# Appendix A:   Program Review Criteria Table

**The primary purpose** of Program Review is to assess the educational quality of academic programs along a number of dimensions to provide information to develop and then implement action steps to improve the quality of academic programs. Although faculty reflect continuously on the program effectiveness when they teach and advise, Program Review is a more structured reflection that often results in changes to the program.

**A secondary purpose** is to provide information about the program to inform decisions and then develop and implement action plans to impact the size of the program.  Options would include maintaining the size of the program, increasing the size of the program, reducing the size of the program, or deleting the program.

**Quality of program** ⟶ **potential action steps** ⟶ **resources implications** ▶ **action steps**

**Recommendation on impacting program size** ⟶ **resource implications** ▶ **action steps**

**Summary ratings:**

> **Quality of program**
>
> **Modification on program size** ⟶ **Resources needed**

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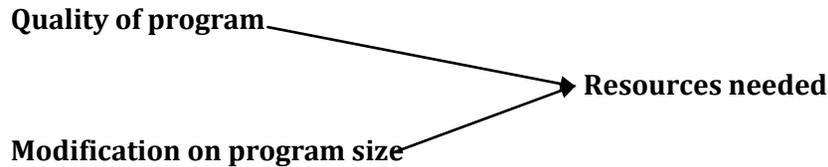
**Assessing quality:**  Quality is a conceptual variable.  To assess quality we need to identify possible indicators of quality and then operationally define the underlying indicators.

Indicators of quality include both input variables and outcome variables.  While both are important, greater weight should be assigned to outcome variables.

Input Variables ⟶ Quality of program ⟶ Outcome Variables

| Program Quality Indicators | Relevant Questions | Data Definition | Data Source |
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| **Environmental Variables** | | | |
| **1. Description of program including purpose and goals.** | | | |
| A. Relevance of program purpose and goals | Broadly stated, what are the educational purpose and goals of this program?  When were they last reviewed?  What was the process? Who was involved? Did it lead to revision? | Statement of program mission, purpose and goals from assessment plan and Bulletin description. | Assessment Plan (WEAVEonline)<br><br>Current Bulletin |
| B. Relationship of program to university and college mission | How are the program purpose and goals related to the university and college mission and goals? | Alignment of program with college and university mission and goals | President's  and College websites: http://www.cmich.edu/Office_of_the_President/University_Mission_and_Values.htm<br><br>Narrative |
| C. Clarity and communication of program goals | How are the program purpose and goals communicated to students? | Narrative | Narrative |
| **2. Current and Future Demand** | | | |
| A. Student demand | What is the trend in student demand over the past 5 years? How do you explain changes? Is there student demand that the program cannot meet? How is the program marketed to students? | Number of signed majors/ minors, number of intended majors | *Student Enrollment Profiles by Program Reports*<br><br>*Intended Majors of First-time Freshmen Reports*<br><br> ACT Student Information - Planned College Major Report: http://www.cmich.edu/OIR/Reports/Program_Reports.htm#ACTMajor |
| B. Employment forecast | What are the employment opportunities for program graduates? What is the trend for employment 5 years from now? How has the program taken | Labor statistics (US and MI) showing future demand | *U.S. Bureau of Labor Statistics*<br><br>*Michigan Labor Market Information*<br><br>Michigan Postsecondary Handbook, Public Four- |

