

# OFFICE OF THE PROVOST



## RISD Academic Program Review (APR) Self Study Template

<b>Phases</b>		<b>Assigned To: (Name)</b>
<b>Phase 1: Develop Questions for Inquiry</b>		
Draft questions for inquiry	Lead faculty meeting about changes since last APR, what changes have you noticed, what are your concerns for the department, what are our challenges and what are our successes. This is a preliminary meeting; the goal is to understand what information/direction to take as you gather material to set “big themes” for the self-study	
Changes in the discipline/professional field	How has the discipline/professional field changed since the last APR (approx. 7 years)? How does this affect what we need to do to prepare students?	
Benchmark peers comparison	Who would you consider your benchmark peer schools or departments? Which areas are we stronger and which are weaker?	
SEI Plan	Describe the plans, make sure these are related to the mission and embedded in learning outcomes.	
Changes in demographics	What has changed within the student population since the last APR? What has changed in the Faculty? In the RISD community generally or the world more broadly that impacts your program?	
Program specialty- what makes RISD distinctive?	What does your program excel at, what are you known for, and how does this reflect the kind of students you have?	
Summary of changes since last APR	Summarize the most significant achievements and key issues resolved or /implemented since the last program review	
Write questions for inquiry	List of 3-5 questions that will frame the self-study. They are likely centered around what has changed in the department since the last APR.	

<b>Phase 2: Conduct program critique and assessment</b>		
Conduct critique/assessment of student work	Bring together a group of faculty, use examples of student work - usually degree projects- as a way to understand, across a wide range of examples, to what extent and in what ways does your students' work exemplifies the goals and aspirations of the program. Use either program learning outcomes or questions developed in phase 1 as the basis of the assessment	
Summary of critique/assessment of student work	Summary of the assessment-describe what we did in the assessment, the questions we developed, and why these were important. What curricular strengths and challenges were observed.	
Map program learning outcomes to each required course	Map course outcomes to program learning outcomes for each required course. - this should be an actual map that each faculty member makes for the courses they teach (Mariah to provide a template) What outcomes do we introduce and develop well through our course sequence? Are there gaps? Is anything overemphasized?	
Summary of assessment	What did we learn from this review? What curricular changes are being suggested? What resources, if any will be needed to make these changes?	
Key Issues/themes	Might be an extension of the above, but especially thinking about questions or themes you want evaluators to pay attention to and/or give you feedback on	
<b>Phase 3: Contextualize an analysis of your program</b>		
<b>Cultural context</b>		
Faculty expertise	Faculty areas of expertise as it relates to the curriculum	
Alumni accomplishments	highlights of significant alumni accomplishments. How might their experience, the kinds of work and fields they enter and succeed in inform the curriculum?	
Student Demographics	Explain for whom the BFA program is intended- Student enrollment 6 years (or depending on last review) – major enrollment, M/F, demographics – underrepresented populations, international, etc. How has the department changed to respond to changing demographics and student needs?	
Key Issues/themes	How does the context- students, faculty and what graduates do after they leave- shape the character of the program? What are the strengths and challenges? Especially thinking about questions or themes you want evaluators to pay attention to and/or give you feedback on	

**Phase 3: Contextualize an analysis of your program  
Departmental Structure and Resources**

Student advising	Provide an assessment of the nature and effectiveness of academic advising at the department level	
Student-faculty ratios/relationships, enrollment trends	TUs/Credits (last 5 years)– total departmental TU’s, TU’s taught by FT/PT faculty, enrollment by majors/non-majors, UG/GR credits	
Affiliated programs, strategic partnerships, resources, and support services	Describe any affiliated programs, strategic partnerships, resources, and support services and how they support the mission and strategic plan for the department	
Key Issues/themes	Identify how specific department structures and resources are used to deliver the curriculum. What are the strengths and challenges? Especially thinking about questions or themes you want evaluators to pay attention to and/or give you feedback on	

**Phase 4: Revise mission statement and learning outcomes**

Revisit Department Mission and Program Learning Outcomes	Reflect on changes since the last APR and understanding the emerges from the assessment. Look carefully at the department’s mission statement and learning outcomes. Revisions should reflect departmental as well as institutional contexts	
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**Summary and Conclusions: Strategic directions for department**

Working toward excellence	Based on the above sections, provide an assessment of strengths, areas for improvement, challenges, and opportunities, including an assessment of the extent to which the program is meeting institution-wide goals or aspirations for excellence	
Relationship to strategic plan + the field	Situate discussion in relation to RISD’s strategic plan, and in relation to discipline/professional field.	