

Definition of Academic Program Review

Academic Program Review is an organized activity based on program specific data relative to Auburn University's mission, goals and strategic plan. The ultimate goal of the review is to strengthen Auburn's academic programs. This process has connections with external accreditation. In practice, reviews by external accrediting agencies may fulfill the requirements for Academic Program Review. However, academic program review is an independent and separate process. Data collected for assessment purposes may suffice as part of the review process, but to be effective, academic program review must be a unique and identifiable entity. Due to the focus on improvement, academic program review is considered a planning process in which the University would engage even if there were no external demands for program evaluation. As the fundamental entity of responsibility, academic departments/schools are the basic **unit** of academic program review at Auburn University. A given academic unit may participate in several academic programs; conversely, some interdepartmental academic programs are offered by two or more units. All academic programs offered by a given unit are typically reviewed simultaneously. The term *academic program* refers not to administrative units that house them, but to the degree programs within them.

Purposes of Program Review

The primary purpose of Academic Program Review is to examine, assess, and strengthen the academic activities of the University. Typically, the review of an academic unit will highlight elements such as the:

- (a) quality of the unit's educational programs, expectations for successful students, and relationships of coursework and educational experiences to student success
- (b) quality of the unit's research, creative activity, or scholarly work
- (c) quality of the unit's outreach activities and service to the University, the profession, and the community
- (d) appropriateness of future directions, opportunities, and challenges for the unit
- (e) contributions and importance of the unit to other campus programs
importance/centrality of the unit's programs, together or separately, to the mission of the University

The review is intended to:

- Enhance the quality of an academic unit and assist in determining its response to future opportunities,
- Determine future priorities, and
- Aid in shaping a rational plan for a unit's development.

The desired outcome of academic program review is enhancement of the University's academic activities through careful self-assessment, compared with and confirmed by judgment of

disciplinary peers. The following standards should be central to the self-assessment process. These guidelines were adapted in part from the American Association of Colleges of Nursing (2004). CCNE accreditation, from www.aacn.nche.edu/Accreditation.

STANDARD I. MISSION AND GOVERNANCE

The mission, goals, and expected outcomes of an academic unit should be congruent with those of Auburn University's, reflect the academic unit's standards and guidelines, and consider the needs and expectations of a distinct discipline of interest. Faculty, administrators and students are all involved in ongoing efforts to improve quality of an academic unit.

Key Elements:

- A. The mission, goals, and expected outcomes of each academic unit are written, and are in harmony with those of Auburn University.
- B. These factors (mission, goals, and expected outcomes) are reviewed periodically and revised, as appropriate, to reflect standards and guidelines that emphasize the needs and expectations of the discipline.
- C. Documents and publications produced by the unit are accurate. Any references in promotional materials to a unit's program offerings, accreditation status, academic calendar, admission and grading policies, degree completion requirements, tuition, and fees are factual and up to date.
- D. Unit administrators provide effective leadership to the academic unit in achieving its mission, goals, and expected outcomes.
- E. Faculty roles in teaching, scholarship and outreach are identified clearly and are congruent with the mission, goals, and expected outcomes of the academic unit.

STANDARD II. INSTITUTIONAL COMMITMENT AND RESOURCES

Auburn University demonstrates ongoing commitment and support through available resources to enable the academic unit to achieve its mission, goals, and expected outcomes.

Key Elements:

- A. Auburn University and the academic unit provide and support an environment that encourages faculty teaching, scholarship, service, diversity and practices in keeping with its overall mission, goals, and expected outcomes.
- B. Fiscal and physical resources are sufficient to enable a unit to fulfill its responsibilities. These resources are reviewed, revised, and improved as needed.
- C. Academic support services are sufficient to ensure quality, and are evaluated on a regular basis.
- D. Faculty compensation is consistent with qualifications, experience, creativity, and productivity.

STANDARD III. CURRICULUM AND TEACHING-LEARNING PRACTICES

The academic unit's curriculum is developed in accordance with its mission, goals, and expectations for student success and reflects Auburn University standards and guidelines as well as the needs and expectations of the discipline. There is a synergism between the teaching-learning experience and the success of the student. The environment for this educational experience fosters student achievement.

Key Elements:

- A. Development, implementation and revision of the curriculum reflects clear statements of expected student learning consistent with the unit's mission, and goals.
- B. The curriculum is logically structured to meet the unit's expectations.
- C. Curriculum and teaching-learning practices are evaluated regularly at scheduled intervals to promote ongoing student improvement.
- D. The curriculum and teaching-learning practices developed consider needs and expectations of the identified discipline.
- E. Faculty credentials are appropriate to the courses assigned to them.
- F. Curriculum and teaching practices are consistent with current research in the discipline.
- G. Expertise used in instruction reflects the state of the art of technology for the discipline.
- H. Learning is supported by appropriate use of current technological resources.

