
Academic Program Review Guidelines for Academic Affairs

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Purpose of Academic Program Review

Academic Program Review (APR) within the Division of Academic Affairs is an essential component for the advancement of the academic mission of James Madison University. The APR process supports institutional and program accreditation processes, including Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the State Council of Higher Education for Virginia (SCHEV). A national movement toward promoting outcome assessment has shaped how faculty members approach the review of their programs, particularly in relation to student learning outcomes assessment.

To improve the quality of teaching and learning, APR should increase faculty members' awareness of their educational goals and practices. It should encourage identification of successful areas of the program as well as those requiring change.

To be effective, an APR requires:

- a clear specification of desired educational outcomes
- evidence of achievement
- documentation of strategic planning and its implementation

James Madison University firmly believes that periodic structured reviews are necessary for thoughtful reflection on program outcomes and for possible external consultation on key program issues. The APR process should not be initiated or viewed solely as a response by administrators to external constituencies or a crisis situation, but to the ultimate goal of improving the program.

APR at JMU

James Madison University (JMU) recognizes the need for APR to demonstrate program effectiveness for students, to provide data necessary for allocation of resources and to be responsive to constituents throughout the university community. Each area within the Division of Academic Affairs conducts an APR; the type of APR depends on the type of unit conducting the review. For descriptions of the four types of APRs, see page 4.

APR is a continuous process that recognizes the importance of faculty reflecting on the effectiveness of how they advise and teach, resulting in continual modifications to courses and programs. This continuous process is reinforced at JMU through:

- University mission, vision, values and performance measures as documented in the JMU-STAR Tool
- University six-year plan and Institutional Performance Standards (IPS)
- Core Qualities
- Academic unit and college annual planning and reporting processes
- Student outcomes and Assessment Progress Template (APT)

Regarding the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC): If units are referring to the university's accreditation with SACSCOC, the following statement must be used exactly how it is written according to SACSCOC policy:

James Madison University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, educational specialist and doctorate degrees. Questions about the accreditation of James Madison University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Types of Academic Program Review

There are four types of APRs:

- Degree Granting and Other Academic Areas
- External Accreditation
- Academic Administrative Areas
- Independent Certificate

Degree Granting and Other Academic Areas

Degree Granting and Other Academic Area APRs are reviews conducted internally by undergraduate and graduate degree-granting academic programs or other areas in academic affairs that support student learning outcomes, such as University Advising and Learning Centers. Degree Granting and Other Academic Area APRs follow the guidelines in the *Internal Self-Study Report*. This comprehensive review seeks assessment and/or evaluative information about the entire program or unit. As appropriate, information should be provided for both the academic unit and the involved academic program in situations where an academic unit includes multiple academic programs (e.g. Department of Graduate Psychology). This is especially relevant for sections 1, 2 and 9. Degree Granting and Other Academic Area APRs must be conducted every eight years with an interim report due about every four years

External Accreditation

External Accreditation APRs are reviews conducted by outside agencies. A review by an accrediting agency may be substituted for the Degree Granting and Other Academic Areas Review if it is outcome-based, demonstrates substantial JMU faculty involvement and includes an on-campus visit from the accrediting agency. Student learning outcomes and assessment must be part of the External Accreditation APR. Use of an external accreditation review (in place of a Degree Granting and Other Academic Area APR) must be approved by the Provost.

The External Accreditation APR must meet all the requirements for a Degree Granting and Other Academic Area APR to be used in place of the traditional comprehensive APR. For requirements not covered in an accreditation report, the program will provide supplemental documentation. Additionally, programs that receive external accreditation must submit a mid-point interim report to the Office of the Provost.

Academic Administrative Areas

Academic Administrative Area APRs are reviews conducted on programs in the Division of Academic Affairs that support academic programs but do not offer degrees or are not driven by student outcomes. These guidelines are negotiated prior to the start of the self-study by the involved administrative unit and representatives chosen by the Provost from the supervising vice provost, director and others. Recommendations by national organizations/professional bodies should be considered in developing guidelines. The schedule for Academic Administrative Area APRs is determined by the Division of Academic Affairs and the individual administrative unit. They must conduct an APR every eight years with an interim report due about every four years.

Independent Certificate and Embedded Certificate

An Independent Certificate (IC) is a program where the graduate courses are taught completely separate from a graduate program. The courses in the certificate program do not fulfill requirements for a graduate degree. An Independent Certificate Review will be conducted. An Embedded Certificate (EC) is when courses fulfill partial requirements for a graduate degree; Students may complete the certificate as part of the graduate program. An embedded certificate is included in a program's scheduled academic program review.

Stages of Academic Program Review

Academic Program Review is a multi-stage process. The steps and activities vary based on the type of APR being completed.

Degree Granting and Other Academic Areas APR

- Stage One: The APR Internal Self-Study committee develops an outline of the specific areas for review and the key questions for the external team. At least one key question must focus on student learning objectives. The outline is then reviewed by AUHs, deans and the Office of the Vice Provost for Faculty Affairs and Curriculum
- Stage Two: Once the outline is approved, the APR Internal Self-Study committee then develops a written *Internal Self-Study Report* at the program level. The development of this report should involve program faculty as well as support staff. The *Internal Self-Study Report* should be submitted to the dean for review and approval and then forwarded by the AUH to the Office of the Vice Provost for Faculty Affairs and Curriculum.
- Stage Three: The completed self-study is reviewed by representatives chosen by the Vice Provost for Faculty and Curriculum. After reviewing the *Internal Self-Study Report*, these representatives approve the final version of the specific areas and critical questions to be addressed, and the makeup of the external consultants.
- Stage Four: The external consultants review the documents provided by the university, conduct an external review/site visit and, within two weeks of the external review/site visit, submit a written *External Report (ER)* to the Office of the Provost.
- Stage Five: Within four weeks of receiving the *ER*, the academic unit head and program faculty develop an action plan (External Report Response (ERR)) using the results of the APR. The plan is submitted to the dean for review and input. When approved, it is submitted to the Provost.
- Stage Six: After receiving an acknowledgement that the report has been sent to the provost's office, the AUH must revise the APR objective in the JMU STAR Tool to reflect these changes. Results of the actions must be included in the program's annual report. Stage Six is an ongoing process, and the results should continue to be included in the annual report until recommendations have been addressed or other decisions have been made in regard to the recommendations.
- Stage Seven: An *Interim Report* must be submitted with on-going follow-up about four years leading up to the next regularly scheduled APR. The interim date may be adjusted for APR schedule balance.

Interim Report

- Stage One: The academic unit head or designee(s) develops a written *Interim Report (IR)* addressing issues related to the previous APR. The *Interim Report* should be submitted to the dean for review and approval and then forwarded by the AUH to the Office of the Vice Provost. The *IR* is due with the department Annual Report in May and should be submitted as a stand-alone document. If the report is not submitted, a program will be marked as non-compliant with the university APR Guidelines.
- Stage Two: The completed *Interim Report* is reviewed by representatives chosen by the Vice Provost for Faculty Affairs and Curriculum. After reviewing the *Interim Report*, these representatives will recommend further action(s) as needed.
- Stage Three: If further actions are recommended, one option, but not required, may be for external consultants to review the documents provided by the university, possibly conduct an external review/site visit, and submit a written *External Interim Report (EIR)*. If no external consultation is required, skip to Stage Six.
- Stage Four: Within four weeks of receiving the *EIR*, the academic unit head and program faculty develop an action plan for integrating the results of the *Interim Report*. The plan is submitted to the dean for review and input. When approved, it is submitted to the Office of the Provost.
- Stage Five: After receiving an acknowledgement that the report has been sent to the provost's office, the AUH must revise the APR objective in the JMU STAR Tool to reflect these changes. Results of the actions must be included in the program's annual report. Stage Five is an ongoing process, and the results should continue to be included in the annual report until the action plan is completed or other decisions are made in regard to the recommendations.
- Stage Six: If no external consultation is required, the academic unit head and program faculty should continue to note actions pertaining to APR in all subsequent annual reports.

