

The Ohio State University

Office of Academic Affairs

**An Introduction and Guide to
Academic Program Review**



April 2008

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BACKGROUND

A. Brief History of Program Review at Ohio State

Mid 1970s – Early 1990s

- 2-3 year process; descriptive
- Resource request as main outcome

Mid 1990s - 2003

- Selective admissions – improvements and changes driven by predictive modeling and scholarly research
- Board of Regents reviews of doctoral programs
- Restructuring
- Emphasis on program “focus”; Selective Investment
- Technological and information resource enhancements
- Budget restructuring

2003: Finding a Model – CIC and the Northwestern University model

- Interest by OAA in a new round and approach to program review
- Staff to support the review process (OAA) and additional financial support from the colleges established; deans supported move to a new round of reviews

2004-2005: Building and piloting the process

- All departments in MAPS
- Human Ecology agreed to serve as a college/all departments for initial review process (used to shape CSREES/USDA review)
- Education aligned with specialized accreditation (NCATE)
- Seven ASC departments started

B. Purposes of Review

- Spur improvement with a disciplinary/departmental perspective (our “university experience” is largely shaped by our departments and programs)
- Enhance collaboration between departments, colleges, and OAA to accelerate progress on strategic goals
- Increase analytic capacity to support decision-making across the university

C. Content Areas for Self-Study and Review (“Nature of the Self-Study” document)

- Focused, customized approach within a common framework – can emphasize some areas over others – see “Nature of the Review”
- Brief process (about 9 months), analytic, future-oriented – not descriptive
- Includes ideas for improvement

D. Electronic Resources and Support

- Web portal to institutional data, academic program review page; other resources include IR&P, NRC, HR, college office, departmental consortia

E. Support for Your Review: resources, support, and foci for current initiatives and self-study

- In light of potential leadership changes and other anticipated activities such as specialized accreditation, when would be the best time for conducting our review (if not already determined)?
- Who could you invite among top scholars from highly regarded programs to serve on your external review team - usually three; can be more if certain sub-fields or specializations might benefit from additional expertise on the team
- Among the review categories, which ones are likely to be the most important to you department both now and in the future?
- What are the key strategic areas, questions, and issues if addressed in the review would have significant impact on the quality of your department or program?
- What might be the best approach to completing and collecting input for the self-study – a committee, entire department, focus groups/interviews, surveys, a combination?
- What information and input (internal and external) would be most helpful to assess and address these issues?

F. Logistics and Planning for Your Review

Sample timeline and team visit itinerary provided

G. Critical Elements and Advice

Team comprised of top faculty and leaders from “aspirational” programs

Importance of evidence to support analysis as well as faculty, staff, and student perspectives

Build from/integrate with existing processes and committees

Opening “charge” dinner sets the tone for a formative, focused review

Reporting out session with the Provost, OAA leadership, team, and dean

Action plan informs and is integrated with strategic planning

Assessment of student learning and how your department approaches instruction are important parts of the educational programs and students sections

ACADEMIC PROGRAM REVIEW PROJECT TIMELINE

12 months out (prior to expected external team visit)

1. Coordinating and planning meeting with Dean, Chair and Vice Provost for Academic Programs based on program review schedule determined by the college dean (meeting schedule coordinated by OAA)
 - a. Establish potential external team members and team visit dates
 - b. Establish honorarium for team members to conduct visit and write report with additional amount for person who will serve as chair (according to disciplinary norms)
 - c. Identify key OAA/institution-wide sessions for team visit
2. OAA meeting with department faculty (scheduling coordinated by Dean's office with department)
 - a. Overview of program review process (purposes, support, roles, options)
 - b. Discuss elements of self-study, team visit, action plan