STANDARD IV. STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS

The academic unit is effective in fulfilling its mission, goals, and expectations. Student learning is consistent with the mission, goals, and expectations of the unit. Alumni satisfaction and accomplishments of its graduates attest to the effectiveness of a unit's program offerings. Faculty activities are consistent with the mission, goals, and expectations of the unit. Data on program effectiveness are used to promote ongoing improvement.

Key Elements:

- A. Student performance is evaluated by the faculty and reflects achievement of expectations. Evaluation policies and procedures are clearly defined and consistently applied.
- B. Information about student, alumni, and employer satisfaction, and demonstrated achievements of graduates is collected and used for program improvement.
- C. Faculty members are academically and experientially qualified.
- D. Faculty numbers are sufficient to accomplish the goals, and expected outcomes of the academic unit.
- E. Faculty loads for teaching, research and service are consistent with demands for creativity, productivity, relevance, and scholarship.

F. Faculty members collaborate to ensure the unit meets its mission, goals and expectations, and enhances program quality and effectiveness.

STANDARD V. ASSESSMENT OF STRENGTHS AND WEAKNESSES

Each academic unit will analyze available assessment data to determine strengths and weaknesses and to identify specific steps needed to remedy weaknesses. The academic unit will evaluate their current standing among their peers and offer strategies to achieve their future aspirations.

Key Elements:

A. Programmatic data are analyzed to provide evidence of its effectiveness and are used to cultivate ongoing improvement.

B. Faculty demonstrate achievement of the unit's mission, goals, and expectations, and enhance program quality and effectiveness.

ACADEMIC PROGRAM REVIEW PROCESS

1. The AUAPR (Auburn University Academic Program Review) is designed to be flexible, allowing each academic unit to determine its objectives, outcomes, and measures appropriate for each unit's assessment. Possible performance indicators may include, but are not limited to: centrality, efficiency, diversity, productivity, quality, vitality, competitive advantage, compelling need/uniqueness, demand, adequacy of resources, etc.
2. The AUAPR process takes a cyclical approach to the reviews. All academic programs within a unit must be reviewed at least once in an 8 year period. This review would include all undergraduate and graduate courses of study.
3. Academic programs to be reviewed in the following academic year will be selected by the Provost office after consultation with the Deans. For example, programs to be reviewed in the Spring of 2009 will be selected and notified in the Fall of 2007.
4. The Provost or AUAPR Coordinator will meet with each academic unit's Dean/Head/Chair to be reviewed to explain the process and the timeline. At this time, the content of the self-study will be discussed.
5. Self-Study and Assessment Report Content – The content of each self-study will be consistent in structure, however, organization and presentation of each will vary based on the individual academic unit's needs. Each self-study must address each of the five standards (see above).
6. Upon completion of the program review, the Provost discusses the results of the report with the academic unit's Dean and various Heads/Chairs. At this meeting a written copy of the AUAPR report is given to the Dean of the academic unit. Recommendations will be discussed and various options are explored.

7. The Dean of the reviewed academic unit discusses the report with the unit Head/Chair and faculty to develop an action plan to address the recommendations.
8. At the discretion of the Dean and Provost, the self-study required by an individual academic unit's accreditation agency may suffice as the academic program review. In such cases a brief summary of the unit's outcomes and progress may be appended to the accreditation self-study.
9. A final report that includes recommendations and an action plan is submitted by the Provost's office.
10. Progress reports from the units will be submitted yearly to the Provost's office detailing actions taken regarding recommendations and any revision of the academic unit's strategic plan.
11. On a yearly basis the Provost will submit a report to and meet with the Academic Program Review Committee on:
 - (a) the units reviewed
 - (b) the units to be reviewed in the following year
 - (c) actions taken as a result of program review, accomplishments of the review process, and difficulties encountered
 - (d) how the reviews have contributed to program enhancement (once in an 8 year period)

Appendix I: Guidelines for Self Study and Assessment Report

The Self Study and Assessment Report provide a comprehensive overview of the unit and its productive components, including teaching, research and outreach. The self study should cover all aspects of all programs within the unit and address all standards of the AUAPR process. Each self-study should meet the requirements of the unit, therefore, any guidelines presented should be necessarily broad and flexible. Much of the material presented here is taken **directly** from the Baldrige National Quality Program 2005 Education Criteria for Performance Excellence (Baldrige National Quality Program, NIST, Administration Building, Room A600, 100 Bureau Drive, Stop 1020, Gaithersburg, MD 20899-1020, <http://www.baldrige.nist.gov>). These are guidelines and suggested possible areas of inquiry, they are **not** intended as requirements, and **no** unit should be expected to address every element provided.

