

**EASTERN MICHIGAN UNIVERSITY  
DIVISION OF ACADEMIC AFFAIRS**

# **PROGRAM REVIEW DEPARTMENT MANUAL**



# **PROGRAM REVIEW AT EASTERN MICHIGAN UNIVERSITY**

**2001-2011**

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## **Program Review at Eastern Michigan University 2000-2010**

### Definition and Purpose of Program Review

Academic program review has become an important function on most university campuses during the past two decades (Kells, 1995). It is a widely accepted tool for assessing such factors as program quality, effectiveness, demand, benefit, and efficiency (Conrad and Wilson, 1985). The program review process should be closely connected to an institution's mission and to a comprehensive strategic planning process that encourages the institution to examine its strengths and weaknesses and develop a plan on the basis of those findings. That plan will include steps to implement and evaluate recommended program changes in a continuous loop of goal - action results - goal activities (Michael 1998).

Eastern Michigan University's mission statement asserts, "the University's principle responsibility is to provide academic programs in a learning environment that promotes academic and personal excellence." To that end, the purpose of Program Review is to provide the faculty, academic administration and Provost's office with the information they need to accomplish the following six primary tasks:

- A. To provide information that enhances continuous quality improvement.
- B. To strengthen academic programs deemed to be of high quality and that are closely aligned with the institution's mission.
- C. To identify and assist programs capable of maintaining or increasing student enrollments.
- D. To tie the budget process to Program Review results to maximize the use of limited resources.
- E. To identify and assist programs that are considered to be marginal but have the capacity for significant improvement through implementation of a plan of action approved by Divisional administrators.
- F. To discontinue/eliminate programs that are no longer making essential contributions to the institutional mission. Few academicians would argue against the need to have established procedures for ensuring curriculum and program renewal. The academic community agrees that the vitality of an academic institution lies in its ability to engage in a continuous self-renewal.

### Philosophy of Program Review

Program Review at Eastern Michigan University is undertaken for the purpose of program improvement. The Division of Academic Affairs views Program Review as formative and constructive, rather than summative and judgmental. Reviews identify present strengths and challenges facing programs, encourage and recognize what is good, suggest possible solutions to existing or anticipated problems, and promote constructive

change. Reviews assume that every program can be improved, and that regular program review directed toward identifying means for improvement is a major responsibility of faculty, programs, and departments (not the central administration).

### Types of Program Reviews

Barak and Brier (1990) classified program reviews into four basic types according to their primary motivation:

- (1) Formative Review – The primary responsibility for the review rests with the faculty connected with the program.
- (2) Summative Review – The review is usually conducted by persons external to the program to be reviewed. Generally, such reviews are conducted by departments, schools or districts, institutions, systems, and the state.
- (3) Public Relations Review – While not necessarily a whitewash, this type of program review tends to be self-serving and is not generally viewed as legitimate by professional evaluators. Responsibility for this type of review usually rests with those closest to the program.
- (4) Authoritative Review – The review is conducted primarily as an expression of the power of the agency or its leader. This may or may not produce a legitimate evaluation.

While formative review is the most important aspect of any program review, the use of summative reviews (i.e., external accreditations) is seen as an appropriate and valuable adjunct to self-review (Satterlee, 1992). Experience at Eastern Michigan University has clearly demonstrated the benefits of both internal and external review.

### Recent History of Program Review at Eastern Michigan University

Program Review was initiated at Eastern Michigan University in 1981. The system was initially greeted with suspicion by faculty and academic department heads because the University was facing major budget cutbacks and the future existence of Eastern Michigan University was questioned by the state legislature. That suspicion, coupled with the natural concern that people have when something new is initiated, led to the production of Program Review documents that were based upon "program documentation" rather than "program evaluation." Many of the Program Review documents produced under this system, while lengthy, lacked focus. As a result, there was a general feeling that many of these documents were of little value in determining the goals of departments and the success of departments in accomplishing academic goals.

In 1985 a new Program Review system was developed. This system employed the concept of "program evaluation." Each academic department was asked to state goals for each of its programs and evaluate success in meeting these goals. Departments were also asked to present a developmental plan, including required resources, for meeting these goals within three years. In most cases, follow-up actions on the part of academic departments were required.

To improve the Program Review system, a Program Review Task Force was formed in 1988. Based on the Task Force's recommendations, a modified Program Review system

was adopted in 1990. Following the implementation of the modified Program Review system, 197 academic programs were reviewed. Sixty-nine programs (35%) were required to implement program changes. Each of the 5 colleges was represented on the list of 69 programs. The focus of the required changes was on program improvement and related student learning, and not on the performance of individual faculty. The following numbers represent a breakdown of the categories where remedial action was required.

