



# **Academic Program Review (APR) Handbook**

**Office of Academic Affairs  
Office of Institutional Effectiveness and Strategic Planning**

Effective 2026-2027  
Updated 2025-2026  
Replaces 2017-2018 Guidelines

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## 1. The Academic Program Review: Purpose, Process, and Product

This document has three parts. The first outlines the purpose of the APR; the second offers some guiding questions for departments as they compile their APRs; and the third lists the deliverables of the APR process. The document is, however, designed to emphasize the process surrounding the Academic Program Review.

The guidelines articulated below are based heavily on the guidelines for Academic Program Reviews published by the CUNY Board of Trustees. The BoT guidelines assume that academic departments and academic programs have goals. At York, academic programs have student learning outcomes (PSLOs), but, in order for departments to conduct effective program reviews, each department should articulate their departmental mission and goals, which go beyond the goals articulated for the academic programs housed in departments. This mission and goals should be connected to both college and program mission and goals. One way to begin the process of articulating mission and goals is for departments to articulate their philosophy/goals with regards to research/scholarship, service and teaching - these can then be used as framing criteria for reappointment, tenure, and promotion, and budget requests.

The appendices to the documents include three templates: initiation form, sample external reviewer visit schedule, and action plan. It also includes two sample Academic Program Review (APR) documents: the English Department APR from 2016-2021, and the Performing and Fine Arts Department APR from 2017-2022. We include these examples because the English Department APR shows how a department with fewer major programs and more extensive General Education course offerings might approach the APR; the Performing and Fine Arts shows how a department with multiple major programs might do approach the project.

### 1.1 Purpose of the Academic Program Review

The CUNY Board of Trustees guidelines for periodic academic program reviews articulate the purpose of the academic program review (APR) as follows:

*The purpose of academic program review, according to the Association of American Colleges, should be to increase the self-consciousness of faculty members and administrators about their educational practices so that they can improve the quality of teaching and learning. To some extent, of course, academic program review is (or should be) a continuous process. As faculty members teach and advise their students, they often think about the effectiveness of what they are doing. In addition, much of what they learn from their students has implications for the further development of their courses. Ideally, they will also consider the implications of what they have learned for the program as a whole and discuss those aspects with colleagues. The result is a continual fine-tuning of courses and modifications of the program whenever the evidence suggests that such modification is needed. The guidelines contained in this document are intended to supplement this ongoing process by encouraging formal, systematic reviews of all academic programs on a regular basis.*

These guidelines should be designed to produce a self-study that:

- a. encourages members of a department to analyze its curriculum in relation to the goals of the department, the College, and the University;
- b. investigates the effectiveness of its curriculum in relation to the desired outcomes as perceived by students, alumni, faculty members, and, where appropriate to the review of the program, professions, industries, and employers;
- c. reviews various characteristics to determine strengths and weaknesses;
- d. considers needed changes;
- e. evaluates the current levels of resources on the ongoing program;
- f. suggests needed changes in program, departmental organization, and resources.

### 1.2 Process

Collegiate procedures may allow for the use of alternative formats to achieve the above attributes; however, all self-studies should include the following elements:

- a. discussion of the goals of the program in relation to the mission of the department, college, and University, as well as the perceptions and expectations of students;
- b. description of the curriculum, including introductory, major, and elective courses, as well as articulation and collaboration with other programs;
- c. discussion of measures of program activity in such areas as courses and sections offered and enrollments;
- d. discussion of measures of faculty activities in such areas as teaching, research, and professional service;
- e. discussion of the design and delivery of instruction;
- f. discussion of measures of resources, in such areas as operating budgets, faculty, facilities, and equipment;
- g. discussion of measure of program results, in such areas as retention, degrees awarded, and post-graduation experiences of students;
- h. discussion of program quality as reflected in such measures as student course evaluations; external recognition of the program, faculty, and students; and surveys of the alumni; and
- i. discussion of a plan for the future, to include such topics as curriculum development; faculty recruitment, retention, and development; and facilities and equipment development.

The APR for each program is performed every five (5) years as determined by the appropriate School Dean and the Office of Academic Affairs. Accredited programs are exempt from this process, but must upload accreditation documents, including external reports, to YAMS. The Office of Academic Affairs maintains the APR calendar, and communicates with departments when it is time to initiate the process.

All full-time department faculty must participate in the APR.

