum Committee to discuss the program's response and plans. *(Minutes should be taken for the Dean's record and to be shared with the Faculty Senate.)*

Week	Semester 1	Semester 2	Semester 3
-2			
-1			
1			
2	Program directors meet with Dean and CC		Visit by external reviewers
3			
4			
5			<b>Due from visiting team: their report</b>
6			Program directors meet briefly with CC and Dean
7			
8	<b>Due from program directors:</b> the names of possible peer reviewers and their three questions developed with IR		
9			
10		<b>Due from program:</b> self study	<b>Due from program:</b> response to reviewers and plan for action
11			
12			Program directors meet with the Dean to discuss the program's response and conclude the review
13			
14		<b>Due from CC:</b> charge to external teams	
15			

**Questions for Self-Study**  
**Program Review at Bard College**

Please use the following questions, organized under four main categories, to focus your self-study report. Overall, the document need be no longer than 20 pages.

**I. The Program Curriculum**

- a. Describe the mission and learning goals of the major.
- b. What abilities are students expected to demonstrate in a successful moderation, a successful senior project, or other program-specific requirements? Are students currently meeting these expectations? If not, how does the program plan to address this?
- c. How do courses or significant assignments within courses support students in reaching the goals of the major? Are any of the goals that you listed above explicitly addressed in other experiences (e.g. internships, study abroad, practica)?
- d. Describe your program's approach to designing non-major courses and making them accessible to students outside the major.
- e. Discuss program faculty participation in the first year core curriculum and other curricular initiatives (e.g. Big Ideas, Courage to Be, ELAS, Network, course clusters).
- f. How does the program respond to changes in the field, with regard to curriculum and pedagogy?
- g. How does the program assess and reflect on the overall effectiveness of the program curriculum?

**II. The Student Experience**

- a. How does the student experience reflect the goals of the major?
- b. How are program requirements communicated to students?
- c. Describe the moderation process in your program. If students do not moderate successfully, what happens next?
- d. Describe the senior project midway and final board process. Outside of advisor/advisee weekly meetings, are there other means of support (program colloquia, seminars, workshops, etc.) for seniors in the major?
- e. If applicable, describe and assess any changes made by the program since the last review in term of supporting students in their learning.
- f. To what extent do faculty in the program talk to students about plans after college?

### **III. Faculty Development**

- a. How does the program approach the professional development of its members, junior, mid-career, and senior?
  - i. How does the program support research and professional work of its members (e.g., mentoring, allocation of resources, allocation of responsibilities)?
  - ii. How does your faculty's professional work shape and enrich the curriculum and student experience?
  
- b. How does your program reflect on pedagogical practice?
  - i. What role does recent scholarship on teaching and learning play in such conversations?
  - ii. Have you sought support for this reflective process (CFCD or other workshops, conferences, grants, library resources), and if so how has it informed teaching?

### **IV. Conclusion: Program-Specific Questions**

Reflecting on your self-study process, how will the results inform your program's practices and shape its goals, in curriculum, student experience, and faculty development?