Introduction and Overview

The introduction creates a framework for understanding the context of the self-study, some items that may be useful include the unit's previous annual reports, its current strategic plan or mission statement, and its overall vision for the next eight years and may include:

- Historical Background and/or focus within the discipline
- Progress since last review or accreditation if relevant
- Current strengths, future opportunities and challenges
- Support of Auburn University mission and goals of College/School
- Resource allocations and impact on mission, goals and expectations

Sections included in the report should provide a detailed assessment of the unit's programs, majors, research, diversity and resources.

I. Organization and Structure.

The "Organizational Profile" provides an overview of the unit. The profile addresses the operating environment, key organizational relationships, competitive environment and strategic challenges, and the approach used to performance improvement. The profile provides a context for understanding the unit's organizational structure and for guiding and prioritizing the information presented in the self-study (<http://www.baldrige.nist.gov>).

Organizational Description

Purpose: This item addresses key characteristics and relationships shaping the organizational structure of the unit. It also addresses the unit's governance system.

Comments: The "Organizational Profile" provides the unit with critical insight into the key internal and external factors shaping the operating environment. These factors, such as the mission, vision, values, competitive environment, and strategic challenges, impact the way that the unit is operated and the decisions made. As such, the "Organizational Profile" helps the academic unit better understand the context in which it operates; the key requirements for current and future organizational success and sustainability; and the needs, opportunities, and constraints placed upon its performance management system. Use of such terms as "purpose," "vision," "mission," and "values" varies depending on the structure of the academic unit, and some units may not use one or more of these terms. Nevertheless, a clear understanding of the mission, goals and future directions of the unit should be articulated. Leading organizations have well-defined governance systems with clear reporting relationships (<http://www.baldrige.nist.gov>). It

is important to clearly identify which functions are performed by the administrators and, as applicable, by your governance board/ policymaking body (faculty and/or student groups). Independence and accountability frequently are key considerations in governance structure.

Organizational Challenges

Purpose: This Item addresses the competitive environment in which your unit operates and key strategic challenges it faces. It also addresses how you approach performance improvement and learning. The aim is to understand your key challenges and your system for maintaining a sustainable advantage.

Comments: Knowledge of a unit's strengths, weaknesses, and opportunities for both improvement and growth is essential to the success and sustainability of the unit. With this knowledge, you can identify those educational programs, offerings, services, processes, and performance attributes that are unique to your organization; those that set you apart from your competitors; and those that help you to sustain your competitive advantage. Understanding who your competitors are (units at other Universities/Colleges, etc.), how many you have, and their key characteristics is essential for determining what your competitive advantage is in your education sector or markets served. Leading organizations have an in-depth understanding of their current competitive environment, including the factors that affect day-to-day performance and factors that could impact future performance (<http://www.baldrige.nist.gov>). Sources of comparative and competitive data might include education journals and other publications; benchmarking activities; national, state, and local reports; conferences; local networks; and professional associations. Operating your academic unit means you are facing many strategic challenges that can affect your ability to sustain performance and maintain advantages such as academic program leadership, unique services, or optimal student-to-faculty ratio. These challenges might include the anticipation of and adjustment of operational costs; an expanding or decreasing student population; a decreasing local and state tax base or educational appropriation; changing demographics and competition, including diminishing student persistence; the introduction of new or substitute programs, services, or offerings, possibly based on a disruptive technology; and state and federal mandates (<http://www.baldrige.nist.gov>). In addition, your unit may face obstacles related to recruitment, hiring, and retention of qualified faculty, staff, and administrators. One of the many issues facing organizations today is how to manage, use, and share ever-increasing knowledge in the discipline of interest within the academic unit. Leading organizations already benefit from the knowledge assets of their faculty, staff, students, stakeholders, suppliers, and partners, who together drive organizational learning and improve performance. Some methods used to accomplish knowledge sharing are documentation, cross-training and related assignments, meetings to share lessons learned, and knowledge networks and other electronic means of information transfer (<http://www.baldrige.nist.gov>).

Leadership

Leadership addresses how your senior administrators guide and sustain your academic unit, setting organizational vision, values, and performance expectations. Attention is given to how they communicate with faculty and staff, develop future leaders, and create a learning environment that encourages ethical behavior and high performance. This also includes your governance system, its legal and ethical responsibilities to the public, and how your organization supports its community.

Senior Leadership

Purpose: This Item examines the key aspects of your senior leaders' responsibilities. It also examines how your senior leaders set and communicate the unit's vision and goals. It focuses on actions used to create and sustain a high-performance academic unit and an environment conducive to learning, student development, and achievement.

