KNOX COLLEGE

PROGRAM REVIEW GUIDE

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KNOX COLLEGE
PROGRAM REVIEW GUIDE

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The *Program Review Guide* is intended for use in tandem with the *Knox College Guide to Academic Program Assessment*, developed by the Office for Institutional Research and Assessment (OIRA).

I. INTRODUCTION: GOALS AND OUTCOMES

Note: Throughout this document, the term "program" is used in a generic sense to refer to any academic program, whether a department or an interdisciplinary program.

Each program review is part of a College-wide process that asks us, once every seven years, to step back and consider our academic programs and how they might be re-thought and improved. Under the pressure of the (extra)ordinary demands of our teaching/research/service, we often tend to look at program matters one day/week/term at a time. The program review process gives us the opportunity to pause and consider the bigger picture—including the relationship of the program to the College's mission and learning goals—and to make plans for the future, including possible new directions. The ultimate goal of the process is to help programs fulfill their educational mission and to improve the quality of educational programs through a review undertaken within the programs themselves (the self-study process), supplemented by the insights of consultants from peer institutions who read the self-study documents and also visit campus. The external consultants are brought in as a resource, to help the program understand itself from the vantage point of outside perspectives. The visit of the consultants is an important part of the process, but it should not overshadow the review and planning process that occurs within the program both before and after the visit, and to which the visit is in service. When the whole process works well, it stimulates an agenda for the program to work from for a number of years after the review.

Programs that have passed through this process frequently realize the following outcomes and benefits:

- A comprehensive review of the program's curriculum and administration allows program faculty to understand strengths and weaknesses and identify potential areas for change and revision.
- Programs also develop a richer College-wide appreciation for their work and can draw on this institutional perspective in making decisions about their contributions to general education, working collaboratively with other programs, and engaging in other forms of institutional service.
- With an enhanced understanding of the nature and direction of change within the program's curriculum, its students, and the broader academic context, the program can carry out its regular tasks (creation of new courses, new hires and appointments, educating majors/minors, engaging students in research, etc.) from an intentional, rather than ad hoc, perspective.

This review process is independent of the ten-year cycle of reaccreditation review connected to the Higher Learning Commission. If the review process has been engaged in deeply, and programs have continued with ongoing assessment work through the intervening years, for many programs little further work should be needed to prepare for the decennial HLC visit.

Programs will find it helpful to look back to their self-study reports written for the College's most recent reaccreditation review (which occurred in 2009). This most recent self-study report can be used as a reference point for developments that have occurred since.

Each program at Knox has distinctive structures, composition, and considerations. ***This document is intended as a guide, not a prescription. This guide proposes schedules, topics, and questions to consider in your review. The specific details of process, timing, and content of each review will need to be adapted to the particular circumstances of each program.*** The Dean of the College and the Assoc. Dean for Faculty Development can help you figure out how to tailor the process to suit your program.

II. CALENDAR FOR THE REVIEW PROCESS

OVERVIEW: The review process will take about a year and a half from start to finish. The main stages of the review include:

- **Setting up the program review:** selection of external consultants, setting date for consultants' visit, gathering of data
- **Conducting the self-study:** retreat for program faculty, furthering gathering and analysis of data, writing of the self-study report
- **Visit of the consultants**: consultants visit campus, with their report due within a month
- **Planning and final reporting**: after receipt of the consultants' report, program submits a planning document and then meets with the Dean to discuss the review and plans for the future. One year after the consultants' visit, the program submits a short final report, summarizing changes made as a result of the review and also looking ahead to further developments that are being considered/planned.

DETAILED CALENDAR

Once the specific date has been set for the consultants' visit, the Assoc. Dean for Faculty Development (ADFD) will send you a calendar of deadlines specific to your program's schedule*. Dates given below will give you a general idea of the progression of the review process. Specific need or circumstances within an individual program may lead to moving dates in one direction or another. Note that certain elements are described in greater detail following the calendar.*

WINTER/SPRING OF YEAR PREVIOUS TO REVIEW	
by January 15	Dean and Assoc. Dean for Faculty Development (ADFD) **review the schedule** of program reviews to see if adjustments need to be made in which programs are next up for review.
by January 22	Dean **notifies** programs up for review in the next academic year.
by February 1	• ADFD sends *Program Review Guide* to all faculty in programs up for review. • ADFD informs DAA (Director of Academic Assessment) which programs will be up for review.
by March 1	• Chair sends list of at least 4 **names of possible consultants** to the Dean. Preferred consultants decided on in consultation with program chair; chair should make an appointment with the Dean at the time that names are sent in. (For further detail, see section below on "**Selection of Consultants**.")

	• Decide who will be the **self-study leader,** responsible for coordinating the review (all the steps, from the organizing of the self-study process and the writing of the self-study, through to the report that is written after receipt of the consultants' report. This person is usually the chair, but in some circumstances, another faculty member in the program may take on this task. If the self-study leader is a person other than the chair, note the places in the process where the chair still plays a role as chair, particularly during the consultants' campus visit. • Tell the ADFD any preference on the timing of the review. • ADFD begins correspondence with consultants.
by end of winter term	Chair (and self-study leader, if different) reads through the *Program Review Guide.* The ADFD and the DAA are available to discuss the mechanics of the review process.
WINTER/SPRING OF YEAR PREVIOUS TO REVIEW, continued	
by April 15	• Program faculty have an initial **discussion of the review process** and issues that might be of special focus. • Program identifies **data** other than that provided in the Common Data Set that they would like to have for the review process (e.g., survey data from current and/or former students.) Self-study leader works with the Director of Academic Assessment on mechanisms for the gathering of such data; sample surveys are available. Any surveys undertaken are administered by the Office of Institutional Research and Assessment. (For further detail on the Common Data Set, see section below) • By this date, **consultants should be secured** and **dates of review decided.** • **Dean meets with faculty from each program up for review** in the coming year, to talk with them about the purpose/nature of the review process.
by May 1	Decide on timing for a **program retreat**. Most programs have a day-long retreat at the beginning of the self-study process; one day of concentrated discussion can often accomplish more than months of occasional meetings. A retreat also helps to emphasize the centrality of a collaborative approach to the self study, brings new faculty up to date, and helps all understand the self-study process on which the program is embarking. The Assoc. Dean for Faculty Development is ready to help with planning, and will take care of details of set up and catering. The DAA is available to attend the retreat to discuss the common data set, survey findings, and other related issues. (See Appendix 2 on "Retreat Planning.") The retreat typically occurs sometime between early June and early September.
SUMMER PRECEDING REVIEW	
by June 15	Questions to include in an **alumni survey** is drawn up (self-study leader in conjunction with Director of Academic Assessment); other surveys also possible.
by July 1	**Alumni survey** is sent out (by Director of Academic Assessment).
by July 15	**Data supplied** by Director of Academic Assessment. (See section below on "Common Data Set.")
summer (or early fall)	• Program works with Director of Academic Assessment on **analysis of data**. • **Retreat** for program faculty
THE REVIEW YEAR (with visits of the consultants usually scheduled between late February and early May)	
during fall term	**Continued work on the self-study.** Program meets regularly during fall term to work on the self-study. Self-study leader consults as needed with the ADFD (for process issues), with the Dean (for substantive issues), and with the DAA (for assessment issues).
2 months before the visit of consultants	• Self-study leader completes a **draft of the self-study,** circulates it to all faculty in the program for comment, and sends the draft to the ADFD, who will forward to the Dean. • Self-study leader compiles **the supporting documents** to be submitted with the self-study.