Continuation without Change	128
Continuation with Specific Changes Required	54
Probation	4
Phase out	<u>11</u>
Total	197

With the exception of the 11 programs that were phased out, most of the remainder have made the requested changes and the quality of these programs and enrollments in them have shown improvement. In a few cases, programs have remained on "Continuation with Specific Changes Required" or "Probation" status because the progress they made has not yet moved them to the "Continuation" category.

In 1998, with changes in personnel in the Office of the Associate Provost, and the increased emphasis of Eastern Michigan University on utilizing its formal assessment program and its specialized accreditation of academic programs, the Provost invoked a brief suspension of the Program Review system. During the spring and summer of 2000, the Program Review system was revised. The revision implemented ideas taken from exemplary program review systems developed at other universities (e.g., University of Northern Florida, 2000) and from more recent program review literature (Wergin, 1999). The Program Review Departmental Manual was rewritten and now includes guidelines for the identification of programs within a department, a description of the Program Review and the post-review program process, and outlines for writing the Program Review report and the post-review program report. A new schedule mandates separate reviews of all programs, both graduate and undergraduate, within a department in the same year, unless a department with multiple programs requests and receives permission from the Provost's office to conduct reviews of separate programs in successive years. In the case of interdisciplinary programs, the department receiving SCH credit is responsible for preparing the Program Review, with the participation of the other departments involved in the program.

### Goals of Program Review

The institutional goals of Program Review are to:

- A. Evaluate the viability, value, quality, effectiveness, and efficient use of resources of each of the academic programs at Eastern Michigan University.

- B. Integrate to the fullest extent possible program review/assessment activities with student outcomes, assessment, and accreditation self-studies.
- C. Contribute significantly to the University's effort to build a culture of academic quality (through use of program review as a diagnostic tool) and a reputation for quality outcomes and institutional accountability.
- D. Provide direction and priorities for the University that can be used for needs assessment, resource allocation, and future planning (program change may involve improvement, downsizing, elimination, consolidation).
- E. Provide information that enhances continuous quality improvement.

### Successful Program Review

A successful Program Review system regularizes the time frame for evaluation of institutional effectiveness, encourages continuous improvement, and facilitates accreditation or reaccreditation as well as the generation of meaningful annual planning and accountability reports. It should also document the ways in which each program contributes toward the fulfillment of the University's mission of providing the program in a learning environment that promotes academic and personal excellence.

According to Barak and Sweeney (1995) successful program review includes:

- A. Interest and leadership by department heads, deans, and vice presidents.
- B. A decision-making process that fits the institutional environment.
- C. Simple and readily understandable structures and policies
- D. Attention to each element of the decision-making process
- E. Realism about exactly what program review can contribute to institutional improvement, and the manner in which it functions.

### Assumptions Undergirding the Academic Program Review System

The following assumptions guide the implementation of the academic Program Review system at Eastern Michigan University:

- A. The academic Program Review process requires accurate, consistent, and current data that will be provided to Department Heads by the Provost's Office in cooperation with the Office of Institutional Analysis and Reporting at the beginning of each academic Program Review cycle.

- B. The appropriate program faculty and department head will prepare the academic program review report and, if necessary, the post-review program improvement plan. Eastern Michigan University's belief that, for the Program Review effort to be effective, faculty must have both ownership of, and responsibility for, assessment activities has been stated in all printed materials, including the brochure, "Questions and Answers about Assessment in the Academic Major at EMU," which was issued to all faculty and staff in September, 1993.
  
- C. The program will be the unit of analysis for the internal academic Program Review. Separate reports on each program within a department are expected, as are separate Program Reviews for undergraduate and graduate programs, unless otherwise approved by the Associate Provost.

- D. The academic Program Review process is tied directly to the resource allocation process within the Division of Academic Affairs and the Colleges. Academic Program Review results will be released at the end of the academic year so that budgetary actions can be undertaken as soon as possible.

### Determination of Programs in a Department

The University mandates Program Review, not department review. Most academic programs are housed within single academic departments; some interdisciplinary programs, for example, are not. The Division of Academic Affairs will maintain a calendar scheduling departments and interdisciplinary programs for academic program review.

This schedule does not indicate programs offered within each department. The Division of Academic Affairs will ask each Department Head prior to the beginning of the academic review year to prepare a list of the various programs offered within the department. The list will be advanced to the Provost for review and endorsement.

Although it is possible that a department may determine that it offers only one program, this conclusion should not be based on the convenience of conducting a single program review. Because the criteria for defining a program are not precise, the Department Head has a certain degree of flexibility in the identification of a program within the department. The Eastern Michigan University Academic Department Profile 1998-1999 (June, 2000) defines a program as "a valid curriculum and major combination regardless of whether any students are currently registered in the program. While many curriculum/major permutations are possible, in practice only approximately 1/3 are utilized, i.e., have registered students" (p. 3). The following guidelines for identification of a program should be applied:

- A. A program is an intellectually coherent set of curricular offerings that produces a measurable intellectual outcome.
- B. A program is sufficiently distinct as to require specific faculty commitments to the program.
- C. A program usually represents a choice of focus for students within the department. Sometimes such a choice is characterized as among "divisions," "tracks," or "emphases."
- D. A program is separately identified in the undergraduate or graduate course catalog.