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| | employment forecasts into account | | Year http://www.michigan.gov/mistudentaid/0,1607,7-128-38193_38211-134448--,00.html  U.S. Bureau of Labor Statistics http://www.bls.gov/data/#projections |
| **Input Variables** | | | |
| **3.   Quality of Enrolled Students** | | | |
| A.   Academic characteristics of enrolled students | Is there effort to analyze the characteristics of incoming students? Are the faculty aware of these characteristics? Is the program responsive to the characteristics of the students? Are there opportunities for informal student/faculty interaction? | Mean HS GPA, ACT Scores, transfer GP GRE, GMAT or equivalent for graduate programs | *Student Enrollment Profiles by Program Reports* |
| B.   Student characteristics – do they reflect the diversity in the field? | How does the diversity of students enrolled in the program compare with the diversity in the field? What efforts are made to recruit a diverse student population? Do all groups of students demonstrate the same retention and graduation rates? If not, what are the plans to correct disparities? | Gender and ethnicity percentages | *Student Enrollment Profiles by Program Reports* Demographics of field Recruitment plan |
| **4.   Quality of Program Faculty** | | | |
| A.    Degrees, rank, TT/temp, date of hire | What is the distribution of faculty in the program? Is this the optimal use of faculty resources for program delivery? Do the faculty represent the diversity in the field?  Is there a | Highest degree, TT/temp, rank, date of hire Gender and ethnicity percentages | OFIS report Demographics of field Narrative |

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| | critical mass of faculty to teach in the program and to supervise students? | Analysis of FTE and SCH production<br><br>% of faculty who are graduate faculty | |
| B. Research/ Creative activity – including publications with students | What percentage of the program faculty are research active? What percentage engage in research with students? Are there differing modes of scholarship among the faculty? Do the faculty bring results of their research to the classroom? | Intellectual contributions, creative activity, presentations, funded grants, % of research-active faculty | OFIS reports<br><br>ORSP data |
| **5. Review and Analyses of Curriculum** | | | |
| A. Competitive, relevant | How do the goals of your program compare to the goals of similar programs at other institutions?<br>What are the characteristics of other exemplary programs? What recent trends/changes have occurred in the field? Does this program prepare students for employment? | Compare to standards or programs at other universities Alumni/employer comments | Professional or accreditation standards<br><br>*Michigan.gov, Michigan Postsecondary Handbook, Public Four-Year* |
| B. Appropriate sequencing of content and prerequisites | What is the plan for the program and how was it determined? Is there a common core of courses taken by all students? Does this sequence of courses reflect the most efficient program? Do the courses build on one another? When was the curriculum last reviewed? What changes were made? Does the curriculum introduce students to the methodology of the discipline? | | Narrative, transcript analysis<br>Discussion among faculty, analysis of learning outcomes |

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| | Are there bottlenecks that prevent students from advancing in a timely manner? What steps have been taken to remove these barriers? | | |
| C. Capstone experience – does it exist? Is it effective? | Describe the capstone experience. Does it allow for integration of knowledge and methodology common to the field? Does it challenge students to problem solve and deal with the societal and ethical issues of the field? If there is no capstone experience, explain why. | Alumni/employer/graduating student feedback Comments from internship or student teaching supervisor if appropriate. | Survey of students, employers, faculty |
| D. Does the program prepare students to live and work in a global and diverse environment? | Are there internship or summer employment opportunities for students? Do these experiences connect to employment opportunities in the field? | Analysis of curriculum Evidence of content on global issues | Narrative with examples |
| **6. Program delivery - Best practices pedagogy** | | | |
| A. Effective teaching | How does the program encourage high quality teaching? What mechanisms exist to improve teaching? What mechanisms exist to connect faculty who teach the same or similar courses to facilitate planning? What mechanisms exist to mentor new faculty? If graduate students teach in the program are they well trained and supervised? Are teaching evaluations taken into account when making teaching assignments related to this program? | Mean SOS item #8, GA teaching survey results Teaching Awards Use of small groups, problem-based learning, development of critical thinking skills | *Faculty Evaluation Reports,* *Off-campus Programs, Academic Program Prioritization* OFIS reports Observations Grad student training, mentoring of new faculty |
| B. Research in scholarship of teaching and learning | Are any faculty engaged in the scholarship of teaching? Do they | Faculty publications, presentations on teaching | OFIS report Seminar schedule, special event, regular study groups |