	• ADFD makes **arrangements for travel and lodging** for consultants.
at least 1 month before the visit	Self-study leader submits the **final version of the self-study, including all supporting documents** to the ADFD, who will forward all to the consultants, the Dean, and the DAA.
immediately after submission of the self-study	Self-study leader, in consultation with the ADFD, **develops a detailed schedule** for the campus visit. (See "Visit of the Consultants" for elements to be included in the schedule.) ADFD will forward the schedule draft to reviewers for their comments.
THE REVIEW YEAR, continued	
2 weeks before the visit	Self-study leader makes final arrangements for the visit: • Sends **final version of visit schedule** to ADFD, who will forward it to reviewers. • Arranges **the parts of the visit that involve students**: arranges with a small number for lunch, and arranges open meeting in late afternoon. (See Appendix 5 for sample letters.) • Arranges for the **first night's dinner** with the reviewers: choose restaurant, get PO number, make reservations.
within 1 month of visit	**Consultants submit written report** to the ADFD, who will forward it to the Dean, the program chair, and the DAA. (Before submission of the final document, consultants are asked to send a draft of their report to the program chair for correction of any factual errors.)
within 1 month of receipt of consultants' report	Program faculty meet to discuss the consultants' report, and then write up **a plan for the future,** including response to the consultants' report. (See section V below for details: "Planning into the Future.") Submit to the ADFD, who will forward it to the Dean and the DAA.
after submission of program plan	Program faculty **meet with the Dean** to discuss the review, the program's response to the reviewers' report, and plans for the future.
after meeting with the Dean	The Dean writes up a **summary of the conversation** and sends it to the program chair, the ADFD, and the DAA.
after consultant visits are concluded for the year	**DAA contacts program chairs** to discuss how assessment might contribute to planning for the future.

IN THE YEAR AFTER THE REVIEW	
during the year	Program begins **implementing plans** that developed out of the self-study process.
ONE YEAR AFTER THE CONSULTANTS' VISIT	• **Program reports to Dean on developments one year out**. (See section V below for details: "Planning into the Future.") (Send the report to the ADFD, who will forward to the Dean and the Director of Academic Assessment.) • The Dean will write up **a summary report on reviews done in the previous year**, based on the Dean's previous summary of conversation with the program after the consultants' visit and on the one-year-out report from the program. While earlier documents are confidential, this report is written for a broader audience, and will be shared with the Curriculum Committee, the Executive Committee, and the Assessment Advisory group; it will also be made available to the faculty as a whole.

MORE DETAIL ON ELEMENTS OF THE PROCESS

Selection of External Consultants: The program chair, in consultation with program faculty, develops a list of at least four possible consultants. The list is submitted to the Dean, who, in consultation with the Chair of the program, will choose the consultants (usually two). In rare cases where you think more than two consultants would be helpful, make that case when you submit your list of names. Programs are encouraged to submit names of at least two faculty from colleges similar to Knox and at least two faculty from graduate programs or professional schools to which we would like our students to aspire. In developing your list, you might want to consider other factors, such as multiple areas in your program (e.g., Studio Art and Art History) or particular issues facing your program. When you submit your list to the Dean, explain why you think each individual would be a good choice for a consultant. Please list any relationships program members may have with the proposed consultants. It is important to avoid consultants who have a close association with Knox or with any member of the Knox program. Individuals to be avoided include: an alumnus/i of the College, graduate school friends, dissertation mentors, research collaborators, etc. Include the suggested consultant's name and e-mail address, along with a web page with further information on the consultant. Because of the need to avoid individuals with whom faculty in the program have a significant relationship, it can be a challenge to generate names. Here are some suggestions (with the first two being the easiest routes):

- Consult your national professional organization; many organizations maintain lists of faculty who have experience being consultants for program reviews.
- Make use of those individuals whom faculty in the program know well (and so cannot be consultants themselves) by asking them for suggestions on who they think would be good.
- To find someone from a graduate program: Are there graduate programs to which Knox students have applied and not gotten in, students who you think had appropriate ability for the program? Are there strong graduate programs that have taken a number of Knox students over the years? Either of these could contribute information on the Knox program and how it's preparing students for graduate school. When you have the names of several programs, look over the department website, and see if there's someone who looks interesting. Or call the department chair, and ask if s/he would be able to recommend someone.
- To find someone from a liberal arts college: Make a list of 6-10 peer institutions (both very similar to Knox and a notch or two above). As above, look at the website and department faculty, and/or call the department chair for a recommendation. Here are fifteen colleges that the Office of Institutional Research sometimes uses as peer institutions for research purposes: Augustana, Bates, Beloit, Coe, College of Wooster, Connecticut College, Cornell, Earlham, Illinois Wesleyan, Kenyon, Lake Forest, Occidental, Sewanee, Skidmore. Of course many other colleges are good possibilities as well, including other colleges in the ACM or GLCA.