11-9 months out

1. Meeting between department chair and Assistant Provost (scheduled by Assistant Provost and chair)
 - a. Review data/data sources available for review, identify key issues/questions
 - b. Review department options and strategies for conducting the self-study (committees, workload, etc.)
 - c. Establish protocol for follow up (with faculty, on issue research, to conduct surveys, etc.) and maintaining contact throughout self-study process
2. Draft visit schedule and roster of first and second choice team members completed by department chair/director with college office based on required elements reflected in attached template is shared with and approved by OAA (college office and department)
3. College dean invites and preps team (conducts official communication, shares goals of the review, visit and report responsibilities, background information – see attachments)
4. OAA will coordinate ensure appropriate sessions are on Vice Provosts, Provost, V.P. for Research, and Dean of Graduate School calendars (the opening dinner, any individual meetings, and the exit session in coordination with OAA)
5. College and department will coordinate to make reservations/accommodations (Blackwell) and schedule meetings and locations for external team visit (see team visit template)

9-3 months out

1. College will validate the visit schedule and confirm attendees for team visit sessions, including the reporting out session with the external team
2. OAA will verify schedule for visit and reporting out session with OAA team and other participants (outside of college, department, and external team) and assist with any adjustments or additions
3. Department will continue data analysis, process constituent survey/feedback results and conduct self-study draft work with assistance from college, OAA/Assistant Provost, and other academic and administrative support areas (i.e. HR, Research, Libraries) as requested

2 months out

1. Department will share final draft of self-study and visit schedule with college and OAA
2. OAA and the college will provide feedback and suggestions

1 month out

1. College will send and final version of entire self-study (with supporting materials, appendices including faculty CV's, budget summaries, and graphs/tables) to OAA with finalized team visit schedule
2. College will send cover letter, self-study, and supporting materials (OSU Profile brochure, etc.) to external team with college/institutional context and "charge" for the team

External Team Visit

1-2 months after the external team visit

1. Team will submit official team report to the college and department
2. College will copy OAA on the team report
3. Dean will schedule meeting with VP for Academic Programs to include Provost, Dean of Graduate School, and department chair to review self-study and external report and create an action plan (see attached action plan outline) that is integrated with the college and department strategic planning process and aligned with the university's plan
4. Action plan is shared with OAA, integrated with established college and university planning, budgeting, and reporting processes to ensure progress on action items

Between Reviews

- Articulate key questions and issues that might serve as focal points of the review (department and college)
- Identify key data and information sources (see web portal for OAA and institutional data sources), including any ad hoc requests for data and analysis for OAA, including review and use of available data sources
- Attend academic leadership programming on key topic/issues for the department
- Implement initiatives and review progress on action items on an annual basis and communicate results with dean as part of the planning and budgeting cycle
- Communicate self-study and external team results with established committees and governance structures, including planning and budgeting
- First review establishes items/focus for the second cycle of review and self-study

TEMPLATE FOR ACADEMIC PROGRAM REVIEW EXTERNAL TEAM VISITS

- This is an outline of necessary/minimum activities for external team visits (locations and timing of activities are adjustable)
- All participants in the visit should be prepared to accommodate any changes and requests made by the team
- All visits must include:
 - an opening “charge” dinner with the college dean, vice provosts for academic programs and graduate programs, and team
 - a session/breakfast meeting with the department chair/school director early on first morning
 - a separate session with untenured/junior faculty (in addition to other sessions with other faculty)
 - separate sessions with representative groups of undergraduate and graduate students
 - a session/breakfast meeting with the dean and college senior staff on second morning
 - morning and afternoon breaks for the team on first full day
 - open time in the evenings for the team to work (no social events)
 - an exit session in 200 Bricker Hall (or 156 University Hall as a back up) with the team, provost, college dean, vice provosts (undergraduate studies, academic programs, graduate studies), assistant provost, and a representative from research office

Day 1 (afternoon and evening prior to first full day)

Arrive at Port Columbus (late afternoon) and shuttle or transportation by chair to Blackwell Inn

Dinner with team and team charge by VP for Academic Programs, VP and Dean of the Graduate School, and Dean (usually starts at 6:30 p.m. at the Blackwell Bistro)

