



# Program Review Process Overview



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# Meeting Overview

- Program Review Process
  - Information can be found under the ‘Program Review’ tab on the Academic Affairs website
  - Purpose and Overview
  - Timeline
  - Sections
    - Difference in process for Accredited and Non-accredited Programs
  - Support
- Questions



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# Program Review Purpose

- Required by the Higher Learning Commission as evidence of the university's commitment to continuous quality improvement
- Provides an opportunity to reflect on the current state of the program, highlight achievements, and determine opportunities for enhancement
- Process revised in 2018-19
  - Transition year 2019-20
  - Some accredited programs reviewed this year
  - Both 20-21 and 21-22 scheduled programs reviewed in 21-22



# Overview of the Process

- **Programs to be Reviewed**
  - Distinct programs (majors, concentrations, graduate degrees, stand-alone minors, and stand-alone certificates)
  - Honors and General Education programs
  - Programs on hiatus are not reviewed
- **Schedule**
  - Programs are reviewed every seven years
  - Accredited programs are reviewed according to their accrediting schedule; however, they need to be reviewed within the 7-year CMU cycle.



# Timeline

- Program Review is a 7-year cycle
  - Year 1 - Program Review conducted
  - Year 2 - Outcomes implemented
  - Years 3 thru 7 - Data collected for the next review cycle
- Year 1
  - Spring semester prior to review year:
    - Planning process begins
  - Fall semester:
    - Compile information, drafting the self-study, and identify potential external reviewers
  - Spring semester:
    - Finalize self-study and sent to external reviewer(s)
    - Reviewers visit campus and submit their reports
    - Completed all documentation
    - Follow-up meetings with the Dean and Provost's office



# Program Review Components

- **Internal Program Review**
  - (A) Self-study
  - (B) External Review
  - (C) Summary of Strengths, Weaknesses, Opportunities, and Threats
  - (D) Plan for Improvement
- **Externally-Accredited Programs**
  - Documentation of successful accreditation
  - Sections (C) and (D) above



# Section A: Self-Study Components

- **Goals and Vision of the Program**
  - What are the educational goals?
  - How are they communicated to students?
  - What is the vision for the future of the program?
    - 1-2 paragraphs
- **Alignment with CMU's Strategic Plan:**
  - How does the program contribute to the goals and objectives of the University's Strategic Plan?
    - Summarize quantitative outcomes using the data presented in other sections of the Review
      - 1-2 pages of bullets with brief narrative



# Self-Study Components

- **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 and 1-2 paragraphs of narrative
- **Program Faculty**
  - List program faculty and their role (e.g., who is engaged in teaching, advising, mentoring)
  - Summary of faculty expertise and major achievements over the prior 5-years
    - 1 page summary and Appendix listing individual faculty achievements



# Self-Study Components

- Program Resources
  - Assessment of space, personnel, and other resources (include library and IT support)
  - Is the program adequately supported?
    - If not, identify key deficiencies.
    - Compare instructional costs with those at other institutions based on data from the Delaware study.
- Provide table showing Delaware comparisons and 1-2 pages of narrative



# Self-Study Components

- **Program Assessment**
  - Evaluation of student learning outcomes assessment results over the past 5 years
  - Discuss how assessment results have guided program improvement
- 1-2 pages and include Assessment Reports and questions as an Appendix



# Self-Study Components

- **Student Success**
  - Graduation rates within your program over the past 5 years
    - 4 and 6-year graduation rates, average time to graduation, impediments to 4-year graduation
  - Plans for improvement
    - Scholarly and creative accomplishments of students and success after CMU
    - Discuss ways to enhance student success
- Provide graphs and/or tables and 2-4 pages of narrative.



# Self-Study Components

- **Diversity**
  - Demographic data on students, faculty and staff within the context of internal and external comparators
  - How does the diversity of recent faculty hires compare with the demographics of the potential pool?
  - Graphs and/or tables and 1-2 pages of narrative
- **Community Engagement**
  - Program-specific community engagement and assessment of effectiveness.
  - Provide graphs and/or tables and 1 page of narrative



# Self-Study Components

- **Outcome of Prior Program Review**
  - Summary of the most recent Program Review action plan for improvement and data to assess outcomes
  - Provide graphs and/or tables and 1 page of narrative
- **List Contributors to the Self-study Report**
  - 1 page
- **Summary**
  - What's going well, what needs improvement, and how the program can be improved to take advantage of emerging opportunities
  - 1-2 pages



# Data Sources from APA

- APA Data Sources for Annual Reports
  - Student Enrollment Profiles by Program
    - majors, minors, areas of interest, certificates, graduate programs, doctoral programs
  - Student Graduation Profiles by Program
  - Delaware National Study
    - Five-year comparison – Department level ONLY
  - FYES FTE Teaching Ratios
    - Department level ONLY



# Other Data Sources and Requests

- Persistence and Graduation Rates Dashboards
  - Undergraduate majors and graduate programs
- **Digital Measures/OFIS**
  - Faculty Achievements
  - Community Engagement
- Data Requests
  - Allow a minimum of ten business days
  - Cannot break down certain information (FYES/FTE Ratios)
  - Helpful for programs not included in Dashboards



# Section B: External Reviewers

- Feedback required from one or two, external reviewer(s)
  - Department provides list of reviewers to the Dean
  - Colleges provide up to \$2,000 for an honorarium (\$1,000) and travel expenses for the first reviewer
  - Provost covers, up to \$2,000, for a second reviewer if needed.
- At least two weeks prior to the campus visit, Dean provides reviewers with the self-study, general information about the dept./CMU, and specific questions to guide the review
- Reviewers meet with Dean, faculty, students, and other stakeholders, and holds a final exit interview with the Dean
- Within two weeks after the visit, reviewer(s) submit a report addressing program quality and opportunities for improvement



# Section C: SWOT and Draft Plan for Improvement

- After receiving the external reviewer's report, program faculty prepare a summary of the program's strengths and weaknesses as well as opportunities for the future and external threats facing the program
- The SWOT is accompanied by an Action Plan describing specific steps to be taken to maintain strengths, correct weaknesses, address threats, and take advantage of opportunities



# Section D: Culminating Meetings

- Dean, Department Chair (or equivalent), program leadership, and Director/Graduate Studies (if appropriate) meet to discuss the Program Review and develop a final Action Plan including timelines and responsibilities for completion
- The Dean submits the following materials to the Provost's office:
  - Full Program Review document
  - Summary of the key findings (1-2 pages)
  - The Action Plan for program enhancement (1-2 pages)
- The Provost (or designee) may:
  - Approve the Action Plan as written; or
  - Meet with the Dean, department chair (or equivalent), and program leadership, to discuss the program and plans for enhancement
- Once approved by the Provost, the Dean and department personnel are responsible for implementing the Action Plan.



# Questions



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