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| | serve as a resource for others? Are there opportunities for the faculty to regularly discuss teaching strategies? | Faculty discussion around pedagogy | Dates of MCS updates |
| C. Recent course redesign | What courses have been redesigned? When? What was the nature of the redesign? What teaching techniques, such as small group learning, team teaching, etc, are present in the program? | Description of revisions and why | Narrative |
| D. Use of technology | What instructional technologies are used in the program? How do you know if they are effective? Are they available to all students in the program? | Description of innovative and appropriate use of technology | Narrative |
| **7. On-line availability** | | | |
| A. Is the complete program available on line? | | Yes or no | |
| B. Which courses are available on line or in hybrid format? | | List of on line and hybrid courses Description of delivery | Narrative |
| C. Plans for on line or hybrid delivery | | Courses or entire program delivery | ProfEd list Narrative |
| **8. Resources** | | | |
| A. Facilities | Are the program facilities adequate? Are they safe? Is the equipment what is needed? Is it current? | Adequate, safe | Floor plans, safety inspections, comparison with other institutions |
| B. Library Holdings | | Discussion with librarian on holdings | Program Review Library Survey |
| C. Technology | | Discussion with technology team | Program Review Technology Survey |
| Outcome Variables | | | |
| **9. Student Learning** | | | |

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| A. Assessment of Student Learning Outcomes | What are the intended educational outcomes of the program? Have the faculty discussed the assessment results? Did any changes result from the analysis of SLO? Is there opportunity for students to reflect on their learning and provide feedback? | Evidence of SLO | Annual Assessment Reports (WEAVEonline) |
| B. Quality of theses, dissertations, honors papers, capstone papers, presentations, etc. | Do students complete a capstone experience? How is this experience reviewed for quality? How is this information used for program improvement? | Analysis of quality | Results of jury<br>Awards<br>Rubrics |
| C. Scores/pass rates on standardized tests | Are standardized tests taken by the students in the program? Are they taken by all students or a select group? How are the results used for program improvement? | Standardized tests given to all graduates<br>Graduate/professional school admission tests<br>Certification tests | ETS field tests, ACS<br>MCAT, GRE, etc<br>*MTTC Results,*, accounting tests, etc. |
| D. Mean cumulative GPA at graduation, cumulative hours to graduation, years to graduation | What is the mean GPA of graduates? Is it appropriate? What percentage of students enrolled in the program graduate? Could this number be increased? How long does it take for students to graduate? How many credits does the average graduate have at graduation? How does the program justify that number of credits? Has there been discussion among the program faculty of student time to graduation and number of credits at graduation? | Mean GPA of majors/ minors at graduation<br>Number of credits at graduation<br>Time to graduation | *Student Graduation Profiles by Program Reports* |
| **10. Student scholarship and creative activity** | | | |
| A. Student publications, presentations, grants, and creative activity | Do students engage in research or creative activity that leads to publication or presentation? | Evidence of student scholarship with or without faculty co-authorship | OFIS reports with student co-authors<br>Department records, SCREE |

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| | What is the quality of these activities?  What percentage of the enrolled students engage in research or creative activity? How are faculty rewarded for mentoring student research or creative activity? | Graduate programs should present evidence of the quality of the theses | Awards |
| **11. Student Accomplishments after Graduation** | | | |
| A. Graduate/Professional school acceptance | Are the intended outcomes for the program the most appropriate for preparation for professional/ graduate school? What is the number of graduates applying for admission to professional/ graduate schools and what is the acceptance rate? What are the recommendations for program improvement from those who have gone on to professional/ graduate school? | Evidence of successful completion of professional/ graduate programs | Number of students accepted Quality of schools Survey  or focus groups of students in professional or graduate schools |
| B. Employment | Are the intended outcomes for the program the most appropriate for employment? What does the program do to prepare students for employment? What is the number of graduates who gain employment? Has the program incorporated recommendations of graduates and employers for program improvement? | Evidence of successful employment Evidence of advancement | Number of students employed after 1, 3, 5, 10 years Employer survey data/focus groups |