Day 2

Breakfast meeting: department chair and team

Separate meetings with faculty by sub-fields/interests as appropriate

Meeting with junior faculty only

Meeting with support staff

Lunch (could be working brown bag lunch with UG and then GRD students)

Meeting with undergraduate majors (representative group)

Meeting with graduate students (master’s and doctoral separate if appropriate)

Meetings with other department committees (curriculum, graduate studies, et cetera)

Facilities/program area tour

Meetings with other colleagues, centers, programs connected with the department

Dinner (team only)

Evening open – team member time to draft observations, conclusions, recommendations

Day 3

Breakfast for team and dean with senior college staff at Blackwell Bistro

Time for additional follow up activities or requests

Working lunch (catered or at Faculty Club near exit session location)

Session with chair/director alone to give brief review of findings

Reporting out session: Provost, Dean, Vice Provost for Academic Programs, Executive Dean (for ASC departments), VP for Research, Vice Provost for Undergraduate Studies, Assistant Provost at 200 Bricker (assistant provost will schedule room; 156 University Hall is the back up location)

Team departs by cab/shuttle or department chair according to preference

PRIMARY ROLES: COLLEGE, DEPARTMENT, AND OAA

College

- Establish long-term schedule of program reviews by academic year and expected team visit dates (should be staggered throughout year)
- Honoraria (discipline/college norms have ranged from \$1000-\$1500 plus hotel and meal expenses); ensure one of the guest rooms has work space for team if possible
- Correspondence with team members
- Confirm visit schedule with OAA (developed in collaboration with department chair)
- Identify and reserve meeting spaces for team visit (OAA will assist with exit session scheduling in 200 Bricker)
- Provide self-study and supporting materials (including team visit schedule) to internal team visit participants at least two weeks prior to the team visit
- Schedule action plan session with OAA and embed action plan progress in annual interactions with the Provost and OAA

Department

- Establish strategy, process, and emphases for the self-study based on “Nature of the Review” outline provided by OAA
- Review information provided by OAA and other university sources, including departmental and college sources
- Complete a brief, analytic self-study (approximately 30-40 pages plus data and supporting materials in appendices on a CD)
- Co-host the external team during the visit
- Chair participates in post-visit follow up: action plan and regular follow up on progress via established planning, reporting and budgeting processes

OAA

- Program review policy coordination and oversight
- Provide data and logistical support to college and department
- Coordinate scheduling of the opening meeting with dean/chair and exit session with external team (location, time, attendees)
- Assist with review of self-study drafts, verify and approve team visit schedule

ELEMENTS OF THE ACTION PLAN

- Overall status and trajectory of the department defined
- Issues and opportunities articulated based on areas of the self-study and team report
- Strengths and weaknesses (internal) opportunities and challenges (external) identified
- Action steps, strategies, and ideas to address and move forward are stated
- Areas of emphasis include: graduate and doctoral program quality, student learning outcomes assessment, innovative and effective instruction, faculty work-life and productivity
- Action steps should:
 - Both align with and help inform department and college strategic plans (goals, objectives)
 - Include locus of responsibility (person/s or areas) and time frame for completion
 - Include indicators or metrics for completion and impact on larger objective and goal (these may include resource, process, and outcome indicators)
 - Be embedded with established planning and reporting within the college and in turn with established planning and evaluation activities among the college and OAA
- Department faculty should play a key role in all phases of the program review and action planning process, provide input, receive updates, and have access to copies of all studies, reports, and plans
- Action plan will be shared with OAA and the college dean

NATURE OF THE SELF-STUDY

The self-study will not be a description of the program but a data and constituent-informed analysis that leads to the identification of key issues and potential steps to address them. Undergraduate, graduate, and professional programs will be included. Departments and college may elect to emphasize some areas over others given current challenges and/or strategic plan elements.