Note: This is not intended to be an exhaustive list of what may be considered in designating a program within a department; it should help the Department Head in considering program structure within a department. The Provost will review each department's list of suggested programs for academic Program Review. The Provost is the final arbiter of the list of programs.

### The Program Review Schedule Cycle

Academic Program Reviews are based on a 10-year cycle. The reviews are scheduled in two four-year sequences, with a self-study for the North Central Association (NCA) of Colleges and Schools, and their subsequent visit and review, anchoring the cycle in the ninth and tenth years.

The 2001-2011 cycle of program review is outlined below:

<u>Year of Cycle 1</u>	<u>Program Evaluation Activity</u>	<u>Academic Year</u>
Year 1	1/4 of departments review & rate programs	2001-2002
Year 2	1/4 of departments review & rate programs	2002-2003
Year 3	1/4 of departments review & rate programs	2003-2004
Year 4	1/4 of departments review & rate programs	2004-2005

<u>Year of Cycle 2</u>	<u>Program Evaluation Activity</u>	<u>Academic Year</u>
Year 5	1/4 of departments review & rate programs	2005-2006
Year 6	1/4 of departments review & rate programs	2006-2007
Year 7	1/4 of departments review & rate programs	2007-2008
Year 8	1/4 of departments review & rate programs	2008-2009

#### Anchor Years

Year 9	Departmental NCA Self-Study	2009-2010
Year 10	NCA Visit and Review	2010-2011

The schedule of Program Review depends on a number of factors. Although the normal review schedule for each program will be every five years, a Program Review is optional in any year. When circumstances warrant, the Provost, the Associate Provost, the College Dean, or the Associate Vice President for Graduate Studies and Research may request more frequent reviews of a program. All of a department's programs will conduct academic Program Reviews in the same academic year, unless exceptions are granted by the Provost. Where possible and appropriate, Program Review within a department will be scheduled to coincide with an external accreditation review; program accreditation is neither the same as, nor a substitute for, the academic Program Review.

The Provost's Office is responsible for the Program Review schedule. The Associate Provost, in consultation with the College Deans and the Associate Vice President for Graduate Studies and Research, will propose a schedule of Program Review for the Provost's approval. All requests for variance from the master schedule shall be addressed to the Provost. A minimum of a four-year master schedule of departments whose programs will be reviewed will be maintained at all times, with copies distributed to the College Deans and the Associate Vice President for Graduate Studies and Research at the beginning of each fiscal year.

#### Guidelines for Program Review Reports

The following guidelines should be used in conducting Program Reviews. These guidelines should help (1) reduce the amount of documentation required in the Program Review progress and (2) focus the review on program goals, how well the program has done to date in meeting these goals, and the future actions needed to meet the goals. These guidelines are:

- A. The report will be goal oriented. Specific goals should be stated for the program and the attainment of those goals should be the focus of the program review report. The goals should reflect the university's mission and the departmental, college and divisional strategic plans. Goals for undergraduate programs and graduate programs will be separately identified
- B. The report will look at the program as a whole. The focus will be on the program, not on individual courses.
- C. The report will be forward-looking. It will focus not only on where the program has been but also on where the program wishes to go (its goals). Using data provided to or generated by the department, it will analyze and assess whether the goals are appropriate to the discipline, the needs of students in the program, etc.
- D. The focus of the report will be on assessment rather than on description. The report will evaluate progress toward program goals rather than merely document the status of the program. It will analyze available data, both quantitative and qualitative, that has been provided to or generated by the department, to assess the program's progress in meeting its goal. (For example, do responses from employers indicate the program is successfully preparing its graduates for the workplace, if such preparation is one of the goals of the program?)
- E. Recommendations will be expressed in terms of action. Recommendations for action will indicate who will do what specific tasks, and when.
- F. The Program Review process will be continuous. With appropriate input from faculty, monitoring will be conducted by the Department Head, the appropriate College Dean, the Associate Vice President for Graduate Studies and Research and the Division of Academic Affairs.

The structure of the undergraduate and graduate Program Review reports are found in Appendix A and B, respectively.

