

## **Purpose and Requirements for Academic Program Review**

### **A. Purpose of the Instructional Program Review**

Mayville State University is responsible for the evaluation of undergraduate academic programs at least every seven years and graduate academic programs at least every ten years. The purpose of instructional program evaluation shall include but need not be limited to assessments of the current level of program quality, means to improve program quality, relationship of the program to the mission of the institution, and program productivity.

All reviews should be based on the principles contained in this document, as well as relevant Board policies. The results will be evaluated by the Mayville State University Administration and be available for reporting to the Board. [See NDUS Board Policy 403.1.2]

### **B. Objectives of the Instructional Program Review:**

Regular review of existing programs is designed to enhance the effectiveness and efficiency of programs offered by MSU. The objectives of the program review are:

1. To determine whether the program is meeting its goals and objectives
  - a. Identify the needs and unique circumstances of the program(s) being reviewed in relation to its goals and objectives;
  - b. Recommend revisions of the program goals and objectives;
  - c. Recommend structural changes in the program;
  - d. Recommend priorities for allocation/reallocation of resources within the program.
  - e. Improve program productivity;
2. To determine how the program develops the University's mission and addresses the needs of the state
  - a. Identify the needs and unique circumstances of the program(s) being reviewed in relation to the University mission and the state;
  - b. Recommend structural changes in program's administrative units;
  - c. Recommend priorities for allocation/reallocation of resources within the University to ensure overall institutional financial equilibrium.

### **C. Types of Academic Program Reviews**

#### *1. Instructional Program Reviews*

The University to meet the purpose outlined above should initiate periodic reviews of each program at least every seven years for undergraduate programs and at least every ten years for graduate programs. Currently, all new programs approved by the Board are to be reviewed five-years after they are initially approved (within one year following the graduation of the first class). The institution shall submit to the Commissioner (now Chancellor) a summary of the findings and the follow-up plans.

## 2. *Accreditation Reviews*

Mayville State is subject to three accreditation reviews. Council for the Accreditation of Education Preparation (CAEP), Commission on Collegiate Nursing Education (CCNE) and Higher Learning Commission (HLC) are included in this category. In some cases, MSU may conduct institutional program reviews of programs that are also subject to accreditation reviews. In most cases however, the accreditation review will not constitute the program review.

## 3. *Institutional Review of the Essential Studies Program*

The faculty of Mayville State University feels that the essential studies requirements and the adequacy of the courses offered to meet those requirements should be reviewed every seven years. This review will be one of the responsibilities of the Essential Studies Sub-Committee. The essential studies review will document the institutional philosophy of essential studies or general education, including explanations for institutional requirements; reasons for relative emphases on skills and on content; and discussion of integration and coherence between and among essential studies requirements and the academic majors. It also addresses institutional assessment as applied to the essential studies program.

## **D. Process for Instructional Program Reviews**

The Vice President for Academic Affairs will consider each program's review history and decide which programs should be reviewed. The process will include:

1. Specify a program for review. The Vice President for Academic Affairs will maintain a seven and ten year review cycle (or less when appropriate) for all academic programs.
2. Notify the appropriate Division Chair who will appoint appropriate division members to assist in the review process.
3. The division will consult with faculty, staff, students, and others to develop the review report, with recommendations. The program evaluation may include assessment activities as stated in SBHE Policy 403.1.2 such as:
  - a. site visit by and review by a qualified consultant which may be from another institution.
  - b. review by one or more faculty members from another program within the institution.
  - c. assessment of student learning.
  - d. survey of program alumni to determine their current positions and opinions of the program.
  - e. survey of current students to determine whether the program is meeting their needs.
  - f. review and advice from the program advisory council or other representatives of the employers of program graduates.
4. The division submits the report to the Vice President for Academic Affairs.
5. The Vice President for Academic Affairs will discuss the report with the division chair and decide on follow-up actions.
6. The Vice President for Academic Affairs will forward a complete copy of the report to the University President. Upon approval by the President, the VPAA shall submit an Executive Summary and letter of planned follow-up actions to the Vice-Chancellor for Academic Affairs at the North Dakota University System (NDUS) office.

## **E. Outline of Instructional Program Reviews**

The following sample format is provided to assist with the review process, the format may vary but the information requested in the sample must be contained in the self-study.