Comments: Senior leadership's (Dean/Head/Chair) central role in setting values and directions, communicating, creating and balancing value for all students and stakeholders, and creating an organizational bias for action are the focus of this Item. Success requires a strong orientation to the future and a commitment to both improvement and innovation. Increasingly, this requires creating an environment for empowerment, agility, and organizational learning. In highly respected organizations, senior leaders are committed to the development of future leaders and to the reward and recognition of faculty and staff performance. They personally participate in the development of the future leaders, in succession planning, and in faculty and staff recognition opportunities and events. Development activities for future leaders might include personal mentoring or participation in leadership development courses (<http://www.baldrige.nist.gov>).

Governance and Social Responsibilities

Purpose: This Item examines key aspects of your unit's governance system. It also examines how your organization fulfills its public responsibilities, how your senior leaders ensure that you behave legally and ethically, and how your senior leaders and faculty and staff encourage and practice good citizenship, working effectively with key communities to extend your organization's service opportunities.

Comments: The governance requirement is intended to address the need for a responsible, informed, and accountable governance or advisory body that can protect the interests of key stakeholders. It should have independence in review and audit functions. It also should have a performance evaluation function that monitors organizational and senior leaders' performance. An integral part of performance management and improvement is proactively addressing (1) the need for ethical behavior; (2) legal, regulatory, safety, and accreditation requirements; and (3) risk factors (<http://www.baldrige.nist.gov>). Addressing these areas requires establishing appropriate measures or indicators that senior leaders track in their performance reviews. Your organization should be sensitive to issues of public concern, whether or not these issues are currently embodied in law. Role-model organizations look for opportunities to exceed requirements and to excel in areas of legal and ethical behavior. This Item addresses the use of resource-sustaining processes. These processes might include the use of "green" technologies, the storage of hazardous materials, energy conservation, and the recycling of materials, as appropriate. Social responsibility implies going beyond a compliance orientation. Good citizenship opportunities are available to organizations of all sizes. These opportunities include encouraging and supporting the community service of your faculty and staff. Examples of organizational community involvement include efforts by the organization, senior leaders, and faculty and staff to strengthen community services, the environment, athletic associations, and professional associations. Community involvement also might include students, giving them the opportunity to develop social and citizenship values and skills (<http://www.baldrige.nist.gov>).

Strategic Planning

Strategic planning addresses strategic and action planning, deployment of plans, how plans are changed if circumstances require a change, and how accomplishments are measured and sustained. This section stresses that learning-centered education, long-term organizational sustainability, and your competitive environment are key strategic issues that need to be integral

parts of your unit's overall planning. Three key aspects of organizational excellence that are important to strategic planning are:

Learning-centered education is a strategic view of education. The focus is on the drivers of student learning, student persistence, student and stakeholder satisfaction, new markets, and market share—key factors in educational success. Learning-centered education focuses on the real needs of students, including those derived from market requirements and citizenship responsibilities.

Operational performance improvement contributes to short- and longer-term productivity growth and cost containment. Building operational capability—including speed, responsiveness, and flexibility—represents an investment in strengthening your organizational fitness.

Organizational and personal learning are necessary strategic considerations in today's fast-paced environment. Improvement and learning need to be embedded in work processes. The special role of strategic planning is to align work processes and learning initiatives with your organization's strategic directions, thereby ensuring that improvement and learning prepare you or and reinforce organizational priorities (<http://www.baldrige.nist.gov>).

Strategic planning examines how your organization determines its key strengths, weaknesses, opportunities, and threats and its ability to execute your strategy. You may investigate how your unit: optimizes the use of resources, ensures the availability of well-prepared faculty and staff, and bridges short and longer-term requirements that may entail capital expenditures, technology development or acquisition, or development of partnerships with feeder schools; ensures that deployment will be effective—that there are mechanisms to communicate requirements and achieve alignment on three levels: (1) the organization and the senior leader level; (2) the key process level; and (3) the work unit, school, class, or individual level (<http://www.baldrige.nist.gov>). Strategic Planning encourages strategic thinking and acting to develop a basis for a distinct leadership position in your discipline. These requirements do not imply formalized plans, planning systems, departments, or specific planning cycles. They also do not imply that all improvements could or should be planned in advance. An effective improvement system combines improvements of many types and degrees of involvement. This requires clear strategic guidance, particularly when improvement alternatives, including major change, compete for limited resources. These requirements emphasize a future-oriented basis for decisions and priorities.

Strategy Development

Purpose: This Item examines how your organization sets strategic directions and develops your strategic objectives to guide and strengthen the performance of your organization and students and their future success.