#### Components of the Program Review Process

The Department Head will be responsible for the conduct of a Program Review of all departmental programs (not including minors). The writing of Program Review reports should be directed by the Department Head, with the full participation of the program faculty. According to the EMU AAUP 2000 contract, before faculty in any department are requested to undertake a Program Review they shall be provided with the details of the Program Review process, including the timetable for reviews and the criteria to be applied in reaching decisions to continue or discontinue programs. As the Program Review develops and is written, all program faculty should have ample time and opportunity to contribute to the Program Review in its draft form(s) and as it will be submitted to the Provost.

The Program Review document should follow the outline presented in the section of this document headed Appendix A (for undergraduate programs) or Appendix B (for graduate programs). The Program Review should conclude with specific recommendations regarding the future of each program: continuation (maintenance at current level); continuation with specific changes (expansion, downsizing, restructuring or merging with another program); probation; or phase out (elimination). The Department Head will write a departmental overview report and make recommendations. Those recommendations should represent a consensus of program faculty and the Department Head. If there is disagreement, those differences will be stated as one or more minority reports attached to the Program Review document. It is essential that the main text of the Program Review document be succinct (approximately 25 pages excluding appendixes). However, programs may provide additional materials in the form of supplementary narratives, data, or evidence if they believe such additional material will enhance understanding of the character and circumstance of the program.

The Department Head is responsible for forwarding the Program Review materials, supporting documents and final recommendations to the Dean of the appropriate college. The Dean will evaluate all Program Review materials and rate each program according to the following scale:

- (1) Continuation
- (2) Continuation with specific changes
- (3) Probation
- (4) Phase out

The Dean's rating will reflect the program's viability, value, quality, effectiveness, and efficient use of resources. It will include not only a narrative justifying their recommended rating of the program, but also a recommendation to the Provost for any follow-up actions required.

The completed report will then be turned in to the Associate Provost for distribution to appropriate review entities. Those formal responses will, in turn, be submitted to the Associate Provost and taken into consideration.

The Associate Provost will follow up with, and facilitate, open discussions, including but not limited to, the Deans Advisory Council, Department Heads, Program Coordinators, and faculty, involved with each report, to address the responses generated. The emphasis of the meeting will be on validating observations and recommendations presented in the Program Review reports.

The Associate Provost will review the reports and all other materials submitted, will make recommendations, and will forward the reports, all other materials and his/her recommendations to the Provost for his/her decisions. Once the final decisions/ratings have been made, the Provost's Office will notify the Deans, Department Heads, and Program Coordinators of their respective ratings.

While under development, Program Reviews, Post-Review Program Improvement reports, external reviews, departmental self-studies, and related reports will be regarded as confidential; essentially, documents should be distributed within defined communities and not be generally accessible to the University community.

### Ratings

If the Provost recommends a Program Review rating of (1) Continuation, then the program will be reviewed in a five-year cycle, and no follow-up action will be required. If the Provost recommends a (2) Continuation with Specific Changes, the program will remain on a five-year program review cycle, but the Department Head will supervise the writing of a Post-Review Program Improvement Plan within three months of the receipt of the program rating. The purpose of the Post-Review Program Improvement Plan will be to respond to the concerns raised in the Program Review ratings, propose improvements, and develop a timeline for implementing the recommended improvements.

When the Post-Review Program Improvement Plan is completed, the Department Head sends the report to the Dean of the College and the Associate Vice President for Graduate Studies and Research (if appropriate). The Associate Vice President for Graduate Studies and Research should also distribute the Post-Review Program Improvement Plan to the Graduate Council's Program Review Committee. The College Dean, after receipt and approval of the Post-Review Program Improvement Plan, will determine that recommendations adopted in the report are consistent with the programs goals described in the Program Review.

Once a Post-Review Program Improvement Plan is adopted, the Department Head will report to the Dean annually, in writing, on progress made in the implementation of recommendations proposed in the report. After receiving progress reports from the Department Head, the Dean will summarize these reports in discussion with the Provost. This information will be integrated into the report to the Board of Regents on the previous year's program reviews.

For programs that are placed on (3) Probation, the Department Head will supervise the writing (within three months) of a Post-Review Program Improvement Plan that will include a detailed timeline (not to exceed three years) to eliminate the deficiencies noted in the Program Review. The program will be reviewed annually until noted deficiencies are rectified.

If a program is recommended for (4) "Phase Out," the Department Head and Departmental faculty where the program is based will be given 30 days to respond to the recommendation. After receiving this report, the Provost will determine whether the program should be phased out. If phase out is implemented, faculty will be reassigned, retrained, or terminated based on stipulations in the Eastern Michigan University AAUP contract.

#### The Post-Review Program Improvement Plan

In the event that the outcome of the Dean's rating of the program was not (1) Continuation, the Department Head and program faculty will develop a Post-Review Program Improvement Plan that will describe the recommendations that were accepted for action, the plan to address the recommendations, and the status of implementation of these recommendations. Once the plan is completed, the Department Head will write a summary of it, along with a copy of the plan itself, to the Dean of the College and the Associate Vice President for Graduate Studies and Research (if applicable). If it is acceptable to the Dean, the plan will be forwarded to the Provost's office for review.