External Accreditation APR

- Stage One: The academic program participates in its scheduled external accreditation as specified by its external accrediting body (self-study, external review/site visit and response) through completion. This includes, if necessary, notification to all U.S. Department of Education-recognized accrediting agencies of any change in JMU's institutional accreditation.
- Included in the self-study, the program is responsible for representing accurately to the public and external accreditors its status and relationship with SACSCOC. The following statement must be used in its entirety.
- James Madison University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, educational specialist and doctorate degrees. Questions about the accreditation of James Madison University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).
- Stage Two: Using the *Academic Program Review Checklist*, the academic unit self-study committee verifies that all aspects of academic program review required by JMU have been met. If any conditions on the *Academic Program Review Checklist* are not met, the academic unit self-study committee will create a supplemental document addressing those specific areas that were not addressed in the initial external review.
- Stage Three: Within four weeks of receiving the team report, the self-study committee must submit all materials – including the *APR Checklist* –to the dean for review and approval and then the AUH will forward to the Office of the Vice Provost for Faculty Affairs and Curriculum. The external accreditation report, the *APR Checklist*, the JMU STAR Tool objectives and any supplemental documentation with other information required by JMU (if necessary) are reviewed by the Office of the Vice Provost for Faculty Affairs and Curriculum. If the checklist is not submitted, a program will be marked as non-compliant with the University APR Guidelines.
- Stage Four: The offices of the Provost and the Vice Provost for Faculty Affairs and Curriculum have the option to recommend review of a specific area(s) of need. If consultation is required, the reviewer(s) submits a written report addressing the charge issued by the Provost's office.
- Stage Five: Within four weeks of receiving the accreditation team report, the academic unit head and program faculty develop a formal action plan for integrating the results of the accreditation external team report, APR supplement and, if applicable, a consultation report. The plan is submitted to the dean for review and input. When approved by the dean, it is submitted to the Office of the Provost.
- Stage Six: After receiving an acknowledgement that the report has been sent to the provost's office, the AUH must revise the APR objective in the JMU STAR Tool to reflect these changes. Results of the actions must be included in the program's annual report. Stage Six is an ongoing process, and the results should continue to be included in the annual report until the action plan is completed or other decisions are made in regard to the recommendations.
- Stage Seven: A JMU-required *accreditation mid-point report* must be submitted to the Office of the Vice Provost for Faculty Affairs and Curriculum with on-going follow-up in the remaining years leading up to the next regularly scheduled accreditation.

Academic Administrative Area APR

- Stage One: The Academic Administrative Area APR Internal Self-Study committee develops an outline of the specific areas for review and the key questions for the external team. The outline is then reviewed by the area's supervisor and/or dean, and the Office of the Vice Provost for Faculty Affairs and Curriculum
- Stage Two: Once the outline is approved, the Academic Administrative Area APR Internal Self-Study committee then develops a written self-study based on consultation between the Office of the Vice Provost for Faculty Affairs and Curriculum and the administrative area. Recommendations by national organizations/professional bodies should be considered in developing guidelines. The self-study is submitted to the area's supervisor and/or dean who will review and approve and then the academic administrative area will forward to the Office of the Vice Provost for Faculty Affairs and Curriculum.
- Stage Three: The completed self-study is reviewed by representatives chosen by the Office of the Vice Provost for Faculty Affairs and Curriculum. After reviewing the *Internal Self-Study Report*, these representatives approve the final specific areas and critical questions to be addressed, and the makeup of the external consultants.
- Stage Four: The external consultants review the documents provided by the university, conduct an external review/site visit and, within two weeks after the external review/site visit, submit a written *External Report (ER)*.
- Stage Five: Within four weeks of receiving the *ER*, the head of the administrative area develops an action plan External Report Response (ERR) for integrating the results of the self-study and, if applicable, a consultation report. The plan is submitted to the director's supervisor and/or dean for review and input. When approved by the supervisor/dean, it is submitted to the Office of the Provost.
- Stage Six: After receiving an acknowledgement that the report has been sent to the provost's office, the AUH must revise the APR objective in the JMU STAR Tool to reflect these changes. Results of the actions must be included in the program's annual report. Stage Six is an ongoing process, and the results should continue to be included in the annual report until the action plan is completed or other decisions are made in regard to the recommendations.
- Stage Seven: An *Interim Report* must be submitted with on-going follow-up in the years leading up to the next regularly scheduled APR. The interim date may be adjusted for APR schedule balance.

Roles and Responsibilities for Academic Program Review

The APR process requires collaboration among the various units and offices of the university and individuals from the community. The planning of successful reviews involves shared responsibilities and includes all major stakeholders. The implementation of the findings of the process becomes a matter of mutual accountability.

Division of Academic Affairs

<p>Provost or Provost's Designee</p>	<ul style="list-style-type: none"> ▪ Sets the APR schedule. ▪ Approves changes to the Academic Program Review guidelines. ▪ Determines if an external accreditation will substitute for a JMU Degree Granting and Other Academic Areas APR. ▪ Acknowledges the academic unit's formal plan for integrating the APR results. ▪ Meets with the External Consultants during the on-site review.
<p>Vice Provost for Faculty Affairs and Curriculum or Designee (Associate Vice Provost for Academic Effectiveness and Evaluation)</p>	<ul style="list-style-type: none"> ▪ Oversees the APR process through the Academic Program Review Coordinator and with the cooperation of the colleges and academic programs. ▪ Consults with APR coordinator and dean to approve critical questions and focus of the external review. ▪ After the scope of the external review is determined, consults with the appropriate program heads to provide final approval to persons nominated to serve as external consultants. ▪ Attends the program overview and exit interview conducted by the External Consultants. ▪ Receives the <i>Academic Program Review Checklist</i> for accreditation reviews. ▪ Communicates with college dean after the External Report Response and Interim Report are submitted ▪ May assist the dean of a college in the preparation of a response to the recommendations of the report written by an external accrediting agency. ▪ Provides confirmation of new programs and certificates for placement on the APR schedule.
<p>Academic Program Review Coordinator</p>	<ul style="list-style-type: none"> ▪ Maintains APR schedule and notifies departments and academic unit heads of upcoming program and certificate reviews. ▪ Monitors progress of the APR and enforces deadlines from the <i>Internal Self-Study Report</i> through Provost acceptance. ▪ Establishes program Microsoft Teams file. ▪ Provides orientation and consultation to the internal self-study team, chair and external consultants involved in the APR. ▪ Develops a schedule for the external review/site visit with the academic unit head, the chair of the Internal Self Study committee and Academic Resources Fiscal Coordinator. ▪ Coordinates non-program personnel to be interviewed, specifically the Provost, Vice Provost/designee for Faculty Affairs and Curriculum, dean(s), ORS and CARS. ▪ Contacts the JMU external consultants and unit head to review questions. ▪ Finalizes and disseminates the review/site visit itinerary. ▪ Handles all logistical and virtual details during the review/site visit. ▪ Attends meetings with the External Consultants as needed. ▪ Receives and acknowledges the <i>Academic Program Review Checklist</i> for accreditation reviews. ▪ Receives and acknowledges the Interim Report.

Academic Resources Fiscal Coordinator	<ul style="list-style-type: none"> ▪ Compiles the Team list. ▪ Utilizes Microsoft Teams for all review documents. ▪ Contacts External Consultants to make arrangements related to travel and lodging. ▪ Schedules meeting rooms, meals and transportation for all personnel involved in the external review/site visit if not a virtual review. ▪ Handles payments and expenses for External Consultants upon receipt of the ER. ▪ Maintains electronic library (SharePoint, etc.) and all archives housed at Carrier Library for APR reports and related documents.
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Colleges

Dean	<ul style="list-style-type: none"> ▪ Manages and monitors APR schedule for units within the college. ▪ Approves changes to the APR schedule in consultation with the Vice Provost for Faculty Affairs and Curriculum or designee and APR Coordinator. ▪ Participates in the planning and implementation of internal self-studies. ▪ Approves the selection of the APR Internal Self-Study committee. ▪ Nominates, in consultation with the AUH, the External Consultants. ▪ Identifies questions and focus areas to be addressed in the internal self-study in conjunction with the academic unit head, and discusses with AVP for Academic Effectiveness and Evaluation. ▪ Reviews and approves the <i>Internal Self-Study Report, Responses to External Report and Interim Reports</i> that are submitted to the Office of the Vice Provost for Faculty Affairs and Curriculum or designee. ▪ Develops, with the academic unit head and program faculty, a formal plan that describes the implementation of the APR recommendations (may choose to not implement some). ▪ Verifies progress in meeting recommendations derived from the APR process through documentation in the JMU STAR Tool and annual reports. ▪ Assumes responsibility for all reports not submitted by a program. Programs will be marked as non-compliant with the university APR Guidelines.
Academic Unit Head	<ul style="list-style-type: none"> ▪ Reviews Instructions and Timeline for all target dates, including due dates to dean. ▪ Names the chairperson and members for the APR Internal Self-Study Committee or Certificate Review. ▪ Nominates, in consultation with the dean and program faculty, the External Consultants. ▪ Initiates first contact with External Consultant nominees after final approval to determine their availability. ▪ Coordinates the preparation of the <i>Internal Self-Study Report</i> (approximately a six-month process). ▪ Assists in developing the critical questions and specific areas for review. ▪ Submits the <i>Internal Self-Study Report</i> to the dean for review and approval. The AUH then submits the ISSR to the Provost based on instructions and timeline in the guidelines. ▪ Determines the external review/site visit date with the APR Coordinator. ▪ Develops the external review/site visit itinerary in consultation with the APR Coordinator and the Academic Resources Fiscal Coordinator.