As soon as you send the list to the Dean, make an appointment to go in and talk to the Dean about the choices. This should be done soon enough that the final set of names (with first and second choices identified) can be sent to the Assoc. Dean for Faculty Development by March 1.

Timing of the Visit of Consultants: Campus visits will normally be scheduled for sometime between late February and early May. Let the Assoc. Dean for Faculty

Development know any preferences for review dates at the same time that consultant names are finalized. More than one option, or a range of suitable dates, should be given, in order to leave room for coordinating with consultants' schedules.

Common Data Set
These data files are provided to all programs by the Director of Academic Assessment. They are also to be included as supporting documents to the self-study.

TYPE OF DATA	over what period
enrollment data by course	last 7 years
enrollment data by year/term	last 7 years
enrollment data by faculty member	last 7 years
closed out courses	last 7 years
number/demographics of graduates--majors	last 7 years
number/demographics of graduates--minors	last 7 years
patterns in choice of second majors	last 7 years
patterns in choice of minors	last 7 years
list of EL projects completed by majors	last 7 years
internships by major	last 7 years
list of honors projects	last 7 years
alumni outcomes (grad school; careers)	last 40 years (program can select years of interest)
list of faculty with number of advisees	last 3 years
list of independent studies taught, with faculty, topic, number of students	last 3 years
record of FP teaching in the program	last 7 years
Program contributions to gen. ed. (Foundations, FP, Key Competencies)	last 7 years

III. THE SELF-STUDY REPORT

<u>Introduction</u>
The review process provides an opportunity for faculty to work together, examining what has worked well and what not so well, discussing issues and concerns, making plans, and implementing change. The process gives faculty the chance to develop a shared understanding of the goals of the program and a shared commitment to advance those goals. The Self-Study Report is a key part of this process. The Report should analyze the strengths, weaknesses and needs of the program (incorporating understanding gained through program assessment); look ahead to the challenges that the program may face; and consider ways in which the program might enhance its strengths and meet ongoing or new challenges. The Self-Study Report is a confidential document, intended for an audience of the program, the Dean, and the consultants. It is the primary tool the consultants will use to familiarize themselves with the program prior to their visit. Description of the program is an important element of the self-study, but even more important is *analysis* of how well one or another aspect of the program is working and how well, in general, the program is achieving its goals and the goals of the College. It is

crucial that the Self-Study Report be frank in its analysis so that the document can be used effectively as part of the planning process for the program. The more candid a program is about weaknesses and challenges, the more effectively those issues can be addressed and resources brought to bear in order to improve the academic program. A self-study that ignores difficult issues will be seen as lacking credibility. The aim is improving the education we provide at Knox. The strengths of a program should certainly feature prominently as well, with consideration of what it will take to continue—or further build on—these strengths. The result of the self-study and review process is not a "grade" for each program, but rather the laying of a foundation for further discussion and action.

The self-study should reflect on those years since the last program review was conducted, or for the last seven years if a review has not recently been undertaken. The self-study is not just a review of the past seven years, but also a consideration of any unresolved or anticipated issues. The body of the Self-Study Report should be organized according to the following outline, adapted to program needs as appropriate. Use tables or bullets where they will help your presentation. There is no set length for the document, but something like 15-20 single-spaced pages would be appropriate (plus supporting documents/ appendices). Use your own good judgment to balance complexity with conciseness.

The self-study should involve the collective and collaborative work of all faculty in the program, with tasks divided up in order to share the load, even while the final report should be a coherent whole, edited by the person coordinating the review and reflecting the thinking of the entire program (including discussion of disagreements, where they occur).

As mentioned above, the Self-Study Report is a confidential document, intended for a limited audience. It may happen that someone will ask if they can see a copy of the report—e.g., the chair of another program about to start the review process, a major donor to the program. In such cases, programs have usually provided an edited version or an executive summary, taking out anything inappropriate for a wider audience (e.g., personnel issues, extensive details about controversial issues, etc.). It is also fine to decline altogether. If you're uncertain about a certain request, contact the Dean for advice.

<u>Areas to consider in the Self-Study Report</u>
While all self-study reports will generally include the elements below, the guide is meant to be suggestive rather than prescriptive. Each program should shape its review to focus on matters that will help it consider the fundamental goals of teaching and learning.

1. **Table of Contents:** After the title page, give a Table of Contents, with page numbers for each section of the self-study.

2. **Recent History and Current Trends:**

Briefly describe the history of your program, including critical events or turning points, from the last ten or so years. While retrospective, this history should relate to and help explain the current shape of the program (personnel, curriculum, focus, physical facilities, equipment and technology, etc.), or current circumstances/culture. It need not be comprehensive. Certainly identify any changes made as a result of a previous review or self-study.

3. **Curriculum**:
   a. *Learning goals*: What knowledge, skills, abilities, and other characteristics does the program expect of students who graduate with a major (or minor, for those programs with no major)? The program should take this opportunity to review goals set previously, and to make changes if needed. How do these program goals connect with the College's learning goals (see Appendix 7)?

      Map the curriculum: Many programs have found it helpful to include a map of the program curriculum at this point in the report. In which courses is each of the learning goals set by the program introduced, reinforced, or demonstrated? (See p. 12 of the *Knox Guide to Academic Program Assessment.*) Looking at the resulting map, are there goals in need of strengthening? Are there unnecessary redundancies?

   b. *Descriptive Overview*: How have the course offerings in the program evolved over time? What areas of the discipline does the program emphasize and why? How have these decisions been made? How does the resulting array of courses compare to that at peer institutions? (Some of these questions may be answered in later sections.)

   c. *General Education*: Describe the contributions the program makes to the general education of Knox students.

