UNIVERSITY OF MINNESOTA CROOKSTON

PROGRAM REVIEW PROCESS AND PROCEDURES

Program reviews are required by the Higher Learning Commission. This process meets those requirements as well as insuring our programs are relevant and of high quality. The process is designed to provide a framework for quality improvement. The Vice Chancellor of Academic Affairs (VCAA) maintains administrative authority over the program review process.

Highlights of the Academic Program Review Process

Purpose:
• To ensure curriculum relevance
• To examine curricular efficiency
• To ensure student achievement goals, student enrollment goals, teaching and learning goals, and programmatic goals are achieved
• To evaluate course and program outcomes and assessment practices
• To assist in meeting standards and requirements of the University of Minnesota Board of Regents and the Higher Learning Commission
• To recognize program strengths, and yield recommendations for program improvements, changes, and (in some cases) termination
• To evaluate how the program fits UMC’s strategic plan

Key Features:
• Six-year cycle
• Annual updates including:
  o Response addressing concerns from the previous program review
  o Basic enrollment, retention, and graduation data
  o Summary of assessment activities
• Two-semester review process as specified in timeline
• Cooperative effort by department faculty and department head with input and data from Director of Institutional Effectiveness
• Comprehensive report, including recommendations
• External review
• Response to external review by program
• Reviewed by Program Review Committee
• Modified process determined by Program Review Committee for externally accredited programs

Initial approval by Faculty Assembly April 26, 2013; revised April 2015; revised November 20, 2015
Roles and Responsibilities, Documents, Resources, and Timeline

Roles and Responsibilities

The responsibilities summarized in this section are typical activities for each of the key roles. They are not all-inclusive and may shift or expand, depending on the program under review.

Program faculty conduct the program review self-study, recommend external reviewer(s), and respond to feedback from external reviewer(s), department head, and the Program Review Committee. Program faculty are also responsible for implementation of program changes, subject to availability of necessary resources.

The Institutional Effectiveness director oversees UMC’s program review process, initiates an overview meeting in the spring with faculty conducting program reviews in the following academic year, provides standard program review data sets, and serves as consultant to the program faculty throughout the review process. Where feasible, the Institutional Effectiveness director provides additional data upon request. The Institutional Effectiveness director will coordinate with Development and Alumni Office, the Career and Counseling Center, the Admissions Office, the Registrar, and University Relations to provide other data, as necessary.

The department head is responsible for working with program faculty to ensure that the program review is conducted according to schedule. The department head engages the services of an external reviewer(s) after consultation with the faculty and provides feedback on the review. The department head also works with the program faculty to implement program changes.

The program’s Program Improvement Advisory Committee (PIAC) provides feedback and suggestions for program improvements.

The Program Review Committee reviews completed program reviews, provides campus-wide perspective on the findings and recommendations of the program review, and advises the VCAA on actions (e.g., maintain six-year cycle with no interim report, approve conditionally based on response to concerns, suggestions for improvements) to be taken in response to completed program reviews and on the program review process.

The VCAA maintains the six-year program review schedule, determines the structure of the Program Review Committee, convenes the Program Review Committee, and responds to the completed review. The VCAA has the authority to grant requests for release from teaching or summer stipends due to program review.

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Documents

Program review documents will reside in Campus Labs (or its successor). See Appendix A for the outline of the program review report.

Resources

Conducting the six-year review is a substantial body of work for program faculty members. In recognition of the time required to complete the work, up to three credits of release time (or an equivalent summer stipend) may be granted per program review for the time period in which the majority of the program review work is being done. Release time and summer stipend may be combined for a maximum of three credits per program review.

Faculty with a lead or co-lead role in preparing their program’s review may request release time for fall or spring semester. Faculty leads or co-leads on a 9 or 10-month contract who are doing the majority of the program review work during the summer may request a stipend. Stipends for leads or co-leads will not be considered for fall and spring semester work.

See Appendix B for the form to request release or summer stipend.

Timeline

The standard timeline for program review is:

1. Overview meeting by March 31 of the academic year prior to the program review
2. Request for course release or summer stipend due to department head by April 30
3. Standard program review data set provided by May 15
4. Program review written by January 1
5. External review by February 15
6. Response to external review by March 1
7. Program Review Committee review completed by April 15

The timeline can be modified by mutual agreement between the program faculty, department head, and VCAA.

This procedure will be reviewed a year from the approval date on an annual basis.
Appendix A

Program Review Outline

I. Executive Summary

II. Program Details
   A. Program overview
      Include the following:
      - Program mission statement
      - Major goals of the program
      - Brief history of the program
      - Demand and documented need for the program (program benefits overview)
      - Alliances, collaborations, articulation, and internship agreements
   
   B. Program curriculum
      Include the following:
      - Review of course documentation (course descriptions, outcomes, and syllabi)
      - Description of the curriculum
      - Curriculum map
      - Internal curriculum coherence
      - Major curriculum revisions and/or innovations (e.g., diversifying or internationalizing the curriculum, infusing sustainability)

III. Profile of Faculty
   A. Faculty credentials, qualifications, and expertise
      Include the following:
      - Faculty CV’s
      - Scholarship activities, grant and research activity
      - Service
      - Professional development (recent activity and future plans)
      - Faculty diversity

IV. Student Enrollment and Graduate Outcomes
   A. Trends and targets for program enrollment
      Include the following:
      - Student enrollment
      - Degree completions
      - Retention and graduation rates for NHS
      - Retention and graduation rates for NAS
      - Recruitment plans for NHS and NAS
      - Student diversity

   B. Summary and analysis of graduate outcomes (employment and/or further education)
      Include the following:
      - Graduate survey results

   C. Employer and/or PIAC feedback
   
   D. Student engagement initiatives
      Include the following:

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• Advising activities
• Outreach and community engagement

V. Assessment of Learning Outcomes
   A. Assessment of program level student learning outcomes
   B. Assessment of UMC core competencies

VI. Resources
   A. Analysis of Current Resources
      Address the current state of resources, including FACILITIES, EQUIPMENT, TECHNOLOGY, PERSONNEL, and any other resources key to your program. Be sure to address:
      • Appropriateness of current status to support program needs
      • Identification of future needs with rationale
      • Life cycle replacement plan when appropriate
   B. Operating Efficiency
      Include the following:
      • Teaching loads and average class sizes
      • Additional support activity (e.g., time spent advising, support for student clubs, campus committees, accreditation and/or assessment work)

VII. Summary of Findings, Strategic Goals, and Future Actions
   A. Strategic plan for the program
      Include the following:
      • Future directions in the field and program response
      • Program strategic goals for the next 6 years
   B. Questions for Reviewer(s)
      Indicate any key areas from which you as a program would like feedback from external reviewer(s), department heads, and/or Academic Affairs
Appendix B

Request for Release or Summer Stipend

Requests for course release or summer stipend are due to the department head by April 30 of the spring preceding the review year.

Date: ____________

Program to be reviewed: _______________________________________

Faculty member(s) leading or co-leading the program review. If co-leads, please describe the program review responsibilities of each co-lead.

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Request is for:

____ Release
____ Summer stipend

Provide the rationale for the release or summer stipend below. Include a timeline of the work to be done during the fall or spring semester (for release requests) or summer (for stipend requests).

Requested by ___________________________ Date ________
Signature of Lead

Requested by ___________________________ Date ________
Signature of Co-Lead

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Department Head response:

____ Request supported

____ Request not supported (provide rationale)

______________________________________________  Date ____________

Department Head Signature

VCAA decision:

____ Request approved (provide details)

____ Request denied (provide rationale)

______________________________________________  Date ____________

VCAA Signature