#### Annual Associate Provost's Report on Academic Programming

The Associate Provost will issue an annual report on academic programming at Eastern Michigan University. Addressed to the Deans Advisory Council, the Provost, and the

President. The report will delineate the Associate Provost's observations concerning the health of the academic programs at the University and will consider the issues of quality, productivity, satisfaction, efficiency, and resource value. It will also identify areas in which Academic Affairs expects an increased need for faculty, staff, and other resources.

#### Program Funding as a Result of Program Review

Academic Program Review results will have budgetary implications. According to the following guidelines, resources may be allocated, where appropriate and justified, for the improvement or enhancement of programs. Funding will be made separately for graduate and undergraduate programs. The Associate Provost may determine, subject to the approval of the Provost, the recipients of these allocations.

1. The Provost's office may provide funding for improving programs that have been recommended for Continuation with Changes Required or for Probation. The decision to provide funding will be based on the program's potential viability, effectiveness, and appropriateness to the university's mission.
2. Additional resources may be available for making good programs better. Decisions to award additional funding will be based on the program's quality, effectiveness, efficient use of resources, and potential for enhanced value to the university.

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## Appendix A

### The Structure of the Undergraduate Program Review Report

Program Name

College

Year of Report

#### I. GOALS

Describe the goals of the program. How and by whom were these goals determined? Have they changed since the last program review? If so, why and how? If not, why? What is the relationship of the goals to the University's mission, and the Departmental, College and Divisional strategic plans?

#### II. CURRICULUM

##### A. Implementation of Goals

How does the program curriculum implement the goals and requirements of the program?

##### B. Assessment and Evaluation

How do you assess the rigor, breadth, and currency of the degree requirements and curriculum? Describe the measures used to evaluate whether or not the program is meeting its goals. A fuller description of evidence from these measures will appear on the following pages.

##### C. Relevance

Report evidence showing how the program responds to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, etc.

##### D. Integration of International and Multicultural Perspectives

Where applicable, describe how the program has incorporated multicultural and international perspectives into the curriculum.

E. Non-Classroom Learning Opportunities

Indicate what international education, service learning, internship, independent study and research opportunities are available to undergraduates.

F. Demand for Program Graduates

Not all programs are designed to prepare students for specific careers. Nevertheless, it is useful to know what program graduates do once they leave EMU. Discuss available information about program graduates. If applicable, indicate what percent of students find program-related employment within one year of completing the program? Who are the major employers of students who complete the program? Approximately what percent of students go on for additional education? Describe, if you know, where most students obtain further educational training.

G. Graduation Hours

How many hours are required for students to graduate in the program? What is the average number of hours students actually take to graduate? (Use data provided by the Provost's Office.) Explain any discrepancies between required and actual hours for graduation.

### III. FACULTY QUALITY

This section assumes that faculty members belong primarily to a department, not to a program, and that they may teach in more than one program. To the extent possible, indicate whether the figures you provide are departmental or program-specific, and whether the faculty identified are counted in more than one program.

A. Teaching and Learning

Summarize and assess activities within the program that have attempted to improve the quality of the curriculum and the method of teaching the curriculum. Include departmental and individual efforts to improve the learning environment, add and use appropriate technology. What effects have these activities had on the quality of teaching and learning in the program? Give evidence for your response.

B. Research

Summarize and assess the research and scholarly (or, where appropriate, creative) activities of program faculty, including sponsored projects. What percentage of faculty have published or presented professional papers since the last program review? How many program faculty have received external or internal awards for research since the first program review. Indicate the number and kinds of awards received. Indicate whether the level of activity is satisfactory in each of these areas and if not, describe plans to increase the level of activity.

C. Service to University (including department, college, and university-wide activities) /Communities/Region/State

1. Summarize and assess the service work of program faculty (include service to the university, accreditation bodies, and regional, state, and national professional associations).
2. Summarize and assess other professional service, such as manuscript reviewing, service on editorial boards, etc.
3. Describe and assess services performed by program faculty for extrauniversity general public groups (e.g., presentations in schools or to community organizations).

D. Diversity

State the program's diversity goals for representation of both gender and ethnicity in the faculty. Indicate whether the program has met its diversity goals and describe efforts being made to attain or retain appropriate diversity.

E. Service to Students

Describe actions taken by program faculty and staff to provide optimal service to students (for example, in advising, scheduling courses and office hours, assisting transfer students, etc.). Report evidence showing how students perceive they are treated (surveys, student evaluations of faculty and courses, etc.).