      - First-Year Preceptorial: How are the program's and the program faculty's areas of interest expressed in FP?
      - Foundations: Explain the nature and structuring of course offerings aimed at and/or regularly populated by non-majors. Which courses satisfy Foundation requirements? How do they meet the respective Foundation Learning Goals?
      - Program-embedded Key Competencies (Writing, Oral Presentation, Information Literacy and Informed Use of Technology): How are these Key Competencies addressed in the program's curriculum especially as they may relate to non-majors?
      - What contributions does the program make toward other Key Competencies (Diversity, Quantitative Literacy, Experiential Learning)?
      - Discuss any co-curricular activities that have a wide impact on non-majors as well as majors (e.g., theatre/dance productions, music ensembles). Use enrollment data to reflect on trends, successes, and possible trouble spots.

d. *Specialization/Majors*: Present the rationale for the content, structure and sequence of the program for majors and analyze its success. Use data on majors and course enrollments as well as data from program assessment to reflect on trends, successes, and possible trouble spots. Some specific elements to consider:

- Is the current curriculum new, well-established, or in transition? What are the requirements for the major(s) in the program? How is the structure/content of the requirements for the major consistent with the learning goals identified by the program?
- Is the purpose of each element of the requirements for the major readily evident from the catalog description? Is there a balance between introductory, intermediate, and advanced courses? Does the usual sequencing of courses through the major (as indicated by prerequisites that are in place) make sense? Are there any "hidden" requirements (required courses that have as prerequisites courses that do not themselves count in the major)? If so, what is the rationale for not including the pre-required course(s) as part of the major?
- If there is a capstone experience for the major, analyze its success. If there is not a capstone experience for the major, explain why not.
- In what ways does the curriculum for majors address the College's Key Competencies that are fulfilled within the major (Writing, Oral Presentation, Information Literacy and Informed Use of Technology)? How do students fulfill these requirements within the curriculum? Do these courses/experiences play a significant role in the major curriculum? How do you gauge their impact on the education of majors?
- Are there any patterns in the second fields chosen by majors?

e. *Specialization/Minors*: Explain the structure and sequence of the program for minors and analyze its success. Use data on minors to reflect on trends, successes, and possible trouble spots. Some specific elements to consider:

- What are the requirements for the minor(s) in the program? How is the structure/content of the requirements for the minor consistent with the learning goals identified by the program?
- Is the purpose of each element of the requirements for the minor readily evident from the catalog description? Is there a balance between introductory, intermediate, and advanced courses? Does the usual sequencing of courses through the minor (as indicated by prerequisites that are in place) make sense? Are there any "hidden" requirements (required courses that have as prerequisites courses that do not themselves count in the major)? If so, what is the rationale for not including the pre-required course(s) as part of the major?
- Are there any patterns in the major fields chosen by minors?

f. *Catalog copy:* Programs should use the opportunity of the self-study to ensure that the program's catalog copy up to date. Change course descriptions. Any courses that have not been offered in the past five years or so should be dropped from the catalog. Send updates, revisions, and deletions to the Curriculum Committee.

4. **Enrollment**: Looking at the data provided and working with the Director of Academic Assessment for help with analysis of the data, identify any possible issues. Are there any "bottlenecks" in the program—either required-for-the-major or general education courses that are routinely oversubscribed or understaffed? Are there any consistently under-enrolled classes? Are there courses taught on an irregular or unpredictable basis? How does the scheduling of courses impact how students complete the major? If so, explain what has been done (or could be done) to alleviate the problems.

5. **Students**: How would you characterize students who major in the program? Other students who take courses in the program? What is the culture of the program for students? Is there a sense of community among the majors? If so, how is that created and sustained? If not, why not?

6. **Faculty**:
   a. What is the current *shape/character* of the faculty? You might consider such characteristics as tenured/untenured/non-tenure line; areas of expertise; range of methodologies/perspectives/teaching approaches, etc.
   b. How would you characterize the *culture* of the program for faculty? Does it have a collegial environment? What efforts are made to mentor junior faculty? Are there particular pedagogical approaches that faculty are expected to adopt? Specific content areas that faculty are expected to teach?
   c. Are there any transitions anticipated in program faculty (with 5 years, within 10 years?) What impact will these have on the nature of the major?

7. **Advising**: What are issues that come up in the advising of majors (as distinct from the advising of undeclared first- and second-year students)? Is the advising of majors more or less challenging than other advising? for what reasons? Do majors understand the nature of the discipline, and how major requirements reflect that, or do they tend to see major requirements as boxes to check off? To what extent does advising in the major contribute to students' understanding of and achievement of the general goals of liberal education? Does the department provide career information to students, either through advising or some other means?

8. **Alumni**: Working from data provided by DAA and other information that faculty in the program may have, analyze graduate school and career goals for program alumni over the last seven years.

9. **Assessment**: Describe the program's recent and ongoing assessment activities. Include an overall assessment plan for the program: learning goals, assessment tools

and criteria for success, a timetable for assessing each learning goal. (See the *Knox Guide to Program Assessment* for guidance on the assessment process.)

a. *Report on assessment undertaken since the last review*: This assessment must include some direct means of assessing of student learning. What learning goal(s) have you addressed? What specific assessment questions have you posed? What information did you collect to answer those questions? What did you find out? What changes have you made in response to those findings? These data should be readily available to the program by examining the assessment reports for the years covered in the program review.

b. *Report on planned assessment activities during the current academic year*.

10. **Governance/Decision-making**: How would you characterize governance and decision-making within the program? How are program chores distributed/carried out? Is governance/decision-making itself ever discussed?

11. **Connections to / Contributions from other programs**: What are the relationships to other programs at the College (e.g., interdisciplinary programs, other College departments/ programs, off-campus programs)? Is the program making appropriate contributions to other programs? Is the program reliant on significant contributions from other programs? Are these contributions appropriate in scale and content?

12. **Connections to communities beyond Knox**: If your program regularly involves connections with communities beyond the College, describe those connections.