Comments: This Item calls for basic information on the planning process and for information on all the key influences, risks, challenges, and other requirements that might affect your academic unit's future opportunities and directions taking as long term a view as appropriate and possible from the perspectives of your academic unit and discipline of interest (<http://www.baldrige.nist.gov>). This approach is intended to provide a thorough and realistic context for the development of a student-, stakeholder-, and market-focused strategy to guide ongoing decision making, resource allocation, and overall management. This Item is intended to cover all types of education organizations, market situations, strategic issues, planning approaches, and plans. The requirements explicitly call for a future-oriented basis for action but do not imply planning departments, specific planning cycles, or a specified way of visualizing the future. Even if your organization is seeking to create an entirely new program, structure, or

situation, it is still necessary to set and to test the objectives that define and guide critical actions and performance. This Item emphasizes how the organization develops a competitive leadership position in its educational offerings, which usually depends on operational effectiveness. A competitive leadership position requires a view of the future that includes not only the market in which your organization competes but also how it competes. *How it competes* presents many options and requires that you understand your organization's and your competitors' strengths and weaknesses. Although no specific time horizons are included, the thrust of this Item is a sustained competitive leadership position. An increasingly important part of strategic planning is projecting the future competitive environment. Such projections help to detect and reduce competitive threats, to shorten reaction time, and to identify opportunities. Depending on student and stakeholder needs, external factors (e.g., changing requirements brought about by education mandates, instructional technology, or changing demographics), and internal factors (e.g., faculty and staff capabilities and needs), organizations might use a variety of modeling, scenarios, or other techniques and judgments to anticipate the competitive environment. While many organizations are increasingly adept at strategic planning, plan execution is still a significant challenge. This is especially true given market demands to be agile and to be prepared for unexpected change, such as disruptive technologies that can upset an otherwise fast-paced but more predictable market (<http://www.baldrige.nist.gov>).

Strategy Deployment

Purpose: This Item examines how your organization converts your strategic objectives into action plans to accomplish the objectives. It also examines how your organization assesses progress relative to these action plans. The aim is to ensure that your strategies are successfully deployed for goal achievement.

Comments: This Item asks how your action plans are developed and deployed. Accomplishment of action plans requires allocating resources, specifying key performance requirements, measures, and indicators for such areas as faculty/ staff development plans and the use of learning technologies. Of central importance is how you achieve alignment and consistency, for example, via key learning strategies and key measurements. Also, alignment and consistency are intended to provide a basis for setting and communicating priorities for ongoing improvement activities part of the daily work of all work units (<http://www.baldrige.nist.gov>). In addition, performance measures are critical for tracking performance. Key changes in your programs, offerings, and services or students, stakeholders, and markets might include Web based or distance learning initiatives, integrated within or separate from your current educational offerings and programs. Key changes in your anticipated or planned student and stakeholder markets might include different admission requirements, attendance area changes, or new populations served. Action plans should include human resource plans that are aligned with and support your overall strategy. Examples of possible human resource plan elements are:

- education and training initiatives, including those that increase skills for assessment practices and increase knowledge of student learning styles, as well as developmental assignments to prepare future leaders and training programs on new technologies important to your future success;
- initiatives to promote greater labor-management cooperation, such as union partnerships;
- creation or redesign of individual development and learning plans;
- redesign of work organization or jobs for staff members to increase their responsibility and decision making;
- initiatives to foster knowledge sharing and cross-functional interactions throughout the organization;
- creation of opportunities through the redesign of processes for faculty and staff to learn and use skills that go beyond current job assignments;
- formation of partnerships with the business community to support faculty or staff development;

- introduction of distance learning or other technology based learning approaches; or
- introduction of performance improvement initiatives (<http://www.baldrige.nist.gov>).

Projections and comparisons in this Item are intended to improve your academic unit's ability to understand and track dynamic, competitive performance factors. Through this process, you should be better prepared to take into account its rate of improvement and change relative to that of competitors and comparable organizations and relative to its own targets or stretch goals. Such tracking serves as a key diagnostic tool. Projected performance might include changes resulting from innovations in education delivery, addition or termination of programs, Web-based or distance learning initiatives, introduction of new technologies, service or program innovations, or other strategic thrusts.

II. Teaching and Academic Programs:

This section should include majors, degree programs and any accreditation programs that are provided through the unit. The undergraduate and graduate programs should be handled as separate topics (see below). Faculty teaching loads, advising expectations, and student numbers should be covered.