	<ul style="list-style-type: none"> ▪ Invites faculty, staff and students to the on-site interviews. ▪ Confirms external review/site itinerary with APR Coordinator and the Academic Resources Fiscal Coordinator at least two weeks before the external review/site visit. ▪ Develops, with the dean and program faculty, a formal action plan that describes the implementation of the External Consultants' recommendations. ▪ Updates APR objective in the JMU STAR Tool. ▪ Communicates progress regarding these recommendations to the dean as part of the annual reports. ▪ Prepares and submits the <i>Interim Report</i> as a stand-alone report with the annual report. ▪ Assumes responsibility for all reports not submitted by a program. Programs will be marked as non-compliant with the University APR Guidelines.
<p>Administrative Program Head for Other Academic Areas</p>	<ul style="list-style-type: none"> ▪ Reviews Instructions and Timeline for all target dates, including due dates to supervisor. ▪ Names the chairperson and members for the APR Internal Self-Study Committee. ▪ Coordinates the preparation of the <i>Internal Self-Study Report</i>. ▪ Assists in developing the critical questions and specific areas for review. ▪ Approves and forwards the self-study to the supervisor and/or dean who reviews and approves. The administrative program head then submits to the provost's office per instructions. ▪ Nominates, in consultation with the appropriate division head and program staff, the External Consultants. ▪ Initiates first contact with External Consultant nominees after final approval to determine their availability. ▪ Determines the external review/site visit date with the APR Coordinator. ▪ Develops the external review/site visit itinerary in consultation with the APR Coordinator and the Academic Resources Fiscal Coordinator. ▪ Invites faculty, staff and students to the on-site interviews. ▪ Confirms external review/site visit itinerary with the APR Coordinator and the Academic Resources Fiscal Coordinator at least two weeks before the external review/site visit. ▪ If applicable, reviews and approves the APR Internal Self-Study committee's response to the external report. Submits the response to the appropriate supervisor and/or dean who reviews, approves and then the administrative program head submits to the Provost's office. ▪ Develops, with appropriate administrators and program staff, a formal action plan for integrating the results of the APR. ▪ Updates the APR objective in the JMU STAR Tool. ▪ Communicates progress regarding these recommendations to the appropriate administrator as part of the annual reports. ▪ Prepares and submits the <i>Interim Report</i> as a stand-alone report with the annual report. ▪ Assumes responsibility for all reports not submitted by a program. Programs will be marked as non-compliant with the university APR Guidelines.

<p>Internal Self-Study Committee</p>	<ul style="list-style-type: none"> ▪ There is not a recommended number of faculty/staff for the internal team. There are 9 content sections and section 10. ▪ A team of 4-5 should be very manageable and not overwhelming for meetings and dividing the sections up for writing. ▪ There are no limitations on ranks for faculty to participate on the team. RTAs to full professors can participate, drawing from a range of expertise across the program. ▪ The team sets the writing schedule and tasks, targeting April 1 or November 1, depending on due date, for the final draft to be review. ▪ Develops the critical questions and specific areas for review. When reviewing the final draft, the team, AUH and dean should look for consistency and one voice. ▪ Coordinates the External Report Response with the program faculty and AUH <p>Notes to the Committee</p> <ul style="list-style-type: none"> ▪ Follow the APR Guidelines - Instructions and Timeline ▪ Meet as a committee as soon as possible to review the outline ▪ Hold regular/monthly meetings ▪ Delegate research and writing responsibilities ▪ Allow enough time to pull the report together before April 1 or November 1 for AUH and dean review ▪ Be sure the report reads as one voice ▪ Communicate with the APR Coordinator for questions on process and content <p>This guidance can also be applied to the Internal Self-Study Committee for university-wide units such as JMU Libraries, University Advising, Center for Faculty Innovation and the Learning Centers.</p>
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Instructions and Timelines

Degree Granting and Other Academic Program Reviews – Spring External Visits

Note: Numbered instructions are meant to be followed in order.

1. **Notification of APR: Three semesters prior to visit (Fall 2022 for Spring 2024):**
Dean and Academic Unit Head (AUH): Notified of the completion date for the internal self-study and external review/site visit of the APR by the APR Coordinator.
 - Internal self-studies for spring external visits are due no later than November 15 in the year immediately preceding the scheduled external review.

2. **Select Internal Self-Study Team: September-October:**
 1. **AUH:** Choose the chair of internal self-study team.
 2. **AUH and Chair:** Choose internal self-study team.
 3. **Dean:** Approve composition of internal self-study team.

3. **Develop Areas for Review and Key Questions: October-November 15:**
 1. **Self-Study Team:** Develop areas for review and key questions for external consultants and submit to the AUH and dean for review.
 2. **AUH:** Approve the areas for review and key questions.
 3. **Dean:** Approve the areas for review and key questions.
 4. **February 15: AUH:** Submits the approved areas for review and key questions the APR Coordinator.
 5. **Vice Provost for Faculty Affairs and Curriculum or designee:** Consults with APR Coordinator and dean on the submitted areas for review and key questions.

4. **Write Internal Self-Study Report: January-November 1:**

Note: APR Coordinator is available to meet with AUH and/or Internal Self-Study Team before and during the development of the internal self-study.

 1. **Internal Self-Study Team:** Reviews APR guidelines and selects appropriate type of review (Degree Granting, Interim, Accredited or Administrative). If an interdisciplinary program, the team modifies outline and determines composition of internal team as necessary.
 2. **Internal Self-Study Team:** Develops an APR Timeline in consultation with APR Coordinator.
 3. **Internal Self-Study Team:** Assigns responsibilities for writing sections of the APR.
 4. **February 15: Internal Self-Study Team:** Develops the critical questions and specific areas for review by the external review team. At least one key question must focus on student learning objectives.
 5. **Internal Self-Study Team:** Gathers necessary documentation.
 6. **Internal Self-Study Team:** Writes internal self-study report.
 7. **APR Coordinator and AUH:** Establish a date for external review.
 8. **Early November: Internal Self-Study Team:** Submits the completed internal self-study report, including potential consultants, to the AUH and dean for review
 9. **November 15: AUH:** Submits the completed internal self-study report by uploading all documents to a Microsoft Teams created by the APR Coordinator.

5. **Select External Consultants: November 15-January 15:**
 1. **Vice Provost for Faculty Affairs and Curriculum or designee:** Consults with APR Coordinator and dean on the submitted critical questions, focus of the external review and external consultants.
 2. **Vice Provost for Faculty Affairs and Curriculum or designee:** Approves scope of review and consultants or suggests a need for alternates.
 3. **APR Coordinator:** Communicates consultant invitation details to the AUH.
 4. **AUH:** Extends invitations to the approved nominees regarding availability and interest. Invitations must be issued at least eight weeks in advance of the external review/site visit. *After extending the invitations to the external consultants and receiving acceptances, the AUH turns communications with the consultants over to the APR Coordinator and the Academic Resources Fiscal Coordinator to handle all logistics.*

6. **Coordinate External Review: November 15-mid-April:**
 1. **APR Coordinator and Academic Resources Fiscal Coordinator:** Contact approved consultants to handle logistics (i.e., lodging, transportation, honorariums, and schedule).
 2. **APR Coordinator and AUH:** Develop external review schedule and assign responsibilities.
 3. **APR Coordinator:** Assures consultant access to Microsoft Teams at least four weeks in advance of the external review/site visit.
 4. **External Consultants:** Meet with campus stakeholders during the external review/site visit.
 5. **External Consultants:** Write report, due within two weeks after external review/site visit.
 6. **Two Weeks after Review Completed: ER Chair:** Sends finished report to the APR Coordinator.
 7. **Immediately: APR Coordinator:** Distributes report via email to appropriate parties.