13. **Resources**: Analyze the major resources currently available to your program. Are these resources sufficient for carrying out your program goals and desired curriculum? If not, what else would be of critical help? Some resources to consider:
    - personnel
    - program budget
    - any restricted funds available to support the program
    - library holdings and any special collections
    - lab, studio, stage, other study or performance space and/or equipment
    - information technology resources
    - any resources off campus

14. **Overview and plans for the future**: As you look over the last seven years, what are you pleased about and what are your principal concerns? Where would you like to see the program go from here? What is needed to improve the program? What impediments are there to making these improvements? Assuming the same resources, what changes, if any, do you anticipate in the next five or so years? If any retirements are likely in the next five years, what direction might the program go in its request for a continuation in that tenure line?
15. **Issues for the consultants**: On what key issues or questions would you especially appreciate comment and advice from the consultants? (Best to hold the list to 4-6 issues/questions.)

Supporting Documents: The following information/documents should be included in the materials sent to the consultants.   See section below for formatting and submission of the documents.

Common Data Set (CDS) (provided to all programs by the Director of Academic Assessment). Components of the Common Data Set are listed above. These data files should be included as supporting documents to the self-study.

Survey Data
If any surveys were done, provide a copy of the survey and a summary of responses.

Curriculum
A list of all courses in the program, ordered by number, listing the title and the name(s) of faculty who usually teach each course. (Included in the CDS.)
Course syllabi from all courses taught in the previous academic year, plus syllabi for **all** required courses, even if they have not been taught in the previous year.
Record of student collaborative research w/ faculty, if any, in the previous 7 years.

Faculty
From each faculty member:

- a short list of key accomplishments in the last 7 years in teaching, research/creative work, and service; a paragraph on current initiatives/foci in teaching and research
- full curriculum vitae

Record of teaching in and leadership of interdisciplinary programs

Report from previous consultants and program response/plan (where such exists)

Formatting and Transmission of the Report and Supporting Documents
All materials should be submitted in electronic format. It is helpful to group the self-study materials into a number of pdf files, which can then be disseminated by e-mail or preferably Google Drive. Suggested grouping of documents into separate pdf files:

1. Self-study, main text
2. Appendices to the self-study, including all material from the Common Data Set
3. Curricula vitae
4. Faculty lists of key accomplishments and the paragraphs on current initiatives
5. Syllabi from 100-level courses, along with the list of all courses with faculty who teach them
6. Syllabi from 200-level courses
7. Syllabi from 300-level courses
8. Any other supporting materials that you consider important for the consultants to see. If some material cannot be submitted electronically, it may be submitted in hard copy (three copies).

Note: Other material/information that will be supplied by the Assoc. Dean for Faculty Development:

- College catalog
- Links/pdfs
  - College Fact Book
  - College web page for program under review
  - directions to Knox, including a map of Galesburg and of the campus
  - information on motel where room reservation has been made
  - list of local restaurants (for one dinner out on their own)

IV. VISIT OF THE EXTERNAL CONSULTANTS

By the time the external consultants visit campus, they will be very familiar with the program and with the College from their reading of the self-study and supplementary materials. They will have formed impressions, and will have made note of questions/issues that they would like to pursue during the visit. The campus visit is a time to check their impressions against the lived experience, to pursue the questions that they have, and to hear the ideas, concerns, and hopes of individuals here at Knox. The schedule of the visit is organized in such a way that the consultants have a chance to see program faculty interact together (at dinner on the first night), while also giving an opportunity for a private meeting with each faculty member in the program. (If a faculty member in the program must be out of town during the visit, set aside time for a Skype or "GoToMeeting" appointment with the consultants.) The report of the consultants is then based on their advance preparation combined with what they learn during the campus visit, further developed through conversation with each other. (See Appendix 3: Suggestions for the Consultants, for further information on their role and on the nature of their report.)

The table below can be used as a template for constructing a schedule for the consultants, adjusting specific appointment times as needed and adding in specific information about people and locations. Include name and title for each person with whom the consultants are meeting. The "escort" column is for identifying the person who will take the consultants to the next event.

The sample schedule below (next page) includes time for five 45-minute individual appointments with program faculty. If there are more than five faculty in the program, or if some of this time needs to be assigned to other kinds of appointments, you can gain appointment slots by having one consultant meet with one person and the second consultant meet with another. Note that the chair of the program plays a central role during the visit, whether or not s/he has been the self-study leader.

time	event	escort to next appt.	location
day 1	Consultants arrive late afternoon. (Include here information on flight arrivals and who will be meeting consultants at the airport.)		
	Dinner with program faculty (Chair meets consultants at the motel and drives them to the restaurant.)	Chair	
day 2	Breakfast at motel (time for consultants to talk with each other) (If one of the consultants has a car, it will probably be most convenient for that person to drive consultants to campus; otherwise, indicate who will pick them up.)		
8:30-9:00	First appointment: a half-hour with the Dean of the College		Old Main 105
9:15-10:00 10:15-11:00 11:15-12:00	Individual 45-minutes meetings with each member of the program: both consultants meet with Chair; can split other appointments between the two consultants. (Note time left between appointments to allow time for travel across campus, and to give consultants short breaks.)		
12:15-1:15	Lunch with majors (no Knox faculty present)		
1:30-2:15	Another slot for appointments with individual faculty		
2:30-3:00	Individual half-hour appointments with a couple of faculty from other programs with which there is regular interaction with the program under review, one consultant meeting with one person and the second consultant with another. (See below for further details.)		
3:15-4:00	Visits to facilities, as appropriate/desired		
4:00-5:00	Open meeting for students (no Knox faculty present)		
	At this point, if the consultants would like an addition to the schedule for day 3, they can contact the ADFD or program chair to make arrangements.		
	Consultants have dinner on their own, giving them time to review the day and plan for tomorrow's wrap-up meetings.		
day 3	Breakfast at motel (time for consultants to talk with each other)		
9:00-9:45	Individual meetings with faculty, if not completed in one day		
10:00-10:45	Concluding meeting with program chair to recap visit		
11:00-12:00	Concluding one-hour meeting with the Dean of the College		Old Main 105
	Time for consultants to discuss/draft their report		
	(Include here information about what time consultants will leave Galesburg for the airport, and who will be driving them.)		

