ACADEMIC PROGRAM REVIEW

PURPOSE

The purpose of program review is to evaluate academic programs in terms of current status and future potential. Academic program review is required by the Higher Learning Commission and is evidence of the university's commitment to continuous quality improvement that also includes institutional accreditation, specialized accreditation, and student learning outcomes assessment.

Program review should be tied to the goals and objectives of the University's strategic plan(s) (some program reviews will bridge two strategic plans) and evaluate the effectiveness of the improvement plan from the prior review.

The data required for program review is compiled from that included in annual department/college reports and annual assessment reports; as such, the primary purpose of program review is for programs, departments and deans to analyze these data, identify strengths and weaknesses and develop and implement plans for improvement. Ultimately, program review is a management tool that informs decisions by the dean and provost regarding resource allocation.

OVERVIEW OF THE PROGRAM REVIEW PROCESS

Programs to be reviewed: Every distinct program (majors, concentrations, graduate degrees, stand-alone minors, and stand-alone certificates) must be reviewed. The Honors and the General Education programs must also be reviewed. Programs on hiatus are not reviewed.

Schedule: Academic programs that are accredited by a certified accrediting agency are evaluated according to that agency's schedule; other programs are reviewed every seven years.

Components: The process and necessary documentation will vary depending on whether and how a program is accredited by an external agency.
- **Internal program review:** A) self-study; B) external review; C) summary of strengths, weaknesses, opportunities, and threats; D) explicit plan for improvement.
- **Externally accredited programs:** Documentation of successful accreditation together with sections C) and D) (above) if these are not part of the accreditation summary.
- Undergraduate programs on the BSBA degree accredited by AACSB will need to include program-specific information in addition to the materials required for accreditation of the degree.

Typical timeline for internal program review: Departments (or interdisciplinary councils, *etc*.) begin the process in the spring semester prior to the year of program review by meeting with the executive director of curriculum and instructional support to discuss the process and begin planning the review. During the fall semester of the scheduled program review, faculty compile the necessary data and information, begin drafting the self-study report, and identify potential external reviewers. During the spring semester the self-study is finalized and sent to external reviewers, the reviewers visit campus and submit their reports, and follow-up meetings with the dean and provost's office are held. In the seven-year cycle program review is conducted in year 1, changes are implemented in year 2, and data are collected in years 3-7.

Questions about this process can be directed to the executive director of curriculum and instructional support.

A. Self-study: The quality of academic programs is evaluated by assessing inputs (such as faculty, facilities, resources, *etc.*) and outputs (various facets of student success). The self-study report should include each of the sections listed below. Departments and councils may group reviews of their programs into a single report providing the relevant data and information are specified for each program.

The majority of the data for program review can be found in the annual reports or from annual program assessment reports. Data for annual reports (*CMICH login required*) can be found under the Annual Reports section of the Office of Academic Planning and Analysis (APA) website. Other data needed can be requested from APA. If requesting other data from APA, please allow adequate lead time for APA to respond.

Wherever possible, data should be compared to information from other programs or CMU as a whole. For example, how does the diversity of students and faculty compare to the rest of the university? It may also be useful to discuss trends over the past 5 years. For example, how has the 4-year graduation rate of your program changed over the past 5 years?

Note that the goal of the self-study is to provide a succinct summary of information that is needed to review the program adequately. The self-study will be reviewed by the Dean's office prior to submission to the external reviewers and will be returned to the department for revision if there are questions or it exceeds the stipulate page limits.

1. **Goals and vision the program:** What are the educational goals? How are they communicated to students? What is the vision for the future of the program?
   1 paragraph

2. **Alignment with strategic plans:** What opportunities exist for the program to contribute to some or all of CMU's 2023-2028 Strategic Plan priorities over the next several years? How does the program contribute to the objectives and SMART goals of the University's 2023-2028 Strategic Plan? Summarize quantitative outcomes using the data presented in subsequent sections that address objectives in the University's 2023-2028 Strategic Plan.
   One to two pages of bullets with brief narrative

3. **Current and future demand:** Enrollment trends over the past 5 years. Employment opportunities and future job outlook (from Michigan and U.S. labor statistics). Discussion of current capacity and anticipated demand.
   Provide data in table or graphic form plus 1-2 paragraphs of narrative

4. **Program faculty:** A) Faculty role in the program (e.g., who is engaged in teaching, advising, and mentoring) and their expertise (major achievements over past 5 years). *List faculty and their roles, plus 1-page summarizing their achievements over the prior 5 years (e.g., 120 peer-reviewed publications, $1.75 millionin external funding from 8 awards). Also include an appendix listing individual faculty achievements over the 5-year period.*