7. **Finalize the Review: Four Weeks after Receiving External Report:**
 1. **AUH:** After review and approval by the dean, sends action plan/external report response to the APR Coordinator. *Note: Response should include action plan to incorporate recommendations.*
 2. **Provost, Vice Provost for Faculty Affairs and Curriculum or designee, dean, AUH:** Receive the action plan/external report response from the APR Coordinator
 3. **AVP:** Meets with the dean of the college to review the external report and response.
 4. **AUH:** Updates the APR objective in the JMU STAR Tool.
 5. **AUH:** Communicates progress regarding objectives yearly as part of annual reports.

8. **Interim Report: (Approximately) Four Years after External Review/Site Visit**
 1. **AUH:** Receives notification of *Interim Report (IR)* six months prior.
 2. **AUH, Program Faculty:** Using IR outline provided in Guidelines, prepare report
 3. **AUH:** Submits IR to APR Coordinator at the same time as annual report is submitted to dean.
 4. **Provost, Vice Provost for Faculty Affairs and Curriculum or designee, dean, AUH:** Receives the IR from the APR Coordinator; option to request modifications
 5. **AUH:** Prepares and submits any requested modification to the APR Coordinator.
 6. **AVP:** Communicates with the dean of the college.
 7. **APR Coordinator:** Sends acknowledgement email to the Provost, AUH and dean.

Degree Granting and Other Academic Program Reviews – Fall External Visits

Note: Numbered instructions are meant to be followed in order.

1. Notification of APR: Two semesters prior to visit. (Fall 2022 for Fall 2023 visit):

Dean and Academic Unit Head (AUH): Notified of the completion date for the internal self-study and external review/site visit of the APR by the APR Coordinator.

- Internal self-studies for fall external visits are due no later than April 15 in the spring immediately preceding the scheduled external visit.

2. Select Internal Self-Study Team: August-September:

1. **AUH:** Choose the chair of internal self-study team.
2. **AUH and Chair:** Choose internal self-study team.
3. **Dean:** Approve composition of internal self-study team.

3. Write Internal Self-Study Report: October-April 1:

Note: APR Coordinator is available to meet with AUH and/or Internal Self-Study Team before and during the development of the internal self-study.

1. **Internal Self-Study Team:** Reviews APR guidelines and selects appropriate type of review (Degree Granting, Interim, Accredited or Administrative). If an interdisciplinary program, modifies outline and determines composition of internal team as necessary.
2. **Internal Self-Study Team:** Develops an APR Timeline in consultation with APR Coordinator.
3. **Internal Self-Study Team:** Assigns responsibilities for writing sections of the APR.
4. **November 15 Internal Self-Study Team:** Develop the critical questions and specific areas for review by the external review team. At least one key question must focus on student learning objectives
5. **Internal Self-Study Team:** Gathers necessary documentation.
6. **Internal Self-Study Team:** Writes internal self-study report.
7. **APR Coordinator and AUH:** Establish a date for external review.
8. **Early April Internal Self-Study Team:** Submits the completed internal self-study report, including potential consultants, to the AUH and dean for review
9. **April 15 AUH:** Submits the completed internal self-study report by uploading all documents to a Microsoft Teams created by the APR Coordinator.

4. Select External Consultants: April 15-July 15:

1. **Vice Provost for Faculty Affairs and Curriculum or designee:** Consults with APR Coordinator and dean on the submitted critical questions, focus of the external review and the external consultants.
2. **Vice Provost for Faculty Affairs and Curriculum or designee:** Approves scope of review and consultants or suggests a need for alternates.
3. **APR Coordinator:** Communicates consultant invitation details to the AUH.
4. **AUH:** Extends invitation to the approved nominees regarding availability and interest. Invitations must be issued at least eight weeks in advance of the external review/site visit. *After extending the invitations to the external consultants and receiving acceptances, the AUH turns communications with the consultants over to the APR Coordinator and Academic Resources Fiscal Coordinator to handle all logistics.*

5. Coordinate External Review: April 15 to mid-November:

1. **APR Coordinator and Academic Resources Fiscal Coordinator:** Contact approved consultants to handle logistics (i.e., lodging, transportation, honorariums, and schedule).
2. **APR Coordinator, Academic Resources Fiscal Coordinator and AUH:** Develop external review schedule and assign responsibilities.
3. **APR Coordinator:** Assures consultant access to Microsoft Teams at least four weeks prior to the external review/site visit.
4. **External Consultants: By mid-November:** Meet with campus stakeholders during the external review/site visit.
5. **External Consultants:** Write report, due within two weeks after review visit.
6. **Two Weeks after Review Completed: ER Chair:** Sends finished report to the APR Coordinator
7. **Immediately: APR Coordinator:** Distributes report via email to appropriate parties.

6. Finalize the Review: Four Weeks after Receiving External Report:

1. **AUH:** After review and approval by the dean, sends action plan/external report response to the APR Coordinator. *Note: Response should include action plan to incorporate recommendations.*
2. **Provost, Vice Provost for Faculty Affairs and Curriculum or designee, dean, AUH:** Receive the action plan/external report response from the APR Coordinator
3. **AVP:** Meets with the dean of the college to review the external report and response.
4. **AUH:** Updates the APR objective in the JMU STAR Tool.
5. **AUH:** Communicates progress regarding objectives yearly as part of annual reports.

7. Interim Report: (Approximately) Four Years after External Review/Site Visit

1. **AUH:** Receives notification of *Interim Report* (IR) six months prior.
2. **AUH, Program Faculty:** Using IR outline provided in Guidelines, prepare report
3. **AUH:** Submits IR to APR Coordinator at the same time as annual report is submitted to dean.
4. **Provost, Vice Provost for Faculty Affairs and Curriculum or designee, dean, AUH:** Receive the IR; option to request modifications
5. **AUH:** Prepares and submits any requested modification to the APR Coordinator.
6. **AVP:** Communicates with the dean of the college.
7. **APR Coordinator:** Sends acknowledgement email to the Provost, AUH and dean.

Academic Administrative Area Reviews – Spring External Visits

Note: Numbered instructions are meant to be followed in order.

1. Notification of APR: Three semesters prior to visit. (Fall 2022 for Spring 2024):

Director: Notified of the completion date for the internal self-study and external review/site visit of the APR by the APR coordinator.

- Internal self-studies for spring external visits are due no later than *November 15* in the year immediately preceding the scheduled external visit.

2. Select Internal Self-Study Team: October-December:

1. **Director:** Chooses the chair of internal self-study team.
2. **Director and Chair:** Choose internal self-study team.
3. **Director's Supervisor:** Approve the composition of the internal self-study team.

3. Write Internal Self-Study Report: January-November 1:

Note: APR Coordinator is available to meet with Director and/or Internal Self-Study Team before and during the development of the internal self-study.