F. Use of Lecturers

Describe the use of lecturers in the teaching of undergraduate classes that are part of the program. What percentage of courses are taught by lecturers? What kinds of courses are they? Describe whether and why (or why not) the program considers the current use of lecturers to be appropriate.

G. Reward Structure

Is the reward structure that is currently in place adequate to support faculty productivity in teaching, research, and service?

#### IV. STUDENT TRENDS

##### A. Enrollment

Briefly explain and comment upon trends observable in the data on program enrollments and degrees awarded. How many students are currently enrolled in the program? Describe the trends in enrollment since the last program review.

Has enrollment increased or decreased? Describe the program's goals, strategy, and efforts to maintain/increase/decrease the number of students in the program, and to retain students in the program. What would be the appropriate program size given the available faculty and physical resources?

##### B. Quality of Students

What have been the accomplishments of students in the program? Describe the awards students in the program have earned (e.g., scholarships, fellowships, etc.). Describe the number and percentage of students in the honors program. Describe outstanding scholarly/creative activities of students in the program (e.g., Undergraduate Symposium presentations, other presentations or awards). What is the average GPA of students graduating from the program?

##### C. Grading Trends

As a result of the 1990 NCA evaluation, EMU was asked to monitor its grading trends. Accordingly, grade distribution data for each course are provided to departments. Analyze the grade distributions for the courses in your program over the past three years, and comment on any discernible trends.

##### D. Student Satisfaction

Describe and report data on student satisfaction with courses, instructors, advisers, faculty mentors, library, research facilities, and the relevance of training to future employment. Where applicable, describe and report data on student satisfaction with field placements and practicums. Use the Student Course Rating data that is published annually by the University as well as the results of surveys of students.

## V. SERVICE COURSES

This is not intended to be a review of general education or other service courses in themselves, but rather an assessment of the impact that delivery of service courses has on a program.

### A. Provision of Courses

Recognizing that the provision of service courses is often a departmental rather than a program responsibility, describe where possible and relevant, the program's role in providing General Education and service courses for other departments and colleges at EMU. Indicate, if possible, the percentage of program resources that are used to provide service courses. What, service courses, if any, are also program requirements?

### B. Issues

Describe issues for the program related to providing both service courses/courses for other programs. What contact is there between the program and the department/program for which it provides service courses? Indicate whether the program plans to increase, decrease, or keep constant its emphasis on providing service courses and the reasons for this decision. How do service courses impact delivery of your program?

## VI. PROGRAM DELIVERY

### A. Recruitment

Describe any undergraduate recruiting plan that is currently in place. Describe the recruiting activities of the program at university-sponsored activities. Describe any additional recruitment activities of faculty or students in the program.

### B. Accessibility

Describe the program's actions to make itself accessible. Describe how the program's scheduling of classes affirms and advances program goals and programmatic priorities (e.g., scheduling of more sections of high-demand classes and flexible scheduling of spring, summer, and evening classes). Identify factors that hamper these efforts.

### C. Instructional Technology

Describe the present and planned use of technology to enhance instruction. Describe any existing acquisition plan. What are the most serious technological needs of the program? Identify obstacles to the acquisition or use of technology in instruction.

### D. Continuing Education

Describe the program's use of Continuing Education (including distance learning, where appropriate) to deliver instruction and serve the needs of students. Discuss future plans.

E. Assessment

Describe the program's progress in implementing its plan to assess student achievement and report available results. Describe the assessment measures/techniques used to verify that graduating students have mastered the key skills and concepts of the discipline. Describe the conclusions derived from the assessment data.

VII. OUTREACH

A. Advisory Committees

If pertinent, describe how the program uses advisory committees.

B. Alumni

Describe efforts to contact alumni and involve them in program activities. Report the results of any survey of program graduates. Describe their satisfaction with the program and their suggestions for improvement. Describe how their occupations relate to the program.

C. Fundraising/Development

Describe the program's ability to obtain funds from private concerns, governmental agencies, alumni, and the community or general public.

VIII. COST EFFECTIVENESS

Data requested here are departmental data, not at this point available by program. This is merely an attempt to determine if departmental instructional costs are broadly in line with costs for the same departments at comparable universities. It will be only one of many factors considered in assessing the effectiveness of programs. At this point, these figures are the only comparative data being requested of departments and programs. At a later date, when the institution is capable of providing more valid and useful information to departments, other comparative analyses will be requested.

A. Comparative Costs

Compute the instructional cost per student credit hour and the cost per section credit hour and compare those to the instructional costs of a similar program/department at a comparable university. For EMU data, review the Academic Department Profile. Describe longitudinal trends in the instructional costs of the program.