5. **Program resources:** Assessment of space, personnel, and other resources, including library and IT that support the program. Is the program adequately supported? If not, identify key deficiencies. Compare Delaware Study (*CMICH login required*) *instructional costs* with peer institutions, Carnegie research institutions, and or departments with the same highest degree offered. Note too that Delaware data are available at the ***department level.*** No breakdown exists at the program level.
   Provide table showing Delaware comparisons and 1-2 pages of narrative

6. **Program Assessment:** Evaluation of student learning outcomes assessment results over the past 5 years. Include the assessment reports and questions as an appendix to the self-study. Discuss how assessment results have guided program improvement.
   1-2 pages

7. **Student success:** Graduation rates over the past 5 years. Indicate 4- and 6-year graduation rates, average time to graduation, analysis of impediments to 4-year graduation, and discuss plans for improvement. Scholarly and creative accomplishments of students while at CMU. Student success after CMU (*e.g.,* number of students continuing to grad school, number placed in relevant careers, *etc*.). Discussion of ways to enhance student success. Graduation rate data by program can be found under the Reports for Faculty & Staff - Graduation & Persistence section and average time to graduation can be found under the Reports for Faculty & Staff – Graduation & Persistence section (*CMICH login required*) (Student Graduation Profiles by Program).
   Provide graphs and/or tables and 2-4 pages of narrative.

8. **Diversity:** Include data on the demographics of students, faculty, and staff. Evaluate these data in the context of other programs within the college and CMU as a whole (e.g., how do student demographic ratios compare to those within the program's college, if applicable, and for CMU overall? What initiatives has the program pursued to increase diversity?
   Provide graphs and/or tables and 1-2 pages of narrative.

9. **Community Engagement:** Provide information on program-specific community engagement including an assessment of effectiveness.
   Provide graphs and/or tables and 1 page of narrative.

10. **Outcome of prior program review:** Include the summary of the most recent program review and the action plan for improvement as an appendix to the self-study. Use data to assess the outcome of the action plan. For example, if increasing enrollment was an outcome of the previous review did this occur?

11. **Summary:** Summative evaluation of what's going well, what needs improvement, and how the program can be improved or updated to take advantage of emerging opportunities.
    1-2 pages

12. **Contributors to the self-study report:** list those who contributed to preparing this report.
    No more than 1 page.

B. *External Review:* Each program review must include feedback from at least one, and preferably two external reviewer(s), who will be selected by the dean from a list of qualified individuals provided by the department or program. Reviewers should be recognized leaders in the discipline with recent experience in higher education institutions.

The dean will provide each external reviewer with a copy of the self-study report, general information about the department and CMU, and a set of specific questions to guide the review. Typically, these materials are sent to reviewers at least two weeks prior to the campus visit.

During the campus visit, the reviewers should meet with the dean, program faculty, students, and other stakeholders, with a final exit interview with the dean. Following the visit, reviewers submit a report (normally within two weeks of the campus visit) that addresses program quality and opportunities for improvement.

Program reviewers are compensated as independent contractors. The college is responsible for providing up to $2,000 to cover an honorarium (typically $1,000) and reasonable reimbursable travel expenses for the first reviewer. The provost will cover the costs (up to $2,000) associated with the second reviewer. The contract (form to be completed by the dean and the reviewer is available on the Contract and Purchasing [website](#)) includes the dates of the visit and deadline for submitting the report to the dean.

C. *SWOT and Draft Plan for Improvement*
After receiving the reviewer's report, the program faculty will prepare a brief summary assessment of the program's strengths and weaknesses as well as opportunities for the future and external threats facing the program. This should be accompanied by a specific action plan that describes specific steps to be taken to maintain strengths, correct weaknesses, address threats, and take advantage of opportunities.

D. *Culminating Meetings with the Dean and Provost's Office*
The dean will review the materials (self-study report, reviewer's report, SWOT analysis, and proposed action plan) and meet with the department chair (or equivalent), program leadership, and graduate dean (if relevant) to discuss the review and develop a final action plan including timelines and responsibilities for completion.

The dean will submit the review materials in sections A through C to the Provost's office together with 1) a summary of the key findings of the review (1-2 pages) and, 2) the action plan for improvement developed in collaboration with the program (1-2 pages). The provost (or designee) may approve the action plan as written or may schedule a meeting with the department chair (or equivalent), program leadership, and college dean to discuss the program and plans for improvement. Once approved by the provost, the department and dean are responsible for implementing the action plan.