1. **Internal Self-Study Team:** Consults with the office of the Vice Provost for Faculty Affairs and Curriculum to develop an appropriate self-study template. *Note: Recommendations of national organizations/professional bodies should be considered in developing the template.*
2. **Internal Self-Study Team:** Develops an APR timeline in consultation with APR coordinator.
3. **Internal Self-Study Team:** Assigns responsibilities for writing sections of the APR.
4. **February 15 Internal Self Study Team:** Develop the critical questions and specific areas for review by the external review team.
5. **Internal Self-Study Team:** Gathers necessary documentation.
6. **Internal Self-Study Team:** Writes internal self-study report.
7. **APR Coordinator and Director:** Establish a date for external review.
8. **Early November Internal Self-Study Team:** Submits the completed internal self-study report, including potential consultants, to the director and director's supervisor for review.
9. **November 15 Director:** Submits the completed internal self-study report by uploading all documents to Microsoft Teams created by APR Coordinator

4. Select External Consultants-November 15 - January 15:

1. **Vice Provost for Faculty Affairs and Curriculum or designee:** Consults with APR coordinator and director to discuss the submitted critical questions, focus of the external review and the external consultants.
2. **Vice Provost for Faculty Affairs and Curriculum or designee:** Approves scope of review and consultants or suggests a need for alternatives to participate in the external review.
3. **APR Coordinator:** Communicates consultant invitation details to the director.
4. **Director:** Extends invitations to the approved nominees regarding availability and interest. Invitations must be issued at least eight weeks in advance of the external review/site visit. *After extending the invitations to the external consultants and receiving acceptances, the director turns communications with the consultants over to the APR Coordinator and Academic Resources Fiscal Coordinator to handle all logistics.*

5. Coordinate External Review: November 15 - mid-April:

1. **APR Coordinator and Academic Resources Fiscal Coordinator:** Contact approved consultants to confirm logistics (i.e., lodging, transportation, honorariums, schedule).
2. **APR Coordinator and Director:** Develop external review schedule and assign responsibilities.
3. **APR Coordinator:** Assures consultant access to Microsoft Teams at least four weeks in advance of the external review/site visit.
4. **External Consultants: By mid-April:** Meet with campus stakeholders during the external review/site visit.
5. **External Consultants:** Write report, due within two weeks after external review/site visit.
6. **ER Chair: Two Weeks after Review Completed:** Sends finished report to the APR Coordinator
7. **APR Coordinator:** Distributes report via email to appropriate parties

6. Finalize the Review: Four Weeks after Receiving External Report:

1. **Director:** After review and approval by the director's supervisor, sends action plan/external report response to the APR Coordinator. *Note: Response should include action plan to incorporate recommendations.*
2. **APR Coordinator:** Sends acknowledgement email to Provost, director and director's supervisor.
3. **AVP:** Meets with the dean of the college to review the external report and response.
4. **Director:** Updates the APR objective in the JMU STAR Tool.
5. **Director:** Communicates progress regarding objectives yearly as part of annual reports.

7. Interim Report: (Approximately) Four Years after External Review/Site Visit

1. **Director:** Receives notification of Interim Report (IR) six months prior.
2. **Director, Program Faculty:** Using IR outline provided in Guidelines, prepare report for review by dean
3. **Director:** Submits IR to APR Coordinator at the same time as annual report is submitted.
4. **APR Coordinator:** Sends acknowledgement email to Provost, director and director's supervisor; optional request for modifications
5. **Director:** Prepares and submits requested modifications to the APR Coordinator.
6. **AVP:** Communicates with the dean of the college.
7. **APR Coordinator:** Sends acknowledgement email to Provost, director and director's supervisor.

Academic Administrative Area Reviews – Fall External Visits

Note: Numbered instructions are meant to be followed in order.

1. Notification of APR: Two semesters prior to visit. (Fall 2022 for Fall 2023 visit):

Director: Notified of the completion date for the internal self-study and external review/site visit of the APR by the APR coordinator.

- Internal self-studies for fall external visits are due no later than April 15 in the spring immediately preceding the scheduled external visit.

2. Select Internal Self-Study Team – August-September:

1. **Director:** Chooses the chair of internal self-study team.
2. **Director and Chair:** Choose internal self-study team.
3. **Director's Supervisor:** Approve the composition of the internal self-study team.

3. Write Internal Self-Study Report – October-April 1:

Note: APR Coordinator is available to meet with Director and/or Internal Self-Study Team before and during the development of the internal self-study.

1. **Internal Self-Study Team:** Consults with the office of the Vice Provost for Faculty Affairs and Curriculum to develop an appropriate self-study template. *Note: Recommendations of national organizations/professional bodies should be considered in developing the template.*
2. **Internal Self-Study Team:** Develops an APR timeline in consultation with APR coordinator.
3. **Internal Self-Study Team:** Assigns responsibilities for writing sections of the APR.
4. **November 15 Internal Self-Study Team:** Develop the critical questions and specific areas for review by the external review team.
5. **Internal Self-Study Team:** Gathers necessary documentation.
6. **Internal Self-Study Team:** Writes internal self-study report.
7. **APR Coordinator and Director:** Establish a date for external review.
8. **Early April Internal Self-Study Team:** Submits the completed internal self-study report, including potential consultants, to the director and director's supervisor.
9. **April 15 Director:** Submits the completed internal self-study report by uploading all documents to a Microsoft Teams created by the APR Coordinator

4. Select External Consultants: April 15-July 15:

1. **Vice Provost for Faculty Affairs and Curriculum or designee:** Consults with APR coordinator and director to discuss the submitted critical questions, focus of the external review and the external consultants.
2. **Vice Provost for Faculty Affairs and Curriculum or designee:** Approves scope of review and consultants or suggests a need for alternatives to participate in the external review.
3. **APR Coordinator:** Communicates consultant invitation details to the director.
4. **Director:** Extends invitations to the approved consultant nominees regarding availability and interest. Invitations must be extended at least eight weeks prior to the external review/site visit. *After extending the invitations to the external consultants and receiving acceptances, the director turns communications with the consultants over to the APR Coordinator and Academic Resources Fiscal Coordinator to handle all logistics.*

5. Coordinate External Review: April 15-mid-November:

1. **APR Coordinator and Academic Resources Fiscal Coordinator:** Contact approved consultants to confirm logistics (i.e., lodging, transportation, honorariums, schedule).
2. **APR Coordinator and Director:** Develop external review schedule and assign responsibilities.
3. **APR Coordinator:** Assures consultant access to Microsoft Teams at least four weeks prior to the external review/site visit.
4. **External Consultants: By mid-November:** Meet with campus stakeholders during the external review/site visit.
5. **External Consultants:** Write report, due within two weeks after external review/site visit.
6. **ER Chair: Two Weeks after Review Completed:** Sends finished report to the APR Coordinator.
7. **APR Coordinator:** Distributes report via email to appropriate parties

6. Finalize the Review: Four Weeks after Receiving External Report:

1. **Director:** After review and approval by the director's supervisor, sends action plan/external report response to the APR Coordinator. *Note: Response should include action plan to incorporate recommendations.*
2. **APR Coordinator:** Sends acknowledgement email to Provost, director and director's supervisor.
3. **AVP:** Meets with the dean of the college to review the external report and response
4. **Director:** Updates the APR objective in the JMU STAR Tool.
5. **Director:** Communicates progress regarding objectives yearly as part of annual reports.

7. Interim Report: (Approximately) Four Years after External Review/Site Visit

1. **Director:** Receives notification of Interim Report (*IR*) six months prior.
2. **Director, Program Faculty:** Using IR outline provided in guidelines, prepare report for review by dean
3. **Director:** Submits IR to APR Coordinator at the same time as annual report is submitted.
4. **APR Coordinator:** Sends acknowledgement email to Provost, director and director's supervisor; optional request for modifications
5. **AVP:** Communicates with the dean of the college.
6. **Director:** Prepares and submits requested modifications to the APR Coordinator.
7. **APR Coordinator:** Sends acknowledgement email to Provost, director and director's supervisor

External Accreditation Reviews

Note: Numbered instructions are meant to be followed in order.

1. Notification of Accreditation Review:

1. **AUH/Program Coordinator:** Notified of the completion date for the accreditation review by the external accrediting body.
2. **AUH/Program Coordinator:** Notifies the APR Coordinator of planned timetable for accreditation review.

Note: The Provost determines if the planned accreditation review will substitute for a Degree Granting and Academic Support Academic Program Review.

2. External Review

1. **AUH:** Conducts all aspects of its accreditation review (i.e. internal, external, rejoinder) as instructed by the accrediting body.
2. **Accrediting Body:** Reviews given information.