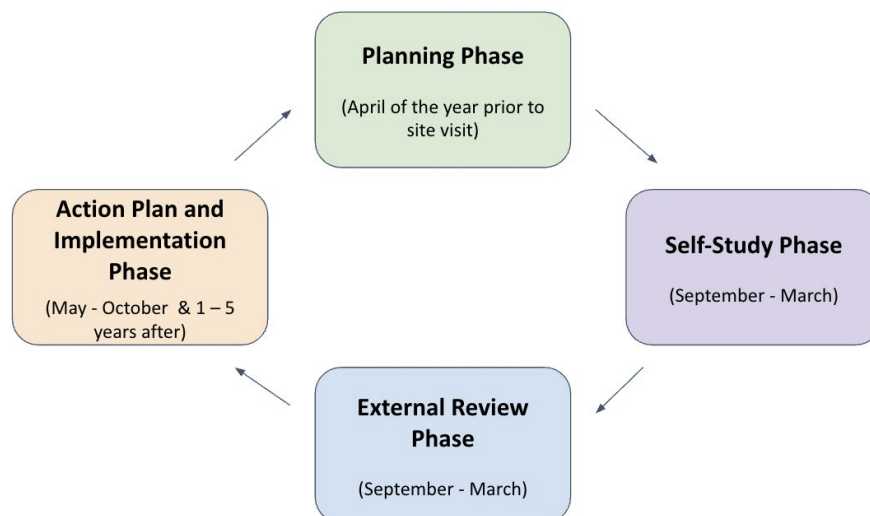
**The time between each APR report is meant for implementing recommendations and continuing program assessment. Annual assessment and planning should contribute to the APR process.**

### 1.3 Product

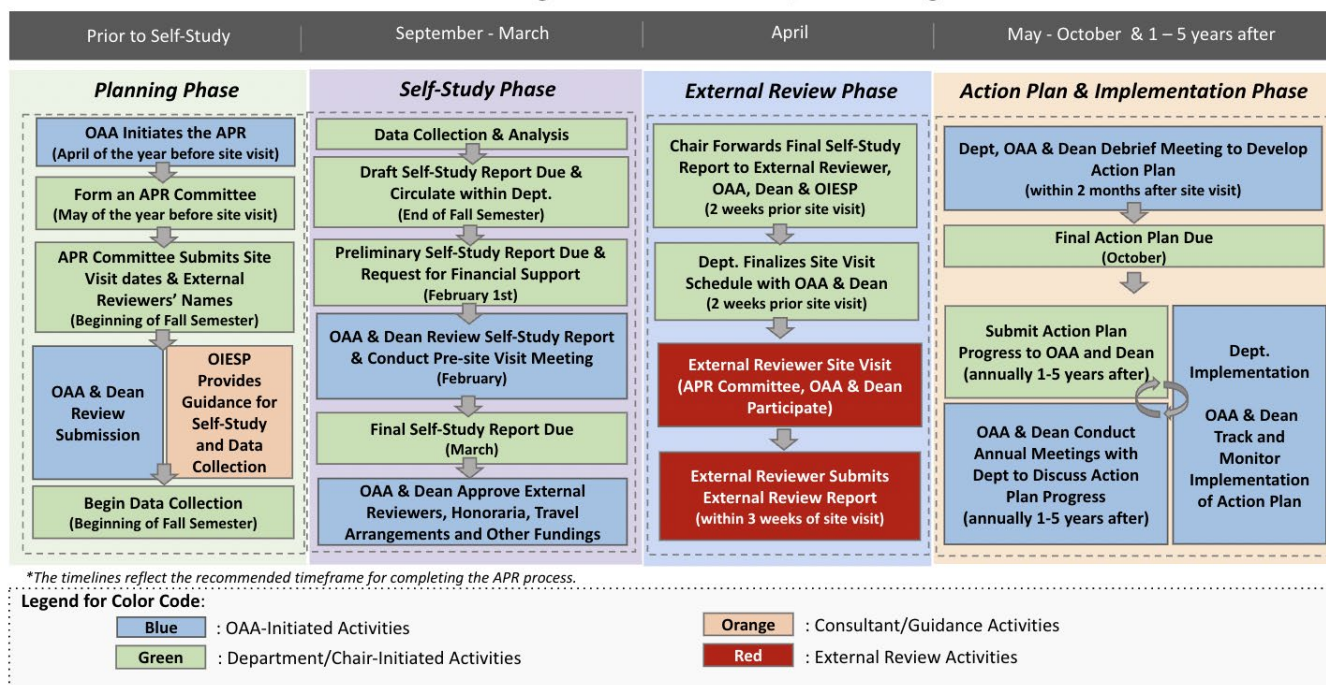
The APR Process should result in a document with four distinct parts:

- a. Self-Study Report
- b. External Reviewer Reports
- c. Action Plan
- d. OAA Response

## 2. Overview of APR Phases, Timeline and Responsibilities



## Academic Program Review Process, York College



### 2.1 Planning Phase

The Planning Phase involves the Office of Academic Affairs (OAA), the School Dean, and the departmental APR Committee. This phase is recommended to begin in April of the year prior to the scheduled site visit.