- About the **individual half-hour appointments "with a couple of faculty from other programs with which there is regular interaction with the program under review"**: The idea here is to give the consultants an idea of how the program interacts with/is viewed by people <u>outside</u> the program. It is best to choose people who have had some substantive interaction with the program. Examples include: someone who has a course or two cross-listed in your program; someone from a program where there is a strong overlap of majors/minors; someone who regularly sees a number of students from your program (e.g., from a program that requires majors to take courses in your program, from Educational Studies if there is teaching certification in your field, from a study abroad program regularly attended by your students, the pre-med or pre-law advisor if many of your students go into that field). The ADFD is happy to talk with you about possibilities if you're not sure who to ask. These individuals do not need to prepare for their appointments in any way, and are certainly not expected to have read the self-study report.

- About **meals**: As noted in the table, the dinner on the first night is with all faculty in the program, and lunch on the second day is with students. For all other meals, it is expected that the consultants are on their own. This gives them the necessary time to consult with each other during the review, which they can use to share impressions, to decide on main areas of their report, and perhaps even draft portions or the report, all before they leave town.
- **Transportation**: Even if one of the consultants has a car, it is helpful for someone to pick up the consultants at the motel for dinner on the first night, and for the first morning of appointments. For the final day, it often works best for them to come to campus in their own car(s).
- **Getting around campus**: As indicated on the table, you'll want to line up someone to escort the consultants from one appointment to the next. Usually the person they've just been speaking with will walk them to the next appointment, but at a few places, you may need to assign someone else.
- Once the **schedule** is finalized, make sure everyone on the schedule has a copy of it. Make sure people doing car transport or escorting on campus know their tasks.

<u>Handling expenses for the visit</u>
Travel & lodging: The ADFD will arrange for purchase of plane tickets, and will also arrange for lodging, with direct billing to the College. For travel by car, consultants will be reimbursed at the going College rate.

Food: For dinner with the program faculty, make a reservation in advance, and request a purchase order number from Purchasing. You can then arrange with the restaurant for direct billing to the College. Common choices are Chez Willy (closed on Sundays) or the Landmark. If you choose a different restaurant, check ahead with the restaurant about direct billing. Consultants will have dinner on their own at the end of day 2 and lunch on their own on day 3. They will have a list of restaurants provided by the ADFD; it would be helpful for the Chair to make suggestions of specific choices from that list.

V. PLANNING INTO THE FUTURE

Program's plan for the future, to be submitted within one month of submission of the consultants' report: It can seem that the point of the self-study is to prepare for the visit, but no! While the bulk of the work of the self-study process comes before the visit of the consultants, the thinking and discussion that happens after the visit is just as—if not more--important. Program reviews are crucial opportunities for study and analysis of the past and present of the program, and then to look forward, both to the next year or two as well as further into the future. Using insights gained from the whole of the self-study process, faculty now discuss where they would like the program go from here.

- Consider the major findings/recommendations of the consultants, including
    - their response to the list of key issues on which you asked for advice
    - other significant findings or recommendations
    - the extent to which program faculty agree or disagree with the above, with explanation where you disagree (which it is fine to do)
- What ideas do you have for change in the program?   Change could be in the areas of the curriculum, staffing, facilities, relationship with other programs/offices, technology, etc. (Change can include enhancement of current strengths as well as the addressing of gaps, weaknesses, challenges.)
- What actions will you take in order to achieve those changes? Who will be responsible for these actions, and when are they to be in place?
- What will the timing be for implementation? Consider both short- and long-term change.
- Explain the nature of any significant disagreements among program faculty about directions for change.

You might want to schedule a half-day program retreat, to facilitate the planning discussion. No stipends are paid for this retreat, but you may again ask the ADFD for help in reserving a location on campus and in catering.

After submission of your plan (to the ADFD, who will forward it to the Dean and the DAA), the Dean will meet with program faculty. After the meeting, the Dean will write up a summary of the conversation, focusing on agreed upon elements in the program plan and including the type of support the Dean will provide for implementation of the plan.

Program's final one-year-out-report: One year after the visit, the program is asked to take stock of developments. What changes have been made as a result of the review? Have there been impediments to changes the program would like to make? What ongoing developments are in process? What further developments are being considered? (The report is submitted to the ADFD, who will forward it to the Dean and the DAA.)

Appendix 1: LIST OF PROGRAMS WITH DATES OF NEXT REVIEW
(Consultants will visit in the winter/spring of the year listed)

If you think that it would make sense to move your review forward or back, contact the Dean of the College to settle on a revised time. There will also be an opportunity to make changes as the time designated for your review gets closer.

Update: 1.17.2013

Alphabetical by Program			Chronological by Year of Review	
Africana Studies	2015		Biology	2013
American Studies	2015		Mathematics	2013
Anthropology and Sociology	2016		Religious Studies	2013
Art & Art History	2014		Art & Art History	2014
Asian Studies	2017		Biochemistry	2014
Biochemistry	2014		Chemistry	2014
Biology	2013		Computer Science	2014
Business and Management	2019		Economics	2014
Chemistry	2014		American Studies	2015
Classics	2019		Africana Studies	2015
Computer Science	2014		Latin American Studies	2015
Dance	2017		Modern Languages	2015
Economics	2014		Philosophy	2015
Educational Studies	2016		Social Service	2015
English	2018		Anthropology and Sociology	2016
Environmental Studies	2019		Educational Studies	2016
Film Studies	2017		Gender & Women’s Studies	2016
Gender & Women's Studies	2016		History	2016
History	2016		Neuroscience	2016
Integrated International Studies	2017		Political Science & IR	2016
Journalism	2019		Asian Studies	2017
Latin American Studies	2015		Dance	2017
Mathematics	2013		Film Studies	2017
Modern Languages	2015		Integrated International Studies	2017
Music	2019		Theatre	2017
Neuroscience	2016		English	2018
Philosophy	2015		Psychology	2018
Physics	2018		Physics	2018
Political Science & IR	2016		Classics	2019
Psychology	2018		Environmental Studies	2019
Religious Studies	2013		Business and Management	2019
Social Service	2015		Journalism	2019
Theatre	2017		Music	2019

Appendix 2: RETREAT PLANNING

N.B. Once the program decides on a retreat and date, the Assoc. Dean for Faculty Development can take care of much of the logistical planning (location, food). All costs of the retreat are covered by the College, and each participant will receive a stipend of $150.