3. Internal APR Review Process

1. **Unit Self Study Committee:** Reviews the *JMU APR Checklist for External Accreditation* to ensure that the external accreditation review will meet the standards of the Degree Granting and Academic Support APR. *Note: If all items on the APR Checklist have not been addressed, supplemental documentation must be provided.*
2. **AUH and Dean:** Review the completed accreditation report (including the external report and program's rejoinder), the APR Checklist, the JMU STAR Tool objective(s) and any required supplemental documentation. Both AUH and dean sign the signature page. A scanned .pdf should be submitted via email or Microsoft Teams.
3. **AUH: Submits the APR Checklist and all supporting documentation to the APR Coordinator.** Utilizes Microsoft Teams established by APR Coordinator.
4. **APR Coordinator:** Reviews the external team report and program's rejoinder, *APR Checklist* and supplemental documentation. Confirms dean and AUH signatures.
5. **APR Coordinator:** Sends acknowledgement email to Provost, dean and AUH
6. **AVP:** Communicates with the dean of the college
7. **AUH:** Communicates yearly progress regarding objectives as part of annual reports.

4. Accreditation Mid-Point Report

1. **AUH:** Receives notification of Accreditation Mid-Point Report.
2. **AUH, Program Faculty:** Using the outline provided in the guidelines, prepare a report for review by the dean.
3. **AUH:** Submits Mid-Point Interim Report to APR Coordinator.
4. **APR Coordinator:** Review the Mid-Point Interim Report and requests documentation if necessary.
5. **AUH:** Prepares and submits requested material to the APR Coordinator.
6. **APR Coordinator:** Sends acknowledgement email to the Provost, AUH and dean.
7. **AVP:** Communicates with dean of the college.

JMU APR Checklist for External Accreditation

Program Being Reviewed: _____ Date of Submission: _____

Academic Program Narrative See page 24 for section details	External Accreditation Source Document	Title of External Accreditation Source Document	Supplemental Information Required Yes/No*
1. University, College and Academic Unit Structure; Mission; APR History; Strategic Plan and the JMU STAR Tool objectives	Found in section(s)/page(s)		
2. Academic Unit and Academic Program Goals and Objectives	Found in section(s)/page(s)		
3. Academic Program Structure	Found in section(s)/page(s)		
4. Program Viability and Resources	Found in section(s)/page(s)		
5. Role of Program in the College and the University	Found in section(s)/page(s)		
6. Role of Faculty in the Program	Found in section(s)/page(s)		
7. Assessment of Student Learning Objectives	Found in section(s)/page(s)		
8. Role of Students and Alumni in the Program	Found in section(s)/page(s)		
9. Quality and Quantity of Academic and Administrative Support	Found in section(s)/page(s)		

*If your accreditation submission does not address elements of a particular section of the APR guidelines, attach supplemental information as a separate document for each section as appropriate.

Based on the cycle for our program external accreditation:

- 1) A mid-point interim report will be submitted in the spring semester of _____ (year).
- 2) Our next external accreditation will be in _____ (year)

Submission:

To acknowledge that the academic unit head and the college dean have been given the opportunity to review this checklist and any supplemental documentation, the program coordinator and/or the academic unit head should submit this checklist and supplemental documentation via email to the APR Coordinator with a cc email to the dean of the college.

Independent Certificate Review

(Under Review)

Notification

The APR Coordinator is notified when a new certificate program is approved. The certificate program will be placed on the APR Schedule indicating that it is an *Embedded Certificate* or an *Independent Certificate* program.

Schedule and Timeline

Because of the dynamic nature of societal and economic needs Independent Certificates are reviewed every four years to ensure their market viability.

Independent Certificates are assigned a review date by the APR Coordinator and placed on the University Academic Review Program master schedule.

- An Independent Certificate will be notified in August, six-months prior to the due date of its self-study.
- APR Coordinator will work with The Graduate School and the School of Professional and Continuing Education to name Review Team members by November 1.
- IC Self-study will be due to APR Coordinator February 1.
- IC Self-study will be due to Review Team by March 1.
- Review Team will meet by April 1.
- Review Team will submit a response and recommendations by April 15.

Review Team Representatives

1. The graduate or program coordinator (or designee) from the department that offers the Independent Certificate (not the coordinator)
2. A representative from the Office of the Graduate School
3. A representative from the School of Professional and Continuing Education
4. A neutral individual identified by APR Coordinator

Review Roles and Responsibility

APR Coordinator

1. Notifies Certificate Program Coordinator of IC Self-study due date.
2. Coordinates identification of Review Team members.
3. Sets date for Review Team Discussion
4. Receives written response

Certificate Program Coordinator

1. Coordinator prepares self-study (see outline below)
2. Meets with review team

Review Team

1. Reads self-study and Assessment Progress Template
2. Meets for discussion
3. Identifies:
 - a. Areas of Strengths
 - b. Areas of Challenge
 - c. Determines if program is still viable

- d. Makes recommendation for continuation, including suggestions for improvement or changes;
or
- e. Makes recommendation for dissolution of the certificate program
- f. Designates representative to prepares the brief written response; sets timeline

Outline of Certificate Self-Study Report (based on APR Internal Self-Study Report)

I. Description of the Certificate Program

II. Program Viability and Resources

- Cite enrollment figures since the inception of the IC.
- Evaluate the viability of the program in terms of state, regional and national needs. State what is unique about the JMU program. State how the program addresses specific needs for training of graduates at the state, regional, or national level. Discuss this in terms of placement of students and demand for students with specific types of training.
- Assess the size of the program regarding need for expansion or contraction. Discuss whether the program expects increasing or decreasing demand. Discuss demand for the program and placement of completers in the employment market.
- Discuss how resources have changed (increased, decreased or stayed the same) due to changes in enrollment. Discuss changes that have resulted from technology, for example, increase in classroom technology due to larger class sizes.
- Discuss strategies to improve the certificate program

III. Assessment of Student Learning Objectives

In conjunction with your academic unit assessment liaison and CARS assessment liaison, provide an interpretation of assessment findings about the quality of student learning in the program. Focus on interpretation of data and how the results were used. Discuss strengths and weaknesses of student progress on learning objectives. Discuss changes made, or being considered, to the program based on assessment results. Discuss the quality of the program's assessment activities, including strengths and weaknesses of assessment Tools used by the program.

IV. State the JMU STAR Tool objective, if any.

Internal Self-Study Report

Format: The Internal Self-Study Report must conform to the following outline. Writers may supplement the self-study with additional sections that focus on issues most relevant to the program. As appropriate, information should be provided for both the academic unit and the involved academic program in situations where an academic unit includes multiple academic programs (e.g. Department of Graduate Psychology). Some sections may be referenced in the university SACSCOC compliance certification or other reports.

If units are referring to the university's accreditation with SACSCOC, the following statement must be used exactly how it is written according to SACSCOC policy:

James Madison University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, educational specialist and doctorate degrees. Questions about the accreditation of James Madison University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Length: The narrative should be no more than 55 pages.

Documentation: When gathering documentation, use a four- or eight-year retrospective as deemed appropriate. In some cases, the data may be more appropriate using an eight-year recall to show significant trends. In other cases, a four-year recall going back to the Interim Report may highlight the significance of the issue.

Timeline: See *Instructions and Guidelines* for all important dates and requirements for the April 15 and November 15 due dates.

Submission: Upload the following items to the program Microsoft Teams file:

1. MS Word of Internal Self-Study Report. The proposed external consultant list should **not** be included in the self-study document. Upload a separate file.
2. All documentation, organized by section number. All documentation must be saved in .pdf format, including hyperlinks, organized by section number.

Outline of the Internal Self-Study Report

I. Table of Contents

II. Executive Summary

III. Self-Study Report

Begin by developing an outline of the critical questions and specific areas for review by the external review team.

1. University, College and Academic Unit Structure; Mission; APR History; Strategic Plan

- Briefly describe where the academic unit and program fit into the organizational structure of the college, and university. Provide the current mission statement of the college, academic unit and program. Explain how the current academic unit's mission statement supports the college and university mission statements and the date of when each statement was adopted. Discuss the relationship to the Academic Affairs Strategic Plan (AASP) <https://www.jmu.edu/academic-affairs/aasp.shtml>.
- Discuss significant changes, if any, within the unit and program, since the previous APR.
- Compare the number of students currently served by the academic unit and individual major/program to the number since the previous APR. Use the following categories, as applicable: Undergraduate or graduate; minors, general education, pre-professional programs, elective courses, other.
- Present Strategic Plan/Initiatives and the APR objectives in the JMU STAR Tool.