- a. The Office of Academic Affairs initiates the APR process by contacting the department or program whose review is due to discuss the schedule and expected timeline.
- b. The department forms an APR committee within the department.
- c. The APR committee reviews the APR guidelines, develops a plan, and identifies potential external reviewers. By the start of the Fall semester, the APR committee submits the Initiation Template<sup>1</sup> to the Office of Academic Affairs and the School Dean, including: (1) the names of APR committee members, (2) the names of proposed external reviewers, and (3) the proposed timeline. Each department should invite at least two external reviewers; requests and justifications for more reviewers should be brought to OAA. Only one reviewer may come from another CUNY institution.<sup>2</sup>
- d. The Office of Academic Affairs and School Dean review the submission and provide feedback.
- e. The APR committee schedules a meeting with the Office of Institutional Effectiveness and Strategic Planning (OIESP) for guidance on the self-study and data collection process.
- f. Finally, data collection should begin at the start of the Fall semester.

### 2.2 Self-Study Phase

The Self-Study Phase is led by the APR committee with support from the Office of Academic Affairs and the School Dean. This phase should take place between September and March of the academic year in which the site visit is scheduled.

- a. The APR committee collects and analyzes data as outlined in Section 5.2.

<sup>1</sup> Initiation Template is available on p. 16.

<sup>2</sup> The individuals who will serve as external reviewers must be from a peer or aspiration institute, have scholarly standing in the discipline(s) under review, and have experience in assessment of student learning within the discipline(s).

- b. The APR committee drafts the self-study report and circulates it within the department by the end of the Fall semester.
- c. The committee submits the preliminary self-study report and any financial support requests to the Office of Academic Affairs and the School Dean by February 8.
- d. The Office of Academic Affairs and the School Dean review the preliminary self-study report and meet with the APR committee for a pre-visit meeting by February 28.
- e. The APR committee finalizes the self-study report based on any feedback by March 31.
- f. The Office of Academic Affairs and the School Dean approve external reviewers, honoraria, travel arrangements, and other funding requests by March.

## 2.3 External Review Phase

The External Review Phase involves coordination with the external reviewers and the site visit. The recommended month for the site visit is April.

- a. The department chair forwards the final self-study to the external reviewers at least two (2) weeks before the visit and also sends copies to the Office of Academic Affairs, the School Dean, and the Office of Institutional Effectiveness and Strategic Planning.
- b. The department finalizes the site visit schedule with the Office of Academic Affairs and the School Dean at least two (2) weeks before the visit.
- c. The Office of Academic Affairs, the School Dean, and the department chair coordinate and facilitate the external reviewers' site visit<sup>3</sup>, which includes a tour of the facilities and meetings with faculty, staff, and students. The visit concludes with an exit meeting with the Office of Academic Affairs and the School Dean.
- d. The external reviewer submits their report to the department chair within three (3) weeks of the campus visit.

## 2.4 Action Plan and Implementation Phase<sup>4</sup>

The Action Plan and Implementation Phase begin after the external review and focuses on identifying areas for improvement and outlining next steps. The action plan is implemented and tracked over the following five (5) years.

Informed by the final self-study and external review reports, the Office of Academic Affairs, the School Dean, and the department meet to discuss areas for improvement, assign responsibilities, and establish timelines for the action plan.

- a. The department chair submits the action plan by October. The plan should address all issues raised in the final self-study and external review reports, outline any significant planned changes, and include recommendations from the department's APR committee.
- b. Throughout the five-year implementation period, the department reports progress annually. The Office of Academic Affairs and the School Dean hold annual meetings with the department to review and discuss progress on the action plan.

## 3. Self-Study Report Structure and Format

### 3.1 Structure

#### Cover/Title Page, which includes:

Department name and program names  
 Dates (the period from last APR to current time)  
 College name and logo (York College, The City University of New York)  
 Date of completion

#### Table of Contents Page

<sup>3</sup> Sample Site Visit Schedule is provided in this document

<sup>4</sup> See Action Plan Template in this document

## **Department Information**

Department mission and goals

Listing of resident programs

Summary of departmental faculty. Full-time faculty should be listed with program affiliation, name, rank and tenure status. Separations during the period that the APR covers should be noted. Adjunct faculty should be listed according to program affiliation, contract type (semester, one-year, multi-year), with trends in numbers of adjunct faculty over the five

Department support staff (COAs, CAAs, CLTs, HEOs, College Assistants, etc.)