- Executive Summary
- Overview of the Unit
 - Mission and purpose
 - External reputation
- Faculty and Research/Scholarly Work
 - Recruitment and retention patterns
 - Diversity characteristics
 - Mentoring and support for faculty success
 - Intellectual life of the unit
 - Research agenda and foci; strengths and weaknesses
 - Funding patterns and trends
 - Current pattern and potential activity for trans-disciplinary research
- Educational Programs and Students (graduate/professional/undergraduate)
 - Recent and planned curricular and programmatic changes
 - Enrollment patterns and trends
 - Degree completion patterns and trends
 - Role of technology in instruction
 - Advising and academic support/mentoring
 - Extent of student outcomes assessment
 - Student satisfaction and success (patterns and trends)
 - Student
 - Role of students in research and instruction
 - Graduate student recruitment time to degree, and placement
- Outreach and Engagement
 - Current pattern and potential activity
- Infrastructure
 - Status of technology needs
 - Space issues
 - Staffing and academic support (office staff, libraries, fiscal/HR, etc.)
- Leadership
 - Recent leadership succession and impact
 - Effectiveness of internal governance
 - POA and P&T
 - External advisory groups

Discussion Questions for Self-Study

Be among the world's truly great universities via the creation and dissemination of knowledge to enhance the well-being of Ohio and the global community

A. Overview of the Unit and Background

A.1 What is our unifying and overarching goal (mission)?

1. What is the unit mission and purpose?
2. To what degree/in what ways are the unit's activities linked to the mission?
3. How is the mission linked to and coordinated with the college's Academic Plan? the university's Academic Plan?
4. What opportunities exist to enhance impact on the Academic Plan? What efforts could be redirected/adjusted to support pursuing these opportunities?
5. When was the mission last reviewed and discussed? Is there a process for reviewing the mission and purposes of the unit? If so, what is it and what information does the unit consider in making such judgments?
6. Does the mission effectively link unit strengths in research and teaching with societal needs and opportunities for the future?
7. How deep and extensive is knowledge of the mission, vision, goals among faculty members, staff and stakeholders?

A. 2 External Reputation: How do others see us and how do we want them to see us (vision)?

1. What is the unit's sense of its reputation among other institutions and peer departments? What do various indicators suggest about the reputation of the unit and where it might strengthen its presence within the university and externally? What are the gaps between where the unit is now and where it wants to be?
2. What are the emerging trends/changes in the discipline? What is being done and can be done to move forward and seize emerging/future opportunities? Do these changes in the discipline suggest a need to refocus or adjust priorities?
3. How does regular review of improvement and planning processes and their outcomes reflect the unit mission and goals? Is there broad participation in the process?
4. What are the unit's strengths and weaknesses? How have these changed over time? What should be done?

Data Sources: POA document, strategic planning document; rankings (National Research Council, National Science Foundation, U.S News, etc.); awards, honors, professional recognition; feedback from constituents, colleagues, and alumni; annual reports (college)

STRATEGIC GOALS AND VALUES

Build a World-Class Faculty

Pursue Knowledge for Its Own Sake and Produce Discoveries that Make the World a Better Place

Create a More Diverse University Community

B. Faculty

B.1 Recruitment/retention patterns: How can we improve both finding and keeping the best faculty?

- a) What has been the impact of new hires/departures over last 3-5 years on quality (research productivity, teaching quality) and diversity? Is there a trend?
- b) How does the unit assess the effectiveness of initiatives/programs to recruit and retain faculty members (new, changes, decision-making process to identify staffing priorities)?
- c) What does the future look like with regard to attracting and retaining top scholars?
- d) How is hiring linked with program planning, research priorities, and future directions?

B.2 Diversity: What is the status of efforts to enhance representation, involvement, and the climate to create a truly diverse intellectual community?

- a) What are the changes/trends in minority and gender representation among faculty members?
- a. How does the unit rate its ability to attract and retain a diverse faculty? What should be done to continue and/or enhance progress?
- b. What is the impact of these changes/developments on curricula, academic support, or research for the unit and on student or department development?