Schedule: A retreat will typically run from 9:00 or 10:00 a.m. to 4:00 p.m. You might want to have dinner together the previous evening to get discussion going.

Agenda: To build an agenda for the retreat, look over the list of "Areas to Consider in the Self-Study Report" (in section III of this guide), to see which areas need discussion. Before the retreat, the coordinator will want to review the common data set and do some analysis of key data (e.g., data on enrollment, numbers of majors/minors). Program faculty should see the whole data set, but discussion will be easier if some analysis is presented alongside it.

Location: Holding the retreat off campus, for example, at a colleague's home, can be ideal. The novel and pleasant location and the absence of distractions help concentrate attention and make the occasion special. If you stay on campus, meet in a building different from the one where your offices are.

> suggested locations on campus
> Wilson House
> Common Room, Old Main
> Borzello 116
> Seymour Union: McClelland Room or Ferris Lounge

Food :

> Have coffee and snacks (baked goods/fruit) available in the morning.
> Have lunch catered in (or, for a small group, go out together).
> Have some kind of snack food/beverage available in mid-afternoon.
>
> Catering sources used recently: Cornucopia, Q's, Baked, and Knox Dining Services.

Appendix 3: SUGGESTIONS FOR THE EXTERNAL CONSULTANTS

The Visit:
As you meet with faculty, you'll want to reassure them that individual meetings are confidential, that you are looking for patterns that emerge from a variety of conversations. Give each person a chance to talk about their own experience, and about their own ideas and hopes for the future of this academic program. Similarly, when meeting with students, assure them that you are looking for patterns in responses, and that nothing that they say will be attributed to an individual.

At the exit sessions with the program chair and with the Dean, you'll want to give an informal overview of your findings and recommendations, so that the written report will not contain any major surprises. This is also a time to ask final questions that will help you further your understanding of the program and its place in the institution.

The Report: Building on the advance preparation as well as on meetings with the Dean, faculty, and students, the consultants' final report (typically 12-24 pages (single-spaced) in length) should address the following:

- strengths and weaknesses of the program
- challenges faced by the program
- effectiveness of assessment in the program: suitability of the program's plan for assessment, and usefulness of particular assessment activities undertaken
- responses to any specific issues raised by the program
- suggestions and recommendations for strategies the program/College might take to address weaknesses/challenges

The report should aim for a consensus view, while also making clear where consultants disagree.

Consultants are urged to consider the program within its particular Knox context. Suggestions that can be effected within the local institutional context—taking into account both its opportunities and its limitations—will be most helpful to the program. Suggestions should also take into account the program's stated learning goals, even while one suggestion may be to reconsider such goals. While consultants understandably have their own institutions ready at hand for comparison, it is most effective to put the Knox program in a larger context of best practices found (or recommended) across the field.

Before submission of the report, consultants are asked to send a draft to the program chair for correction of any factual errors. (This step is to check factual errors only, not to debate with consultants on their analyses and interpretations.) The final report is <u>due within one month</u> after the visit. Consultants submit the report to the Assoc. Dean for Faculty Development, who will forward it to the Dean and to the program chair for distribution to all faculty in the program.

Appendix 4: BUDGET FOR PROGRAM REVIEWS

(estimated costs, assuming two consultants for each program review)

<u>PROGRAM RETREAT</u>	
space rental	$150
snacks @ $6 x 5	$30
lunch @ $12 x 5	$60
stipend for participants @$150 (estimating 5 faculty)	<u>$750</u>
total cost for a program retreat	**$990**
<u>STIPEND FOR COORDINATOR OF SELF-STUDY PROCESS</u>	**$1,000**
<u>VISIT BY TWO CONSULTANTS</u>	
Stipend for each consultant @ $1,000 x 2	$2,000
Transportation @ $400 x 2	800
1 dinners with program members @ $50 x 7	350
1 dinner just consultants @ $50 x 2	100
two breakfasts x 2 (free at motel)	NA
five Oak Room lunches @ $10 x 2 (at Knox—2 consultants & 3 students off-board)	50
two lunches for consultants, day 3 @ $15	$30
2 nights at motel @$90 x 2	<u>180</u>
total cost for visit by two consultants	**$3,510**
<u>TOTAL COST for EACH PROGRAM REVIEW</u>	**ca. $5,500**

Appendix 5:
ARRANGING LUNCH AND OPEN MEETING WITH STUDENTS (sample letters)

Program Chair will set up the lunch tab and reserve a room for the open meeting:

- Call Dining Services (x7785) to set up a tab for lunch in the Oak Room. Students on board will be free, but the tab will be there for the consultants and students off board. Ask the ADFD for the account number to use.
- Contact Cindy Wickliffe (x7849) to reserve a room for the open meeting with students.

Suggested language for notices to students:

1) LUNCH with about five selected students
Subject line: Invitation to lunch to discuss your experience in the ______ Department [Program]

Dear John, Mary, X, X, and X,

This year the ___ Department [Program] is undergoing a thorough review, something that all Knox academic programs are asked to do on a rotating basis. As part of the process, two consultants (professors from ____ and ____) will be on campus, talking with faculty and students about their experience in the ____ Department [Program]. We are inviting a small group of students to have lunch with the consultants on <date>, in the Oak Room, 12:00-1:00 p.m. Could you let me know whether or not you will be able to attend? I hope you'll say yes!

There will also be an open meeting with students from <time> in the <room> on that same day, if you are unable to attend lunch.

Look forward to hearing from you--

2) OPEN MEETING with majors [or minors, if program does not offer a major]
Subject line: Open meeting for ______ majors [minors] with consultants

Dear _____ majors [minors],

This year the ______ Department is undergoing a thorough review, something that all Knox academic programs are being asked to do on a rotating basis. As part of the process, two consultants (professors from __________ and) will be on campus, talking with faculty and students about their experience in the _____ Department[Program]. We have set up a time for an open meeting between majors and the consultants on <date, time, place>. This is an important opportunity for the consultants to hear about the experience of students in our programs, and I hope you will be able to attend. Thanks in advance!