Department resources and budget

## **Program Information**

For each program, include curriculum and co-curriculum, including curriculum maps, and course rotation, as applicable.

## **Student Overview**

Enrollment trends per program

Graduation rate trends, including number of students, and years to graduation

Summary of Program Assessment Activities, with full reports included in appendices

## **Department Initiatives**

Retention efforts

Recruiting new majors

Potential careers for students

Potential new programs

## **Concluding Statement**

Provide an overall summary in a form of SWOT (strengths, weaknesses, opportunities and threats) analysis for the department and respective programs. Include any proposed plans/changes that specifically aim at improving student learning at program level.

## **3.2 Headings and Sub-Headings**

Report content should be organized into paragraphs, and where appropriate, use headings/subheadings and bullets.

## **3.3 Style**

Font size: The font size of body of the report should be 12 point and headings should be bold. Font style: Standard serif or non-serif font (e.g., Times New Roman, Calibri, Aptos) with single space for main body and double space between headings.

## **3.4 Writing and Compiling the APR**

Writers of the APRs should consider the following questions:

1. What are the goals of each program, and of the department in which the programs sit? How do they align with and diverge from the Mission, Vision and Values of the college as a whole?
2. Where is new narrative required, and where can existing reports be used to respond to the elements listed above?
3. Which data is needed to respond to the points in the purpose, and where can that data be obtained? Data from the five years preceding the self-study should be included, and should include analysis of trends on various metrics. Required and suggested data inclusions are listed below.
4. Does the APR include results of the assessment of General Education competencies in each program (GEAC Reports, OIPs, etc.). Reports are added as appendices, and findings are summarized as per (6) below.
5. Does the APR include results of the assessment of Program Student Learning Outcomes in each program? (Curriculum maps, AAC Assessment Plans, Department Assessment reports sent to AAC - all available on YAMS). Reports are added as appendices, and findings are summarized as per (6) below.

6. Does the APR provide a summary of the findings of the assessment conducted since the last APR, as described in the two bullet points above, and an accompanying discussion of the way this assessment has been, will be, and has not been able to be used to change departmental activities (including curriculum, staffing, pedagogy, student learning outcomes, etc.)
7. What does the department need for the future, in order to fulfill its mission and goals? Identify the specific requests the department has for resources needed to complete these goals.

#### 4. Deliverables of the APR Process

##### 4.1 Components

- a. Self-Study Narrative: no more than 8 pages per program, including a summary of assessment activities, plus departmental introduction and overall recommendations. Details of what should be included are given below, and the appendices include two annotated samples of departmental APR documents.
- b. External Reviewers' reports
- c. Appendices containing GEAC reports and OIPs, and AAC program assessment reports from the 5 years. Narrative contains a summary of these, including recommendations and actions.
- d. Action Plan, as per template (p. 17)

##### 4.2 Data Inclusions

- a. Required: Trend data about enrollment in programs (majors and minors); retention and graduation data; number of students in all departmental classes. (OIESP)
- b. Required: Ratio of full-time faculty to students in the majors and in all courses (OIESP)
- c. Required: Enrollment and pass rates in key courses in majors and/or programs; graduation vs. enrollment every four years; pipeline from Gen Ed to Bachelors programs? (OIESP)
- d. Required: survey data about alumni and/or graduating seniors responses to program curriculum and general experience. (consult with OIESP)
- e. Required: indirect measure of how students, faculty, alumni, etc. perceive the effectiveness of the curriculum.
- f. Required: Information on faculty publications and grants (ORSP)
- g. Required: Trend data about careers and wages/salaries by graduates (CUNY dashboard - OIESP)
- h. Required: Students' papers and/or other artifacts from programs (samples from each program, at each level) (department)
- i. Required: Papers from one upper-division WI course per program (department)
- j. Required: Papers from one lower-division WI course per program, or equivalent artifacts showing students' performance with respect to PSLOs (department)
- k. Suggested: Grade distribution in key classes within the major or program (Department; OIESP)
- l. Suggested: Longitudinal data to see how students move through the major programs (follow a cohort or specific students) (Department; OIESP)

##### 4.3 Sources of Data

Program-specific data can be accessed through the York College Data Dashboards available on the CUNY Central Tableau Server (<https://insights.cuny.edu/#/site/york/home>).