- **Undergraduate Programs:** What is the purpose of the undergraduate program and how it compares to similar majors at other institutions? How does this program contribute overall to the unit's mission and goals? Discussions of curriculum changes and their effects on program delivery along with the strengths and weaknesses of the programs should be covered. Measurements of students learning outcomes, placement and success of graduates and the role of accreditation in the unit if relevant should be addressed. Mentoring and advising is an important area that should provide information on who has responsibility for the tasks. Discussions of online courses, dissemination of information using web based technology, and the use of technology in the classroom should be addressed.
- **General Education or Service Education:** Does the unit contribute to the Core Curriculum of Auburn University? If so, how are these areas met by faculty and how do these courses fit into the overall delivery of the department's mission and goals. What are the measurements of student learning outcomes from these core courses? Describe how service courses fit into the unit's mission. Indicate the importance of the course and how many students it serves.
- **Graduate or Professional Programs:** What is the purpose of the graduate/professional program and how does it fit in the unit? How does this program compare to similar ones at other institutions? What is faculty expectation in the graduate program in teaching, research and outreach? How are the students trained such as teaching opportunities, teaching and research assistantships, oral and written presentations within the unit and at professional meetings or exhibits, participation in grant proposal preparation, and other professional development. How is mentoring and advising conducted within the unit? How is placement and success of graduates measured?

Measurement, Analysis, and Knowledge Management

The Measurement, Analysis, and Knowledge Management Category is the main point for all key information about effectively measuring, analyzing, and reviewing performance and managing organizational knowledge to drive improvement in student and operational performance. In the simplest terms, this is the "brain center" for the alignment of your unit's programs and offerings and its strategic objectives. Central to such use of data and information are their quality and availability. This section should address knowledge management and all basic performance-

related information and comparative information, as well as how such information is analyzed and used to optimize organizational performance.

Measurement, Analysis, and Review of Organizational Performance

Purpose: This Item examines your academic unit's selection, management, and use of data and information for performance measurement, analysis, and review in support of organizational planning and performance improvement. The Item serves as a central collection and analysis point in an integrated performance measurement and management and operational performance, stakeholders, and budget issues. The aim of measurement, analysis, and review is to guide your organization's process management toward the achievement of key organizational performance results and strategic objectives and to anticipate and respond to rapid or unexpected organizational or external changes (<http://www.baldrige.nist.gov>).

Comments: Alignment and integration are key concepts for successful implementation of your performance measurement system. They are viewed in terms of extent and effectiveness of use to meet your organizational performance assessment needs. Alignment and integration include how measures are aligned throughout your organization and how they are integrated to yield organization-wide data and information. Alignment and integration also include how performance measurement requirements are deployed by your senior leaders to track work group or educational program performance on key measures targeted for organization-wide significance or improvement. The use of comparative data and information is important to all organizations. The major premises for use are (1) your organization needs to know where it stands relative to comparable organizations within and outside the academic community and to best practices, (2) comparative information and information obtained from benchmarking often provide the impetus for significant ("breakthrough") improvement or change that might signal changes taking place in educational practices, and (3) comparing performance information frequently leads to a better understanding of your processes and their performance (<http://www.baldrige.nist.gov>). Comparative information also may support organizational analysis and decisions relating to core competencies, alliances, and outsourcing. Your effective selection and use of comparative data and information require (1) determination of needs and priorities, (2) criteria for seeking appropriate sources for comparisons—from within and outside your academic community and markets, and (3) use of data and information to promote major, non-incremental ("breakthrough") improvements in areas most critical to your academic unit's strategy. The organizational review called for in this Item is intended to cover all areas of performance. This includes not only how well you currently are performing but also how well you are moving toward the future. It is anticipated that the review findings will provide a reliable means to guide both improvement and opportunities for innovation that are tied to your organization's key objectives, success factors, and measures (<http://www.baldrige.nist.gov>). Therefore, an important component of AUAPR is the translation of the review findings into an action agenda sufficiently specific for deployment throughout the academic unit and to students, key stakeholders, suppliers, and partners. Analyses that your academic unit conducts to gain an understanding of performance and needed actions may vary widely depending on the type of academic unit, size, relationship to other units providing similar services, and other factors. Examples of possible analyses include:

- how the improvement of programs, offerings, and services correlates with key student and stakeholder indicators, such as satisfaction and retention
- trends in key indicators of student motivation, such as absenteeism, dropout rates, and use of education
- test performance trends for students, segmented by student segments, as appropriate
- relationships between in-school outcomes or performance and longer-range outcomes—in other schools or in the workplace, for example
- activity-level cost trends in organizational operations

- student utilization of learning technologies and facilities versus assessment of student performance
- relationships between student background variables and outcomes
- relationships between students' allocation of time to activities and projects and their academic performance
- the percentage of students attaining industry-based or profession-based skill certification
- the percentage of students completing advanced placement courses by graduation
- cost and budgetary implications of student- or stakeholder-related problems and effective problem resolution
- financial benefits derived from improvements in faculty and staff safety, absenteeism, and turnover
- benefits and costs associated with education and training, including electronic learning opportunities for faculty and staff
- the relationship between knowledge management and innovation
- how the ability to identify and meet faculty and staff requirements correlates with faculty and staff retention, motivation, and well-being
- cost and budgetary implications of faculty- and staff-related problems and effective problem resolution
- allocation of resources among alternative improvement projects based on cost and benefit implications and improvement potential
- cost and financial implications of new educational programs, services, and market entry and changing educational and operational needs and their impact on organizational sustainability (<http://www.baldrige.nist.gov>).