B.3 Mentoring: How are we working together to help each other be successful and a valued member of the unit?

- a) What initiatives have been developed or are in place to provide mentoring and support for new faculty members, those working toward successful transition from associate to full professor, and throughout the career cycle, if any? How effective have these efforts been?
- b) What structures/experiences/processes/topics characterize mentoring within the unit?
- c) How has the unit enhanced and addressed work-life issues for faculty (and staff)?

B.4 Intellectual Life of the Unit: How well do we engage and interact with each other as scholars and lifelong learners?

- a) What is the degree and quality of scholarly interaction among faculty, staff, and students?
- b) Are there special opportunities to share research and information among individuals and groups?
- c) Is the unit's academic culture active, engaged, creative, and exciting?
- d) Is there a sense of community, openness to new ideas, opportunity to participate, and actual involvement at all levels? If not, what might be done to enhance such involvement, practices, and experiences?

C. Research: How and how well are we creating new knowledge?

Data Sources:

1. What are the focal points of the research agenda?
2. What implications do changes/trends in levels, areas, and sources of research funding have for research quality and productivity in the unit?
3. What are the current strengths and weaknesses of the research program?
4. What is the status and role of inter-disciplinary activity and projects?
5. Is research increasing in quality? quantity? impact?
6. What steps must be taken and how should the unit move forward over the next 5 years?
7. How effective is programming to facilitate faculty success in research?

Data Sources: OHR/College Benchmark Reports (faculty size, compensation), Academic Quality Indicators (from college annual reports) HERI Faculty Survey, NSSE/CSS Surveys, faculty CV's, OSURF Expenditure and Awards Database

D. Trans-Disciplinary Activity

1. What is the current pattern and amount of cross-interdisciplinary activity?
2. What potential activity and opportunities should be explored?
3. What are the obstacles to developing collaboration in teaching, research, and service with other programs? How can these be addressed?
4. To what extent does the unit work with other departments or organizations outside the university? Are these productive? What new opportunities should be explored? How can the unit build on existing strengths?

Data sources: College Annual Report, department sources

Improve the Quality of the Teaching and Learning Environment

Develop Academic Programs that Define Ohio State as the Nation's Leading Land-Grant University

E. Educational Programs: How do we know that our students have the knowledge and skills they need to be successful in future academic endeavors, careers, and life?

1. What changes (new/revised/deleted) have been made to courses and programs over the last 5-7 years? Have these changes proven to be fruitful? What generated the call for these changes and how did the changes "get done"? Which programs are emerging? mature? in decline?
2. How have programs changed or planned to change in response to broader trends in the discipline? In what areas might the unit be a leader or innovator in moving the discipline forward?
3. To what extent are programs aligned with college and university goals? How is the unit identifying and enhancing opportunities for collaboration with other disciplines as shaped by these goals?
4. What do enrollment trends and completion rates in courses and programs suggest about plans to address needs and make changes required to ensure progress and enhanced achievement?
5. What progress has been made to effectively integrate technology to enhance student learning, faculty performance, and the quality of programs and services? What are the unit's goals and plans to enhance the benefits of integrated technology use?
6. How does the unit gauge student performance, achievement, and satisfaction within the unit/department? To what extent does the unit engage in student outcomes assessment? Does the unit have an assessment plan? Is it developed, shared, and used by the faculty? How are results integrated with planning and budgeting?
7. What new initiatives have been implemented and/or are underway to enhance the quality and effectiveness of the student experience, advising support, and student learning? What is keeping the unit from addressing these issues and what does the unit recommend should be done?
8. What do teaching loads look like (light, about right, too heavy)? What strategies might enhance instructional quality and impact?
9. What is the distribution of regular faculty across course levels and areas? Does this distribution maximize student and faculty productivity? What might be done to address this?
10. In what ways should the department seek to enhance interdisciplinary and international opportunities for its students?