###### 4.3.1 Academic Program Review Dashboards (APR)

- APR Courses Enrollment & FTE Trends
- APR Credits Taken and Passed Trends
- APR Enrollment Trends
- APR Faculty Members by Department

#### 4.3.2 Enrollment

- Navigate to Fall Enrollment Dashboards > Trends in Fall Enrollment by First Major. Select your school and department, then copy and paste the table as needed.

#### 4.3.3 Minor Programs

- Navigate to Fall Enrollment Dashboards > Trends in Enrollment by First Minor. Select your school and department, then copy and paste the table as needed.

### 5. Budget for APR

1. Reassigned Time for Departmental APR Coordinator (3 hours/semester; 3 semesters) (OAA)
2. External Reviewers Payments (OAA )

### 6. After the Self-Study and External Review, and Submission of Report

#### 6.1. Action Plan

1. Key action items and rationale
2. Timeframe for implementation
3. Response from Academic Affairs and Administrative Affairs

#### 6.2. Required Sections

1. Action item
2. Rationale for action
3. Detailed description of action
4. Responsible individual(s) and/or units
5. Timeline
6. Resources required
7. Assessment methods/impact
8. Date for status updates

#### 6.3. Response to Action Plan

Response to the Action Plan should be forthcoming from the Office of Academic Affairs and Office of Administrative Affairs by the end of the semester following the submission of the Action Plan. The response should include an agreed upon timeline for response to Action Plan, and for delivery of agreed-upon “items.”

### 7. Sample APR Narrative Structures

Departments may choose the approach to the APR that fits their purpose best, as long as all of the areas described above are addressed. This section includes two sample Tables of Contents, which may be used as a guide as departmental APR committees decide how they wish to approach their self-study. The full APRs from which these Tables of Contents are taken are included as resources on York College’s APR website. **Please be aware that these APRs were created using different guidelines, and so will need to be adapted to meet the requirements described in this document.**

#### 7.1. Sample 1: The English Department APR (2017 Guidelines)

1. Introduction
  - 1.1. Contextualizing statements
  - 1.2. Overall summary of department trends
  - 1.3. Alignment with college mission, goals and strategic priorities
2. The English Department
  - 2.1. Description
  - 2.2. Mission Statement

- 2.3. Organizational Structure
  - 2.4. Budget
  - 2.5. Faculty Overview
    - 2.5.1. Full-time faculty
    - 2.5.2. Part-time faculty
  - 2.6. Departmental Procedures
  - 2.7. Overall course scheduling
  - 2.8. Course Staffing
    - 2.8.1. Full-time vs. part-time ratios by program
  - 2.9. Student advising
  - 2.10. Faculty Research
    - 2.10.1. Support for Faculty Research
      - 2.10.1.1. Reassigned time
      - 2.10.1.2. Research mentoring
      - 2.10.1.3. Leaves
      - 2.10.1.4. Financial Support
        - 2.10.1.4.1. Travel
        - 2.10.1.4.2. Other
      - 2.10.1.5. Grants and Awards
  - 2.11. Faculty Service
  - 2.12. Conclusions
  - 2.13. Recommendations
- 3. The English/Journalism BA<sup>5</sup>
    - 3.1. Description
    - 3.2. Mission Statement
    - 3.3. Program Student Learning Outcomes
    - 3.4. Enrollments
    - 3.5. Major Design
    - 3.6. Curriculum Map
    - 3.7. Course Rotation
    - 3.8. Equipment and Facilities
    - 3.9. Co-curricular Activities
    - 3.10. Assessment
      - 3.10.1. Faculty Survey
      - 3.10.2. Student Survey
      - 3.10.3. Summary of Assessment of Student Learning
        - 3.10.3.1. General Education
        - 3.10.3.2. Major Programs
    - 3.11. Initiatives
    - 3.12. Conclusions
    - 3.13. Recommendations
- 4. English Department Minor Programs
- (Note: In the section below, the Writing Program refers to the administrative unit that offers the General Education Writing Courses at York College)
- 5. The Writing Program
    - 5.1. Description
    - 5.2. Mission Statement
    - 5.3. Program Student Learning Outcomes

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<sup>5</sup> The English APR included two of these sections. Each Bachelor's program's section adhered to the following structure, with sections added or deleted as relevant.