Suggested Documentation: Number of declared majors and minors – a four or eight-year retrospective summary (provided by the Office of Academic Affairs Resources or academic unit records). Include TABLO of end of year data looking at the last 8 years; and data from OIR: <https://www.jmu.edu/oir/enrollment.shtml> - interactive data; Current program strategic plan; *the previous strategic plan to demonstrate when it was revised and how it has changed*; include previous APR External Report/Response; and APR Interim Report.

2. Academic Unit and Academic Program Goals and Objectives

- List the academic unit's goals and objectives, if appropriate. If the self-study is program specific, list instead the program's goals and objectives and discuss how they relate to the academic unit goals and objectives.
- Discuss how the unit determines appropriate measurable goals and outcomes for student achievement consistent with its mission.
- Identify and briefly describe the major activities that have supported efforts in achieving these goals and objectives.

Suggested Documentation: Links to undergraduate and/or graduate catalogs or other documentation.

3. Academic Program Structure

- Describe the program requirements and curriculum design. Describe the most recent curriculum revisions and when they were undertaken, and if the program is considering future curriculum changes.
- Discuss coherence and integrity of the curriculum when compared to standards of best practice as determined by regional and national learned societies. Discuss responsiveness of the curriculum to societal needs.

Suggested Documentation: Links to undergraduate and/or graduate catalogs; selected course descriptions; selection of key course syllabi from fall and spring semesters. Appropriate Curriculum & Instruction documents; Comparative data with peer institutions; State mandates providing curriculum requirements and/or guidelines, if appropriate; Program/professional Accreditation guidelines, if appropriate.

4. Program Viability and Resources

- Evaluate the viability of the program in terms of state, regional and national needs. State what is unique about the JMU program. If this is a professional program describe how the program addresses specific needs for training of graduates at the state, regional, or national level. Discuss this in terms of placement of students and demand for students with specific types of training.
- Discuss national benchmarks and/or discipline standards; discuss how the JMU program compares; discuss success rates of JMU graduates on any required or optional national exam e.g. PRAXIS, CHES, Athletic Training (BOCATC), etc. Set benchmarks and minimum targets for national exam scores, pass rates or internal exams (for external accreditation), as appropriate.
- Assess the size of the program regarding need for expansion or contraction. Discuss if the program is expecting increasing or decreasing demand. Discuss demand for the program and placement of majors in the employment market.
- Citing the enrollment figures in item 1 (University, College and Academic Unit Structure; Mission; APR History), discuss how resources have changed (increased, decreased or stayed the same) due to changes in enrollment. Discuss changes that have resulted from technology, for example, increase in classroom technology due to larger class sizes.

Suggested Documentation: National/state data sources, i.e., U.S. Dept. of Labor; professional associations.

5. Role of Program in the College and the University

- Discuss the relationship of the program to college and university-wide efforts, including undergraduate or graduate programs; minor offerings; cross disciplinary programs; pre-professional programs; and non-majors.
- If the program has a strong relationship to General Education, describe how the program fits within the General Education structure and the involvement of the program.
- Describe how faculty in the program contribute to other programs, specifically, Honors College, diversity, equity and inclusion, civic engagement, and Quality Enhancement Planning; discuss relevant resource considerations.

Suggested Documentation: The service role of the academic unit – a four or eight-year retrospective of overall enrollments in service courses, General Education, honors, etc. including changes in student-faculty ratio as well as race/gender information provided by the Office of Academic Affairs and from academic unit records.

6. Role of Faculty in the Program

- Describe significant faculty achievements regarding teaching, advising, research and/or creative activity, service and support activities, outreach and civic engagement activities.
- Discuss responsibilities of full-time faculty, including faculty teaching load, research/artistic portfolio and service requirements. Include professional development for full- and part-time faculty.
- Describe the Justice, Equity, Diversity and Inclusion (JEDI) responsiveness within your unit/department including how a diverse pool of faculty and portfolio of scholarly activity is encouraged, supported, and rewarded. Specifically address annual or multi-year demographic

targets and scholarship activity expectations. Discuss JEDI initiatives in faculty hiring and retention effort

- Discuss how faculty engage with the Office of Research and Scholarship, other units/departments, other colleges, and external collaborators in scholarly pursuits.

Suggested Documentation: External support and sponsored research – a four or eight -year retrospective (provided by Sponsored Programs); Faculty vitae or website profiles or summary of faculty information; Faculty Promotion and Tenure Guidelines

7. Assessment of Student Learning Objectives

- In conjunction with your academic unit assessment liaison and CARS assessment liaison, provide an interpretation of assessment findings about the quality of student learning in the program. Focus on interpretation of data and how the results were used.
- Discuss strengths and weaknesses of student progress on learning objectives.
- Discuss changes made, or being considered, to the program based on assessment results.
- Discuss the quality of the program's assessment activities, including strengths and weaknesses of assessment tools used by the program.
- Discuss best practices

Suggested Documentation: Curriculum map from the program's latest Assessment Progress Template (APT); Note: Do not include the curriculum map in the narrative; place in the documentation section; Published Best Practice documents – State/National professional/higher educational groups.

8. Role of Students and Alumni in the Program

- Students: Describe the involvement of students in program affairs including student organizations.
- Discuss student perception of the program.
- Describe the academic and pre-career advising system within the program. Discuss best practices
- Discuss diversity, equity and inclusion civic engagement efforts with students.
- Discuss Quality Enhancement Planning (QEP) involvement with students
- Alumni: Disseminate alumni survey. Using the results, describe the involvement of alumni in program affairs. Discuss alumni perception of the program, including program effectiveness. Undergraduate programs should contact the Office of Institutional Research for assistance with the Alumni Survey.

Suggested Documentation: Summaries of student evaluations, exit interviews, focus groups; alumni survey results, national exams, etc.; Published Best Practice documents – State/National professional/higher educational groups

9. Quality and Quantity of Academic and Administrative Support

- Discuss the level of support for the academic unit and program. Address the adequacy of the staffing level of the program using discipline norms and best practices for comparisons.
 - Consider classified and wage staff; graduate and teaching assistants; student assistants; advising support.
 - Consider the following full-time faculty; part-time faculty: How do the teaching loads of tenured faculty compare with national benchmarks and/or our peer group? What portion of undergraduate teaching is done by full-time faculty compared to our peer group?
- Additionally, evaluate the adequacy of the following resources in carrying out the mission of the academic unit and program:

- Library resources, indicating the levels and quality of access to information
- Technological support
- Non-personnel-based support (e.g. operating budget, grants, foundation money)
- Facilities in the academic unit and program including classrooms, labs, other instructional facilities and office space

Suggested Documentation: Other documentation should include the Academic Unit Budget Information – salary and non-salary as an 8-year retrospective summary. This should be more of a summary talking about trends, rather than providing extensive tables. For example, eight years ago the budget for technology was \$X; highlight budget increases, or budget infusions over the eight years and today the budget for technology is \$Y. Look at expenditures within categories in their budget do not just report a bottom line. Another example would be to show the trend of expenditures on faculty travel; Documentation demonstrating what professional/higher educational groups regard as appropriate and adequate library collections/resources/support including alignment of library/learning staff with programs.; Documentation demonstrating that students at off-campus sites and taking distance education courses are provided adequate support.

10. Potential Areas for Additional Review/Consulting and Recommended Consultants

- a. Based on the findings of the self-study, finalize two to three areas (in rank order) in which external consulting could benefit the program. These should not be generalities – the program must identify specific needs that will result in measurable outcomes. For example, the program may need assistance in developing a master’s program, managing enrollment or developing hybrid-type instruction. List the areas and provide a brief (two-three paragraphs) justification for each. Keep in mind that budget initiatives are the proper avenue for requesting resources (faculty lines, space, equipment, etc.) The external review should not be viewed as a process to request more resources. An external review team might suggest different ways of managing teaching loads, accommodating increased student demand, etc. that would result in resource neutral solutions.
- b. Considering the needs and areas for review identified in item a, list 3-5 critical questions for the external consultants to explore and respond to during the external review/site visit.
- c. Identify 6-10 consultants who have the expertise to provide substantive feedback related to one or more areas for review and critical questions. A team of 3-4 will be confirmed. See *External Consultant Selection on page 29*.