Data sources: Department Profiles (eReports, RPIA) for staffing/space ratios, course load data/trends; HERI Faculty Survey, NSSE/Graduate Student Surveys, assessment plan documents, and Course Analytics 2 for enrollment patterns, course data, student data

F. Infrastructure

1. What are the unit's current and future technology needs?
2. What is the current and desired role of technology as a means to improve student learning and enhance overall support and productivity?
3. What kinds of space and facility issues does the unit face?
4. What are the projections for future needs?

Data sources: Building audits, eReport space allocation/ratio data, master plans, department technology/infrastructure/support services staffing/usage information

Enhance and Better Serve the Student Body

Create a More Diverse University Community

G. Students: Academic Preparation and Engagement in Learning

1. What are the trends and impacts of changes in student quality? How does the unit seek to enhance its ability to attract and retain high quality students?
2. In what ways has the department improved recruiting for undergraduate and graduate students?
3. What are the “sticking points” in undergraduate and graduate student academic performance and timely degree completion? What has been/is being/should be done to address these issues?
4. How involved are students in the academic life of the department/unit (research, planning, curriculum)? How might student involvement in the life of the unit be improved?
5. What is the status and track record of PhD placements in recent years? Are graduates seeking and obtaining quality positions? What are the economic/market issues?
6. What are the strengths and weaknesses of graduate student support, mentoring, and training for careers (faculty and non-faculty)?

Data sources: NSSE/Graduate Surveys, Course Analytics 2 for SAT/ACT, grade performance, demographic information, eReports for class size, Academic Quality Indicators for GRE scores

Help Build Ohio's Future

Enhance the Well-Being of Ohio and the Global Community

H. Outreach and Engagement: How well are we connecting our learning and new knowledge with the needs of external groups and society?

1. What is the current pattern (number, type, constituency served, indicators of impact such as numbers served, social change, economic effects) and trend in outreach/engagement/service activity?
2. What opportunities and threats have been identified?
3. What role do alumni have in the unit and its efforts to enhance its role in society?
4. How is outreach integrated into research and learning experiences to create a coherent system of knowledge dissemination and creation?

Data sources: Department sources, Outreach and Engagement database

I. Leadership: Facilitating Improvement and Preparing for the Future

1. What leadership changes have occurred in recent years? What has been the impact of these changes?
2. What are the rule/norms that govern succession and leadership within the unit? What is the relationship of these rules/norms to similar areas at the college level?
3. What findings emerge from consideration of the effectiveness of internal governance (POA) processes? What changes or issues might be pursued and addressed?
4. Do leaders communicate and cultivate a clear vision and collaboration within the unit?
5. To what extent does the unit consult with external advisory groups? Are there areas for improvement or any untapped opportunities?
6. What is the status of training/professional development in the unit to foster effective leadership and governance? What is planned?

Data sources: POA/P&T documents, handbooks, committee/meeting minutes, AAUP

Additional Input and Recommendations:

What ideas/suggestions for improving the process can the unit provide (support, unit study, internal review, external review, post-review, use of results) moving forward?

INFORMATION AND DATA RESOURCES

A. Institution and Research Literature

1. Institutional Scorecard
2. Correlates of Effective Teaching, Research Productivity, Outreach and Engagement, and Faculty Satisfaction (IR&P/OAA – HERI Faculty Survey and research literature)
3. Correlates of Undergraduate Student Grade Performance, Persistence, and Learning and Development (IR&P/OAA – NSSE and research literature)
4. Correlates of Doctoral Student Quality Ratings of Programs and Likelihood of Persistence/Satisfaction (IR&P/OAA – GSS and research literature)
5. Faculty and Support Staff Profile - eReports
6. NSSE (National Survey of Student Engagement) (OSU v. AAU Group Norm)
7. External Research Funding Trends (federal and state sources)