Student Learning Results

Purpose: This Item examines your unit's student learning results, with the aim of demonstrating the effectiveness of educational programs and activities.

Comments: This Item addresses the principal student learning results based upon mission-related factors and assessment methods. This Item is critical for the unit assessment because it focuses on improvement over time and on achievement levels relative to those of competitors and comparable organizations or student populations. Proper use of this Item depends on appropriate normalization of data to compensate for initial differences in student populations. The following considerations are critical to understanding this Item: (1) student learning should reflect holistic and mission-related results; (2) current levels and trends should be reported and used for comparisons with other organizations providing similar services or with other student populations, as well as to demonstrate year-to-year improvement; and (3) data should be segmented by student segments to permit an analysis of trends and comparisons that demonstrates the organization's sensitivity to educational improvement for all students (<http://www.baldrige.nist.gov>). Student learning results should reflect not only what students know but also what they have learned as a result of the educational program, what they are able to do, and how well they are able to function. Results should consider external requirements derived from your markets and from other organizations providing similar services. Appropriate for inclusion are formative and summative assessment results—both curriculum-based and criterion referenced—that address key learning goals and overall performance requirements. Additionally, assessments should be embedded and ongoing, allowing for prompt feedback. Determining the correlation between education design and delivery and student learning is a critical management tool for (1) defining and focusing on key instructional requirements; (2) identifying educational service differentiators; and (3) determining cause-and-effect relationships between your educational service attributes and various factors, including evidence of student and stakeholder satisfaction; student persistence, graduation, and course completion; and positive referral. The correlation might reveal emerging or changing requirements, changing markets, or

potential obsolescence of educational offerings.

III. Research and Professional Development:

This section should include definitions of research and other measurements of productivity by faculty, such as discipline driven research, creative activities, juried exhibits, patents, and consulting activities that relate to the academic mission and goals. Discussion of the environment in which the research is being conducted should be addressed as it relates to trends in the discipline, current and prospective problems facing the discipline, etc. Current status of the laboratory or studio structure and adequacy of support should be addressed. If facilities are utilized off campus, such as agricultural units or rural developmental areas, these should be emphasized as to their importance to the outcomes of the research. Changes in research focus areas should be addressed along with how professionals outside the University, stakeholders both regional and national, and other constituents are involved in program development and planning. Funding success through grants and gift funds should be considered as to whether it has increased or decreased over time and how program support is being garnished. Student involvement in research activities and training in specialty areas should be discussed.

IV. Service and Outreach:

Service and outreach refers to the academic expertise of a faculty member that is shared with an audience outside the unit to extend knowledge outside the University environment. Some units may have Extension/Outreach appointments funded through other sources and these need to be addressed in context with the unit's mission and goals. How faculty and/or student expertise is being extended to the public and communities in relation to the mission and goals of the unit should be covered. The types of services such as instructional, applied research, technical assistance and other activities as they relate to the unit should be addressed along with how faculty are rewarded for such activities.

V. Facilities and Technical Infrastructure:

This section should address the quality and quantity of physical space allotted to a unit and its effect on program outcomes. This portion of the self-study should include classroom quality, location, laboratories and current technological equipment that is available for use. Research space and safety concerns and as well as how laboratories are equipped including size constraints and poor quality equipment should be discussed. Projected needs to meet the future missions and goals of the unit, as well as information technology needed for future growth should be addressed. Office space for staff and graduate students should be included.

VI. Additional Considerations

Faculty and Staff Results

Purpose: This Item examines your unit's faculty- and staff related results, with the aim of demonstrating how well the unit has been creating and maintaining a productive, learning-centered, and caring work environment for faculty and staff.

Comments: Result measures reported for work system performance may include improvement in job classification, job rotation or job sharing, work design, and local decision making. Results

reported might include input data, such as the extent of training, but the main emphasis should be on data that show effectiveness or outcomes. An example of such an outcome measure may be student learning enhancements or cost savings resulting from the redesign of work processes by work teams (<http://www.baldrige.nist.gov>).

Results reported may include generic or unit-specific factors. Generic factors might include safety, absenteeism, turnover, satisfaction, and complaints (grievances). For some measures, such as absenteeism and turnover, local or regional comparisons might be appropriate. Unit-specific factors might include the extent of training or cross-training or the extent and success of self-direction.