B. Evaluate the Program's Cost Effectiveness

IX. RESOLUTION OF ISSUES

A. Accreditation

Programs with external accrediting bodies are governed by the standards established by those professional accreditation organizations. If the program has special accreditation (e.g., American Chemical Society, National Association of Schools of Music, National Council of Accreditation of Teacher Education), or state assessment (e.g., Michigan teacher education or professional organizations such as ACS, SSQ, etc.), describe any issues or concerns that were identified in the last external review report. Describe how the program has responded to each issue/concern. Describe how the program has implemented, or plans to implement each recommendation. Describe any strengths of the program that were identified.

B. External Review

Programs without accrediting agencies may be reviewed by experts within the discipline from other institutions who will employ accepted disciplinary standards in conducting their reviews. If an outside evaluator (not an employee of EMU) was employed as part of the Program Review process, append the reviewer's credentials. Describe the evaluator's recommendations and indicate how the program plans to implement them.

C. Internal Review

Describe any recommendations that were made by the department, the Dean, and/or the Provost in the last internal Program Review. Describe how the program has responded to each issue/concern. Describe how the program plans to implement the recommendations.

D. Impact of Response to Issues/Concerns

Describe the impact (or expected impact) of the program's responses to these recommendations on program faculty, curricula, research initiatives, student enrollment and student services.

X. RECOMMENDATIONS FOR THE FUTURE

- A. What steps should be taken to strengthen the program? How can program quality, productivity, satisfaction, efficiency and resource values be improved?
- B. Should the program be expanded, maintained at the current level, downsized, eliminated, restructured, or merged with another program? This recommendation should represent a consensus of program faculty and the department head. Unresolved differences in viewpoints will be expressed as one or more minority reports attached to the program review document. The focus should be on how the program can be improved.

XI. APPENDIX

Programs may provide additional materials in the form of supplementary narratives, data, or evidence if they believe such additional material will enhance understanding of the character and circumstance of the program.

## Appendix B

### The Structure of the Graduate Program Review Report

Program Name

College

Year of Report

#### I. GOALS

Describe the goals of the program. How and by whom were these goals determined? Have they changed since the last program review? If so, why and how? If not, why? What is the relationship of the goals to the University's mission, and the Departmental, College and Divisional strategic plans?

#### II. CURRICULUM

##### A. Implementation of Goals

How does the program curriculum implement the goals and requirements of the program?

##### B. Assessment and Evaluation

How do you assess the rigor, breadth, and currency of the degree requirements and curriculum? Describe the measures used to evaluate whether or not the program is meeting its goals. A fuller description of evidence from these measures will appear on the following pages.

##### C. Relevance

Report evidence showing how the program responds to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, etc.

##### D. Integration of International and Multicultural Perspectives

Where applicable, describe how the program has incorporated multicultural and international perspectives into the curriculum.

#### E. Demand for Program Graduates

Describe and report evidence of the value of the program. Include, wherever possible, the following measures:

1. Percent of graduates who are employed full-time in the field within one year of receiving their degree.
2. Percent of graduates employed as part-time or temporary.
3. Student ratings of career assistance provided by program faculty and staff.
4. Geographic distribution of employed graduates.
5. Career tracking over time.
  - a) Approximately what percent of students go on for additional educational training? Describe where most students obtain their future educational training.
  - b) Not all graduate programs are equally designed to prepare students for careers in a specific field. If your program has a more general focus, include here some measures of program success in helping students to meet their goals for enrolling in the program. Why do students enroll? What do they expect the program to do for them? How well does the program meet their expectations?

#### F. Reputation/Perceptions

Describe the acceptance rate of highly recruited students, the ratio of student applications to offers of admission, the ratio of offers of admission to actual student enrollment in the program, as well as the reasons students gave for declining an offer of admission. Identify the main competitors that we would like prospective students to compare us to and select us over.

#### G. Degree Progress/Persistence

Describe and report data on student progress, including years to complete the degree, percent of entering cohorts completing the degree, phantoms (i.e., not on leave of absence, yet not currently registered or enrolled). How many students have graduated from the program in each of the last five years? How many hours are required for students to graduate in this program? What is the average number of hours students actually take to graduate? (Use data provided by the Provost's office). Explain any significant discrepancies.

### III. FACULTY QUALITY

This section assumes that faculty members belong primarily to a department, not to a program, and that they may teach in more than one program. To the extent possible, indicate whether the figures you provide are departmental or program-specific, and whether the faculty identified are counted in more than one program.

A. Teaching and Learning

Summarize and assess activities within the program that have attempted to improve the quality of the curriculum and the method of teaching the curriculum. Include departmental and individual efforts to improve the learning environment, add and use appropriate technology, training, increase in the number of graduate and undergraduate assistants, etc. In particular, describe efforts to promote a community of scholars (e.g., advising, mentoring, interaction of students with faculty and peers, developmental efforts, seminars, workshops, guest lectures, special events, student participation in the Graduate Research Fair). What effects have these activities had on the quality of teaching and learning in the program? Give evidence for your response.