- 5.4. Enrollments
- 5.5. Student Success in General Education Writing Courses: ENG 125 and ENG 126
- 5.6. WRIT 301/302/303/304
- 5.7. General Education Assessment
  - 5.7.1. General Education Assessment Committee Assessment Activities: A summary
  - 5.7.2. English Department Gen Ed assessment activities: A summary
- 5.8. Initiatives
- 5.9. Conclusions
- 5.10. Recommendations
- 6. The Writing Across the Curriculum Program
  - 6.1. Introduction
  - 6.2. Mission Statement
  - 6.3. Routine Work
  - 6.4. Initiatives
    - 6.4.1. Development And Maintenance Of Comprehensive Wac Website
    - 6.4.2. Design Of Wi Faculty Seminar For Training And Certification Of Wi Course Faculty
    - 6.4.3. Collaborative Learning Center Crla Certification And Recertification
    - 6.4.4. Developing Slos For Wi Courses
  - 6.5. Assessment and Action
    - 6.5.1. Graduation Requirement
    - 6.5.2. Pathways Requirement
  - 6.6. Conclusions
  - 6.7. Recommendations
- 7. Appendices
  - 7.1. Appendix A The English Department
    - A.1 English Department budget proposal
    - A.2 English Department Budgets, 2016-2022
    - A.3 Start-Up Memo and End-Of-Semester Procedures sample
    - A.4 Course Scheduling Preference forms sample, full- and part-time
    - A.5 Full- to part-time ratios, full analysis
    - A.6 Sample advising packet, and advising numbers for ENG
    - A.7 Student Evaluations of teaching effectiveness
    - A.8 Faculty CVs, Works in Progress and Service activities
    - A.9 Proposal to improve grant support for programs in the Humanities
  - 7.2 Appendix B The English BA
    - B.1 English BA curriculum maps
    - B.2 Counts and demographics of ENG BA and JOUR BA students, Fall 2016-Fall 2020.
    - B.3 Course Rotation Schedules
    - B.4 Results of direct assessment activities concerning ENG BA
    - B.5 Faculty survey results
    - B.6 Student survey results
  - 7.3 Appendix C The Journalism BA
    - C.1 Journalism BA curriculum maps
    - C.2 JOUR BA Major Design
    - C.3 Journalism Course Rotation
    - C.4 News Lab proposal and budget
    - C.5 Results of direct assessment activities concerning JOUR BA
    - C.6 Student survey results
  - 7.4 Appendix D The Writing Program
    - D.1 Curriculum maps
    - D.2 Assessment results
    - D.3 Full grade distribution vs. modality data
    - D.4 2021 Studio Program Proposal

- 7.5 Appendix E The WAC Program
  - E.1 Substitutions and waivers, full data.
  - E.2 Full curriculum proposals to change language around WI course requirements for graduation and Pathways.
- 7.6 Appendix F 2016 APR Materials
  - F.1 2016 APR
  - F.2 External Reviewer Report
  - F.3 Action Plan
- 7.7 Appendix G Glossary
  - G.1 Glossary of Key Terms

## 7.2. Sample 2: The Performing and Fine Arts Department APR (2017 Guidelines)

1. Introduction
  - 1.1. Description of Department's degree program offerings
  - 1.2. Departmental enrollment trends: data and analysis
  - 1.3. Departmental graduation trends: data and analysis
  - 1.4. Full-time faculty profile
  - 1.5. Overview of departmental initiatives
2. Fine Arts<sup>6</sup>
  - 2.1. Background, and description of degree programs and facilities
  - 2.2. Implementation of previous Action Plan
  - 2.3. Mission
  - 2.4. Program Goals
    - 2.4.1. Studio Art program goals
    - 2.4.2. Art History program goals
  - 2.5. Students
    - 2.5.1. Student Overview
    - 2.5.2. Studio Art BA
      - 2.5.2.1. Enrollment, retention, graduation
      - 2.5.2.2. PSLOs
    - 2.5.3. Art History BA
      - 2.5.3.1. Enrollment, retention, graduation
      - 2.5.3.2. PSLOs
  - 2.6. Curriculum
    - 2.6.1. Curriculum: major design
    - 2.6.2. Curriculum mapping
    - 2.6.3. Curriculum changes
    - 2.6.4. Interactions with General Education curriculum
  - 2.7. Co-curriculum
    - 2.7.1. Fine Arts Gallery
    - 2.7.2. Clubs
    - 2.7.3. Projects in Planning
  - 2.8. Assessment
    - 2.8.1. Assessment Overview
    - 2.8.2. Assessment Findings from AAC and GEAC
  - 2.9. Program Faculty
    - 2.9.1. Faculty Overview
    - 2.9.2. Faculty Profiles
  - 2.10. Resources
  - 2.11. Conclusions
    - 2.11.1. Strengths

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<sup>6</sup> The structure of this section is repeated for each of the five disciplinary areas housed in the Department of Performing and Fine Arts: Fine Arts, Communications Technology, Music, and Speech Communication and Theatre Arts.