B. College and Department

1. Academic Quality Indicators (IR&P)
2. Annual Report Summary (IR&P, recent activity/issues)
3. College Profile and Budget Information (RPIA, Profiles)
4. Faculty and Support Staff FTE's and Ratios (Profiles)*
5. OHR Faculty and Staff Salary Benchmark Reports (OHR)*
6. HERI Faculty Survey Results (IR&P)
7. Research Award and Expenditure Data (Office of Research)*
8. Course FTE and Headcount by Course Level and Section Type: (regular, specialized, independent study) (eReports/Profiles)*
9. Course Enrollment by Course Level and Instructor Type (eReports/Profiles)*
10. Persistence and Graduation Rates for NFQF cohorts by initial college → college where degree completed (Registrar/SERRS)
11. Number of Degrees Awarded - Bachelor's, Master's, Doctoral (Registrar)
12. GRE Scores/Admissions Criteria – applied, admitted, enrolled (IR&P/Grad School)*
13. GSS (Graduate Student Survey) Results (IR&P)
14. Survey of Earned Doctorates
15. NRC Data (Available October 2007)*
16. Ph.D. Time to Degree and Placement Data (Graduate School/IR&P)*
17. NSSE (National Survey of Student Engagement) Results (IR&P)

*Drillable for some/all departments or schools within colleges

Other documents to use for the self-study and provide to the team (on a CD):

- University Academic and Diversity Plans and Reports
- College and Department Strategic Plans
- Budget Information
- Pattern of Administration Document
- Promotion and Tenure Guidelines Document
- Major, Minor, and Graduate Program Curriculum Sheets/Requirements
- GEC and Major Program Assessment Reports
- Faculty CV's

Additional Resources for Academic Program Review

(beyond the web portal at <http://oaa.osu.edu/irp/collunivdata/collunivdata.php>)

External/Environmental Scanning

State Higher Education Executive Officers	www.sheeo.org
Society of College and University Planners	www.scup.org
Association of Institutional Research	www.airweb.org
Association for the Study of Higher Education	www.ashe.ws
American Association for the Advancement of Science	www.aaas.org
Committee on Institutional Cooperation (CIC)	www.cic.uiuc.edu
NASULGC	www.nasulgc.org
Higher Learning Commission (HLC)	www.higherlearningcommission.org
Ohio Board of Regents	http://www.regents.state.oh.us/

Research and Scholarship

National Science Foundation	http://www.nsf.gov/
National Institutes of Health	http://www.nih.gov/
National Endowment for the Arts	http://www.nea.gov/
National Endowment for the Humanities	http://www.neh.gov/
ISI Web of Knowledge/ Publications and Citations	http://portal.isiknowledge.com/portal.cgi?Init=Yes&SID=3D7b9II9CN9bmk@Plc2

Academic Programs, Student Data and Outcomes

ASC Graduating Senior Exit Surveys	http://ascnet.osu.edu
ASC Assessment Office and Assessment Plans	http://ascnet.osu.edu
CLA/CAE Assessment Project Results	OAA
GRE Scores	OAA/Grad School

Doctoral Program Assessment Data	OAA/Graduate School
Fellowship Competition Results	Graduate School
CGS Ph.D. Completions Project	Graduate School http://www.phdcompletion.org/
Carnegie Initiative on the Doctorate Outcomes	Graduate School http://www.gradsch.ohio-state.edu/Faculty/Carnegie.html
Preparing Future Faculty Project	Graduate School http://www.gradsch.ohio-state.edu/Current_Students/PFF.html
Model Course Redesign	OAA http://www.center.rpi.edu/PCR/R3/OSU/OSU_Overview.htm

Outreach and Engagement

OSU Office of Outreach and Engagement	http://outreach.osu.edu/
O and E Database	http://outreach.osu.edu/database/sortby_dept.php
Michigan State University – Best Practices	http://outreach.msu.edu/bpbriefs/

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Academic Program Review Web Site:
http://oaa.osu.edu/acad_program_review.php