Appendix 6: LEARNING GOALS FOR A KNOX EDUCATION

The document below was developed by the Curriculum Committee, in consultation with the Assessment Advisory Group, and presented to the faculty at its January 2012 meeting, during which it was affirmed by the faculty. The document was developed in order to help us undertake the assessment of general education at Knox, and to satisfy the requirement of the Higher Learning Commission that we articulate college-wide learning goals.

ASPIRATIONS FOR KNOX GRADUATES

Knox graduates will:

- live personal and professional lives characterized by integrity, intellectual curiosity, creativity, imagination, thoughtful reflection and critical thinking
- engage effectively with the challenges and opportunities of the wider world in order to contribute to the lives of others, whether locally, nationally, or globally
- live their lives with competence, confidence and a sense of proportion

LEARNING GOALS FOR A KNOX EDUCATION

In order that graduates are achieve the above aspirations, Knox students will be able to:

1. engage with the central questions and methods used within the broad areas of liberal arts learning: arts, humanities, social sciences, science
2. demonstrate an in-depth knowledge of at least one academic field
3. use technology appropriate to the major field
4. locate, assess and synthesize a wide range of sources of information
5. reason quantitatively
6. communicate effectively through writing and speaking
7. read, speak and/or write in a second language
8. engage intellectually and empathetically with cultural and social diversity
9. recognize and engage with ethical issues
10. initiate and carry out independent, self-directed learning

FOUNDATIONS LEARNING GOALS (endorsed by the Curriculum Committee, 2012-2013):

Arts Foundation Learning Goals

The arts epitomize the creative impulse and are part of what makes us human. Art both shapes our understanding of the world and imagines what that world can be. In creating out of human experience, artists work in dialogue with nature, culture, and history. Artistic thinking is rooted in a keen aesthetic attentiveness and a dynamic interplay of sensibilities and skills, including memory, imagination, intuition, invention, empathy, feeling, and embodied practice. Study in the arts is valuable not only for the aspiring artist, but for all who strive to become inventive problem-solvers and innovative thinkers.

Students who complete the Arts Foundation requirement will explore the arts through both creative participation and analysis, demonstrating preliminary understandings of artistic practice, creative thought, and cultural or critical contexts.

By exploring the arts through analysis and engagement in the processes of creative writing, visual arts, or performing arts, students who complete the Arts Foundations requirement will be able to:

1. Engage in creative practice through the manipulation of an artistic medium.

2. Articulate understandings of the methods, forms, and ideas associated with a discipline within the Arts.

Humanities Foundation Learning Goals

A Knox student is meant to develop a free intellect, to cultivate a mind capable of responding with thoughtfulness and with a sense of context and balance to events in the world. With this as goal in mind, courses in the Humanities bring students into contact with the range of human possibilities, especially those not formerly known to them. In part, study in the Humanities fosters an understanding about human experience, thought, and emotion over many centuries and across many areas of the world. Particular attention is often paid to how ideas of the individual and the personal are involved in the course of human history. Humanistic disciplines also bring students into a dialogue (real or virtual) with others and help them to explore tensions between notions of “self” and “other.” Students of the Humanities at Knox learn to pull apart ideas, writings, and works of art in order to study them and to ask pertinent questions of them with the additional goal of formulating responses—even if tentative responses—to such questions. Also essential to this study is communicating thoughtful, often analytical responses to such questions, and such communication (whether oral or written) is increasingly refined as levels of thinking, writing, and speaking are refined in a given course of study.

At the completion of a Foundations course in the Humanities, students will be able to:

1. articulate questions of ongoing human significance that arise from the study of art, culture, literature, events, or ideas;
2. recognize the relationship between the individual and cultural, historical, or theoretical frameworks;
3. construct and defend an interpretation using evidence and argument in written or oral communication.

History and Social Sciences Foundation Learning Goals

The social sciences analyze patterns of individual and social behavior and how they are shaped by, and in turn shape, social structures, cultures, institutions, and ideas. These subjects are pursued through the diverse methods characteristic of social science disciplines.

At the completion of a Foundations course in social science, students will be able to:

1. analyze the patterns within and the significance of individual and social behavior
2. identify fundamental components of a methodology from at least one of the social sciences
3. give a social explanation for human behaviors, practices, events, meanings, or ideas, using conventions from a social science discipline.

Natural and Physical Sciences Foundation Learning Goals

Courses in this area lie in the physical or biological sciences that include an experimental component.

The goals of an NPS foundation course are:

1. Students will be able to identify key concepts used in understanding the physical or biological world using a scientific discipline or framework.
2. Students will be able to describe important theories in the physical or biological sciences and the empirical evidence upon which they are based.
3. Students will be able to describe the application of the scientific method to questions using the following concepts: formulate and test a hypothesis, analyze data, draw conclusions.

Quantitative and Symbolic Reasoning Foundation Learning Goals (effective Sept. 2014)

Courses in this area focus on methods of abstract or symbolic reasoning including mathematics, logic, algorithmic or statistical reasoning.

The goals of a QSR foundation course are:

1. Students will be able to translate between real world concepts and quantitative or symbolic abstract structures.
2. Students will be able to perform and interpret quantitative or symbolic manipulations in an abstract structure;
3. Students will be able to construct carefully reasoned logical arguments.
4. Students will be able to use abstract methods to analyze patterns and formulate conjectures with the goal of verifying them rigorously.

STUDENT LEARNING GOALS FOR ADVISING

- Students will identify College resources, including their academic advisors, and external resources for expanding the variety of their college experiences and addressing problems that invariably arise.
- Students will develop basic familiarity with College graduation requirements so that they can contrast various academic pathways open to them and chart an academic agenda from both short and long term perspectives.
- Students will analyze their academic interests and motives, scholastic strengths and weaknesses, and lifelong ambitions with the aim of selecting courses, majors and minors, and other special opportunities to enhance their educations.
- Students will engage in intentional planning and reflection to construct an individualized Educational Plan that articulates personal and scholastic goals and analyzes how their academic choices can help them achieve these goals.
- Students will formulate strategies for navigating life after graduation with autonomy and purpose.