- 2.11.2. Weaknesses
- 2.11.3. Opportunities
- 2.11.4. Threats
- 3. APR Concluding Statement
- 4. Appendices
  - 4.1. Fine Arts
    - 4.1.1. Art Gallery Exhibitions
    - 4.1.2. Studio Art
      - 4.1.2.1. Curriculum Design
      - 4.1.2.2. Curriculum Map
      - 4.1.2.3. Assessment Snapshot
    - 4.1.3. Art History
    - 4.1.4. Curriculum Design
    - 4.1.5. Curriculum Map
    - 4.1.6. Assessment Snapshot
  - 4.2. Communications Technology
    - 4.2.1. Curriculum Design
    - 4.2.2. Curriculum Map
    - 4.2.3. Assessment Snapshot
  - 4.3. Music
    - 4.3.1. Curriculum Design
    - 4.3.2. Curriculum Map
    - 4.3.3. Assessment Snapshot
    - 4.3.4. Student Concerts
  - 4.4. Speech Communications & Theatre Arts
    - 4.4.1. Curriculum Design
    - 4.4.2. Curriculum Map
    - 4.4.3. Assessment Snapshot
    - 4.4.4. Student Productions

8. **APR APPENDIX I (Phase I, III, & IV)**

**Academic Program Review Initiation Form (Phase I)**

Submit to Office of Academic Affairs

<b>Department Initiating Review</b>	
<b>Department Chair</b>	
<b>Program(s) Being Reviewed</b>	Provide a bulleted list
<b>Date of Initiation</b>	
<b>Expected Date of Completion</b>	
<b>Expected Date of Site Visit</b>	
<b>Expected Date of Action Plan</b>	

**APR Department Faculty Committee:**

<b>Name</b>	<b>Rank</b>	<b>Discipline</b>

**Proposed External Reviewers:**

<b>Name</b>	<b>Title</b>	<b>Current Place of Employment</b>	<b>Scholarly Area of Expertise/Concentration</b>	<b>Comments</b>	<b>Dean Approved</b>

Approved by  
Date Signed  
School Dean

**External Review: Sample Site Visit Schedule (Phase III)**

<b>TIME</b>	<b>STAKEHOLDERS</b>	<b>LOCATION</b>
9:00	Breakfast Meeting with department chair	
10:00	Meeting with discipline coordinators/directors	
11:00	Tour of facilities and library	
11:30	Lunch break	
1:00	Meeting with students	
2:00	Meeting with faculty	
3:00	Review of course syllabi and student work	
4:30	Meeting with evening students	
5:30	Exit meeting with Provost and Dean	

**Action Plan Template (Phase IV)**

<b>Action Item</b>	<b>Responsible Unit (Department, Program, Academic Affairs, Administrative Affairs, etc.)</b>	<b>Steps for Improvement</b>	<b>Additional Budget Needs, if applicable</b>	<b>Expected Date of Completion</b>

## 9. Appendix II: Faculty Information Questionnaire<sup>7</sup>

**York College, CUNY**  
**Department \*\*\***  
**Academic Program Review Faculty Information Form**  
**Fall \*\*\*-Spring \*\*\***

As you were a faculty member in the Department of \*\*\* at York College, CUNY during some or all the semesters Fall \*\*\* – Spring \*\*\*, you are being asked to go through this document and provide information that can be used for the department's academic program review. If you have any questions as you work through the document, please reach out to \*\*\* at \*\*\*. Your participation is much appreciated. Please return the completed form via e-mail at \*\*\* to \*\*\* by the end of the day on \*\*\*.

### **1. Faculty Profile**

- a. What is your full name?
- b. What was your rank at York College at the start of the Fall \*\*\* semester?
- c. Did you have tenure or a certificate of continuous employment at the start of the Fall \*\*\* semester?
- d. When did you begin working full-time in the Department of \*\*\* at York College? What was your rank at that time?
- e. If your rank at the end of the Spring \*\*\* semester was different than at the start of Fall \*\*\*, please list your rank at the end of Spring \*\*\* as well as the semester that this new rank was obtained.
- f. If you obtained tenure or a certificate of continuous employment between Fall \*\*\* and Spring \*\*\*, please list which was obtained and the semester in which it was obtained.
- g. If you took Travia Leave between Fall \*\*\* and Spring \*\*\*, please list the semester in which you were on Travia Leave.
- h. If you retired between Fall \*\*\* and Spring \*\*\*, please list the last semester that you worked at York College.