Appendix II: External Peer Review Guidelines:

If deemed appropriate by a unit's Dean in consultation with the unit's Head/Chair or by the Provost, a unit may be subject to an external review by a group of peer's mainly composed of individuals from other university's or appropriate institutions. It is expected that this team will examine (1) the unit under review from the perspective of the academic programs represented in the unit and (2) the unit's role within the context of Auburn University's mission, and current strategic plan. It is expected that the review team will assess the unit's self-study and other appropriate documentation prior to their visit and, upon arrival, discuss and evaluate this information during interviews with the Provost, Dean, unit Head/Chair, faculty, graduate students, undergraduates, and any other University personnel, groups, or individuals the unit Head/Chair, Dean, Provost, or review team deem appropriate. The review team is encouraged to respond constructively to other subjects or issues that arise during the course of its work.

Composition and Appointment of the External Peer review Team.

1. The external peer review team is appointed by the Provost in consultation with a unit's Dean and unit Head/Chair and will generally consist of 5 members. Two of these members will be selected from appropriate University programs outside the College/School in which the unit resides. The other three team members will come from Universities/Colleges or other appropriate entities external to and not affiliated with Auburn University. At least two of these team members will be selected from organizations outside the state of Alabama and at least one from an entity outside the southern region of the US. Situations where there is demonstrable reason for a team composition to deviate from that described above may be deemed appropriate by the Provost in consultation with a unit's Dean and Head/Chair. The selection of review team members should reflect the composition of disciplines (academic programs) within the unit being evaluated.
2. A list of possible team members will be composed by the unit's Dean in consultation with the unit's Head/Chair. This list will be forwarded to the Provost and should include at least four nominees for each of the five positions on the external review team. The Provost may add his/her own additional nominees to this list. The Provost will select the final members of the team and will contact them to determine their availability and willingness to serve. The Provost will also select one of the team members from a College/University/Institution external to and not affiliated with Auburn University to serve as Chair of the review team. In the event that five willing team members cannot be identified from the list of nominees provided, the Provost will request additional nominees from the unit's Dean.
3. Once team composition is finalized, the Provost will send formal letters of invitation to each of the team members. With these letters, each team member will receive a copy of the general procedures for AUAPR. Following formal acceptance of their invitation to participate as a member of the external peer review team, each team member will be sent a copy of the unit's self-study and any other material/data deemed appropriate by the unit's Dean or Head/Chair. Team members may request additional information that they feel is appropriate from the unit's Dean. In such instances, this information will be sent to the entire review team with a note indicating that it has been requested by one or more of the members. The unit's Dean should communicate clearly to the Review team concerning the Team's role and any special needs or circumstances.

Procedure:

Dates and completion time for the peer review will be determined by the Provost after consulting the program's Dean and unit Head/Chair.

1. The unit's Dean, in consultation with the unit Head/Chair will organize a schedule for the review team that includes groups and individuals (e.g., Provost, Dean, unit Head/Chair, Faculty groups, graduate students, undergraduates, representatives of private groups served by the program etc.) that will be able to answer questions and provide information to the review team.
2. The schedule should begin with an orientation meeting with the Provost, Dean and unit Head/Chair. This will be followed by meetings with the various individuals and groups that have been identified. After all meetings and tours of facilities are complete, the review team will meet and formulate a draft outline of their findings and preliminary recommendations. This will be followed by an exit meeting with the Provost, Dean and unit Head/Chair where the draft outline of findings and recommendations will be discussed.
3. Once a schedule is decided upon, it will be forwarded to the Provost for any additions he/she may wish to make.
4. When finalized, the schedule will be sent to the review team members at least one month before their visit.
5. The review team may request meetings with additional individuals or groups that they may deem appropriate. These should be sent to the Provost at least 2 weeks before the review team's visit.
6. During the review team's visit there should be enough flexibility in the schedule to allow for additional appointments that the review team discovers a need for.
7. Once the review team visit is completed, the review team will prepare a final report that is to be submitted to the Provost within one month after the visit.
8. The Provost will distribute this report to the unit Head/Chair, the unit's Dean, and other University representatives the Provost deems appropriate. The report will also be made available on an appropriate University web page.
9. The Dean then needs to send a response to the Provost regarding the review team's final report one month after receiving the report. In the report to the Provost the Dean needs to outline specific action items to enhance the various programs within the unit under review. The plan should include a timeline on when specific items in question will be addressed. The Dean and unit Head/Chair need to schedule a formal meeting with the Provost and discuss the report and their response to it.
10. The final report of the External Review Team is to be considered a public document available to anyone who requests it.