### **PROGRAM DESCRIPTION**

1. **Goals and Objectives.** Provide a statement of the goals and objectives of the program and describe any changes that have occurred since the program was implemented or last reviewed, including the extent to which the program has successfully dealt with the concerns of the preceding evaluation. In an appendix, attach copies of any printed program information such as catalogue text, brochures, and other pertinent information describing the program.
2. **Context.** Describe the context for the program, including its relationship to the University's mission and its long-range plans, and to other academic programs within the NDUS System if appropriate. Also, compare it to similar types of programs in the region and nation.
3. **Need.** Discuss what needs are being met by this program and whether these needs could be met more effectively through collaboration with other programs. If so, discuss how collaboration might occur.

### **PERSONNEL**

1. **Faculty.** Discuss any changes in the faculty participating directly in the core and elective courses. Indicate to what extent new faculty members have been recruited. Append short vitae for the core faculty along with a list of names and departments of other faculty associated with the program.
2. **Administrative Structure.** Describe the current administrative structure for the program, including the relationship between program faculty and their areas of concentration within the program. Also describe the relationship and interaction among the program faculty who are from different departments or from different schools.

### **STUDENTS**

1. **Enrollment Trends.** Review, verify, and analyze the enrollment trends pertaining to the degree program and degree recipients contained in data provided by the University.
2. **Degree Recipients.** Provide information about the post-baccalaureate employment or graduate training of degree recipients.
3. **Projected Enrollment.** Discuss the potential for future enrollment in the program as related to past enrollment and existing resources. In addition, project enrollments and graduates for the near future.

### **PROGRAM DESCRIPTIONS AND EVALUATION**

1. **Curriculum.** Provide any changes in the initial list of foundation and core courses for the program, and a sample sequence of courses taken by the majority of students in the program.

Include additional sequences if there are multiple areas of specialization or application within the program.

2. **Assessment.** Use current assessment data to evaluate the program's success in meeting the stated objectives, including assessment of student learning.
3. **Concerns.** Describe any problems that the program is facing and provide recommendations for resolving them.

### **ACADEMIC SUPPORT SERVICES**

1. **On-going Support.** Describe the physical facilities, capital equipment, library resources and supplies that sustain the program.
2. **Additional Support.** Discuss any special programs, faculty, or outreach activities designed to enhance the program.

### **FINANCE**

1. **Program Cost.** Show program cost information, including cost-per-credit, cost-per-student, and the number of graduates in the last 3 years, and individual faculty student credit-hour load. Provide comparisons with similar programs, if available.
2. **Budget Requirements.** Discuss whether the current operating budget is adequate to assure program quality. If additional support is needed to sustain program quality, indicate the areas affected and the amount and source of future funding for these areas.
3. **Capital Requirements.** Discuss any capital budget expenditures necessary to sustain the program and provide an estimate of costs.

### **FOLLOW-UP ACTIVITIES**

1. Provide an action plan to improve program quality.
2. Provide an action plan to improve program productivity.

### **SUMMARY**

1. **Summary Evaluation.** Summarize the program's overall effectiveness with respect to the review objectives. Indicate any observed obstacles to the fulfillment of the original objectives and the measures taken to overcome those obstacles. Describe the contributions of the program to the teaching, or mission of other departments, the university as a whole, or the community.
2. **Preceding Evaluations.** Address how the program has dealt with the concerns of any preceding evaluations.

3. Recommendations. Recommend action for continuation of this program, for revision of the program, or discontinuance of the program.

#### **EXECUTIVE SUMMARY**

1. The Executive Summary will be a short (1 to 3 page) summary of the review. Include short, pertinent statements from each of the seven areas of the report.
2. Vice-President for Academic Affairs letter. The Academic Vice President will include a letter with the Executive Summary that will explain the action that he/she will take to follow up on the recommendations of the review. This letter will make the entire report available upon demand.

#### **F. Reporting of Instructional Program Review**

The University will forward elements of the program review to the appropriate state administration. This report should include:

1. An executive summary of the findings of the review (but not the complete review).
2. The Academic Vice President's letter explaining the action that he/she will take to follow up on the recommendations of the review.

This policy allows the complete review, with details of personnel and programmatic issues, to be permanently filed at the school/college level.

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**Sponsor: Vice President for Academic Affairs**