External Consultant Selection

The External Review provides an opportunity for program faculty and administrators to gain a perspective on the strengths and weaknesses of the program from academicians and practitioners outside of the university. The primary charge of the External Consultant is to review the Internal Self-Study and make substantive comments in response to the critical questions posed by the program faculty, dean and the Office of the Provost.

The program faculty, unit head and dean should review the report, identified needs, areas for review and critical questions. A list of recommended external consultants should be compiled and a brief rationale should be written as to how each one would be able to address the identified issues. This information will be submitted as a part of the Internal Self-Study Report.

Based on the issues identified, consider suggesting at least 2 consultants per issue. Some have identified First Choice, Second Choice, etc. The first choice of consultant may not be available for your external review/site visit date. Thus, submit a list of 6-10 potential consultants. A team of 3-4 is the target number.

These are the considerations for consultants:

James Madison University **shall not** knowingly select an off-campus person as a consultant if that person:

1. Has been – within the last five years – a compensated consultant, an appointee or employee of the institution, or has been a candidate within the past five years for employment at the institution.
2. Has a close personal or familial relationship with persons at the institution or a strong bias regarding the institution.
3. Is a member of an association or professional activity that an impartial person might reasonably conclude would serve as an impediment to rendering an impartial, objective professional judgment regarding the accreditation of an institution.

One External Consultant must be a JMU faculty or staff member from outside of the program's college. The JMU representative will serve as the chair or coordinator of the External Consultants. The External Consultants may also be academicians from peer institutions, preferably R2, with significant regional and national visibility in the discipline being reviewed. A unit may consider a practitioner member. This is someone employed in an area related to the program. They may be individuals who can provide valuable information relative to career demands and development.

A graduate of the program with at least five years of experience who can provide a perspective on the contribution of the program to their career may be selected. The graduate should be familiar with the program, have experience in the field, have a critical eye and remain objective.

The academic/administrative head should nominate potential reviewers in consultation with the self-study team. Several names should be submitted and priority should be indicated. Reviewers should be chosen based on the needs of the program. The number of reviewers required depends on the size and needs of the program, but an upper limit of 5 is set. The upper limit number is reserved for university-wide units. The only required consultant is that of a JMU faculty member, as stated above. Units should have three to four external consultants, including the JMU chair, depending on the issues to be addressed at the review.

Name	Title/Contact Information Institution or Agency	Critical Question/Area Expertise and Rationale for Suggested Consultant
Use this format.		

External Review/Site Visit Itinerary Outline

The Academic Unit Head (AUH) and Internal Review Committee Chair will determine the faculty, staff, students and other administrators to be interviewed. Meetings with the Provost, college dean, Center for Assessment and Research Studies, and Office of Research and Scholarship are standard timeslots on the itinerary. All graduate programs must include the dean of The Graduate School.

Other areas of the university can be included in the available timeslots as needed. Suggested areas include General Education, the Honors College and University Advising.

Day 1	
3:00 – 5:30	Orientation & review of program documents
5:30 - 6:00	Consultant Break
6:00 – 8:00	Dinner/Overview of Program
Day 2	
8:00 – 8:50	Consultant Meeting
9:00 – 9:50	Meet with _____, Academic Unit Head
10:00 – 10:50	Meet with _____, Dean
11:00 – 11:50	Meet with TGS Dean, faculty, alumni, staff, students, General Education, University Advising, Admissions or other university units as deemed appropriate
12:00 – 12:50	Meet with faculty, alumni, staff or students
1:00 – 1:50	Consultant Lunch/Break
2:00 – 2:30	Meet with Center for Assessment and Research Studies
2:30 – 3:00	Meet with Office of Research and Scholarship
3:00 – 3:50	Meet with faculty, alumni, staff, students, General Education, University Advising, Admissions or other university units as deemed appropriate
4:00 – 4:15	Break
4:15 – 5:00	Meet with Provost
5:00 – 5:50	Meet with faculty, alumni, staff, students, General Education, University Advising, Admissions or other university units as deemed appropriate
6:00 – 6:30	Consultant Meeting
Day 3	
8:00 – 10:50	Consultants compile Preliminary Findings
11:00 – 11:45	Consultants present Preliminary Findings:

External Report Guidance

The External Report (ER) is submitted by the external consultants/team two weeks after the conclusion of the external review/site visit. Content includes the program/unit strengths, challenges and recommendations. During the external review/site visit, the consultants are given this guidance:

- Not all of the sections/subsections of the ISSR need to be addressed
- The focus of the report should be on the critical questions
- Team identified-issues (i.e. those not addressed in ISSR) secondary to the critical questions, can be addressed

The suggested format of the report is as follows:

- Introduction/Dates of Visit/Consultants
- Summary of Strengths and Challenges as identified in the ISSR
- Recommendations to critical questions
- Without limiting the consultant's feedback, keep in mind the most critically important and notable recommendations that can feasibly be addressed.

The length should be no more than 10 pages; double-spaced, 12-point font. The consultants should share in the responsibility of writing sections of the report. The chair should coalesce the sections into one coherent document and submit the ER to the APR Coordinator per the instructions and timeline.

External Report Response/Action Plan Guidance

The External Report Response (ERR)/Action Plan is prepared and submitted by the program/unit within four weeks after receiving the External Report (ER). Stage Four requires the unit key personnel and/or the Internal Team to prepare an External Report Response (ERR) to the recommendations. The guidance on how/what to write in the ERR is brief: The APR guidelines state that the unit should 'develop a 'plan for integrating the results'. The formal 'action' plan should include specific objectives, a timeline for action and responsible people using the suggested template. The information submitted on this template can be easily transferred to the JMU STAR Tool. If the response to a particular recommendation is 'not possible', then make that statement with a brief explanation.

Each recommendation should be addressed collectively or individually. The program is reminded that the ERR should be reviewed by the dean before sending it to the APR Coordinator. After the ERR is accepted by the Provost, the program moves to Stage Five which is an on-going process. Updates should be included in the annual report, the JMU STAR Tool and Strategic Plan.

A suggested template for the Action Plan portion of the External Report Response is shown on page 32.

ER RECOMMENDATION	PROGRAM/UNIT RESPONSE (Can be used in JMU STAR Tool)
	<ul style="list-style-type: none"> ▪ Objective Short Description ▪ Objective Long Description (who, what, when, why, how, how much) ▪ Resources needed (time, people, money, space, etc.) ▪ Person/people responsible for implementation ▪ Projected timeline for action ▪ Steps to meet the objective ▪ Linkage to Strategic Plan (identify which University Goals this objective supports) ▪ Evaluation methods (what will you use to measure the progress of the objective? how will you know the objective has been met?)

Outline of the Interim/Accreditation Mid-Point Evaluation Report

The *Interim and Accreditation Mid-Point Evaluation Report* should conform to the following outline.

This report should be brief and address only the topics listed in the outline. The entire report should not exceed 5 pages. The report is a stand-alone document due with the Academic Unit or Department Annual Report. The AUH and dean assume responsibility for all reports not submitted by a program. Programs will be marked as non-compliant with the university APR Guidelines.

- I. Status of Program
 - a. Enrollment Trends

Discuss enrollment trends since the APR or accreditation. Include majors, minors and service courses, using information from your annual reports. Do not include charts or tables; summarize the enrollment trends (increase, decrease, or holding stable) in paragraph form.
 - b. Review of Recommendations from the previous APR or Accreditation

Based on the action plan created as part of the previous APR or Accreditation report, evaluate the success of the APR action plan-related objective in the JMU-STAR Tool.
- II. Strategic Plan
 - a. Evaluation of current and future needs
 1. What are current issues facing the program?
 2. What new issues do you anticipate the program to encounter before the next external review or accreditation?
- III. Need for External Review
 - a. An external review will be held if there are issues of high concern identified by the unit. An interim external review will be the exception, not the rule. After discussion with the dean, state whether: 1) there is a high need for an external review at the interim or 2) there is no need for an external review at this time.

If you have indicated there is a high need, discuss the specific area or areas and provide a justification for each.
- IV. Review of Additional Areas (Optional)
 - a. The Office of the Provost, with input from the supervising vice provost and deans, may select specific areas to address in an external review or full report.