### **2. Area of Expertise**

Please list your area of research/area of expertise as concisely as possible (a short list or 2-3 lines is more than enough).

### **3. Academic Accomplishments: Publications**

Please list your publications (articles, book chapters, books, and conference proceedings) in order from newest to oldest for the semesters Fall \*\*\* – Spring \*\*\*. To try and keep the formatting consistent across individuals follow the formatting convention below.

Journal without DOI

Author, A. A., & Author, B. B. (Year, Month). Title of article. *Title of Journal, Volume(Issue)*, page numbers.

Journal with DOI

Author, A. A., & Author, B. B. (Year, Month). Title of article. *Title of Journal, Volume(Issue)*, page numbers. DOI

Book

Author, A. A. (Year). *Title of book*. Publisher.

Edited Book Chapter

Chapter Author, A. A. (Year). Title of chapter. In A. A. Editor & B.B. Editor (Eds.), *Title of book* (pp. page number-page number). Publisher.

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<sup>7</sup> Thanks to Dr. Lidia Gonzalez, Professor of Mathematics, for creating this questionnaire. It could be translated into Forms or a Qualtrics survey for ease of management.

Conference Proceedings

Author, A. A., & Author, B. B. (Year, Month). Title. *Proceedings of the organization, country, volume(issue)*, pages. DOI number if available.

#### **4. Academic Accomplishments: Presentations**

Please list your presentations in order from most recent to least recent for the semesters Fall \*\*\* – Spring \*\*\*. To try and keep the formatting consistent across individuals follow the formatting convention below.

Presenter, A. A., Presenter, B. B., Presenter, C. C., & Presenter, D. D. (Year, Month). *Title of presentation*. Title of Symposium/Conference, Location.

#### **5. Academic Accomplishments: Grants**

Please list your grants from most recent to least recent for the semesters Fall \*\*\* – Spring \*\*\*. To try and keep the formatting consistent across individuals follow the formatting convention below.

Awardee, A. A. (role), Awardee, B. B.(role), Awardee, C. C. (role), & Awardee, D. D. (role). (Year(s)). *Grant Title*. Amount. Funding Agency.

#### **6. Academic Accomplishments Highlights**

If you would like, please list/describe anything about the academic accomplishments above that is particularly outstanding. For example, the journal in which your article was published is tops in your field, the grant you obtained is awarded to a very small fraction of those that apply or you were the keynote/invited speaker at a particular conference.

#### **7. Mentorship/Work with Students**

Please describe briefly any work you undertook with students as it pertains to mentorship. For example, you may have mentored a student who was engaged in undergraduate research or who presented at a conference. Additionally, you may have published a paper with a student or served on a doctoral committee. If you have any experiences of this type between Fall \*\*\* and Spring \*\*\*, please write a line or two for each that gives a sense of what was done and how the student benefitted.

#### **8. Student Focused Programs/Events**

If you ran/directed a program that is focused on students between Fall \*\*\* and Spring \*\*\*, please include a few lines below explaining the program's scope and who it has benefitted. Here, I am thinking of things like the \*\*\*, \*\*\* and \*\*\*. I know there have been others as well.

#### **9. Service**

Please list each committee/event/project on which you served between Fall \*\*\* and Spring \*\*\* using the template below. For "role" you can use things such as president, director, chair, departmental representative, secretary, etc. If the service is something most are familiar with (senate, curriculum, library committee, peer evaluator, etc.) no additional information is needed. If the service is one most are not aware of, please include 1-2 lines explaining what the service entailed.

Last Name, First Initial. (Dates of service). Role, Name of committee/event/project.

#### **10. Teaching**

The APR does not require that you provide any additional information about your teaching. Information on the course schedule, course fill rates and course pass rates may be used. Assessment data will also be used. These don't require you to list anything here. However, if you undertook some change in your teaching (incorporating projects, using undergraduate research, incorporating supplemental instruction, using OER materials for the first time in a particular course, etc.) or did some research based on your teaching and you would like to share that please feel free to do so. A short 3-4 sentence summary will suffice.

#### **11. Awards**

If you received any awards related to your work, please list them here. Be sure to include the organization giving you the award, the date when it was given and the name/title of the award. Unless it is obvious from the title, please write a 1-2 sentence description of the award.

#### **12. Additional Information**

If you participated in any additional activity and/or have any additional information you think is pertinent to share about your work between Fall \*\*\* and Spring \*\*\*, share it below.

**Thanks so much for taking the time to fill this out and to help us complete the APR!**