B. Research

Summarize and assess the research and scholarly (or, where appropriate, creative) activities of program faculty, including sponsored projects. What percentage of faculty have published or presented professional papers since the last program review? How many program faculty have received external or internal awards for research since the first program review. Indicate the number and kinds of awards received (include the amount of sponsored research dollars awarded to faculty in the program). Indicate whether the level of activity is satisfactory in each of these areas and if not, describe plans to increase the level of activity.

C. Service to University (including department, college, and university-wide activities) /Communities/Region/State

1. Summarize and assess the service work of program faculty (include service to the university, accreditation bodies, and regional, state, and national professional associations).
2. Summarize and assess other professional service, such as manuscript reviewing, service on editorial boards, etc.
3. Describe and assess services performed by program faculty for extra-university general public groups (e.g., presentations in schools or to community organizations).

D. Diversity

State the program's diversity goals for representation of both gender and ethnicity in the faculty. Indicate whether the program has met its diversity goals and describe efforts being made to attain or retain appropriate diversity.

E. Service to Students

1. How many and what percentage of program faculty server as dissertation chairs, thesis supervisors, committee members?
2. Describe actions taken by program faculty and staff to provide optimal service to students (for example, in advising, scheduling courses and office hours, assisting transfer students, etc.). Report evidence showing

how students perceive they are treated (surveys, student evaluations of faculty and courses, etc.).

F. Use of Lecturers

Describe the use of lecturers in the teaching of graduate classes (especially Continuing Education classes). Has each lecturer been evaluated by the Graduate School? Describe whether and why (or why not) the program considers the current use of lecturers to be appropriate.

G. Reward Structure

Is the reward structure that is currently in place adequate to support faculty productivity in teaching, research, and service?

IV. STUDENT TRENDS

A. Enrollment

Describe students enrolled in the program using data published in the most recent Student Profile data for graduate students. Also describe the number of students who are new and returning. Describe the number of students who are in-state versus out of state residents, full-time versus part-time, and international versus domestic. For graduate programs, also state the number of applicants to the program, the percent of applicants that were admitted, and the number of applicants admitted who enrolled in the program.

B. Analysis of Enrollment Trends

Briefly explain and comment upon trends observable in the data on program enrollments and degrees awarded. Describe the program's goals, strategy, and efforts to maintain/increase/reduce the number of students in the program, and to retain students in the program. What would be the optimum program size given the available faculty and physical resources?

C. Student Retention

Briefly describe and discuss student retention and graduation rates.

D. Quality of Students

Describe the measures used to assess the quality of students entering the program. Describe the average undergraduate grade point average for entering students, the average standardized test score, and awards entering students may have earned (e.g., scholarships, fellowships, grants). Describe the creative and scholarly activity of the students in the program (e.g., participation in the Graduate Research Fair, conference presentations, publications, etc.). Attach an appendix that lists those activities.

E. Student Satisfaction

Describe and report data on student satisfaction with courses, instructors, advisers, faculty mentors, library, research facilities, and the relevance of training to future employment. Where applicable describe and report data on student satisfaction with field placements, internships, and practicums. Use the Student Course Rating data published annually by the University as well as the results of surveys of students.

F. Financial Aid

Identify the amount of support available from the Graduate School or department (fellowships, endowed scholarships, assistantships, etc.) and the number of students receiving the support. Is the amount of support available sufficient to recruit the best students and keep them enrolled?

V. PROGRAM DELIVERY

A. Accessibility

Describe the program's actions to make itself accessible and the role of accessibility in recruiting students. Describe the marketing and recruiting plan that is currently in place and the recruiting activities that have taken place since the last review. What resources are needed to market and recruit more effectively?

B. Scheduling

Describe how the program's scheduling of classes affirms and advances program goals and programmatic priorities (e.g., scheduling of spring, summer, and evening/weekend classes). Identify factors that hamper these efforts.

C. Instructional Technology

Describe the program's present and planned use of technology to enhance instruction. Does an acquisition plan currently exist? Prioritize the acquisition plan. Identify obstacles to the acquisition or use of technology in instruction.

D. Continuing Education

Describe the program's use of Continuing Education (including distance learning, where appropriate) to deliver instruction and serve the needs of students. Describe future efforts including remote site plans and use of the Internet. What measures are in place to insure quality in distance-learning courses and programs?

E. Assessment

Describe the program's progress in implementing its plan to assess student achievement and report available results. Describe the assessment measures/techniques used to verify that graduating students have mastered the key skills and concepts of the discipline. Describe the conclusions derived from the assessment data.

F. Thesis/Dissertation/Final Projects

Describe current requirements for thesis/dissertation/final projects. If a thesis is optional, what percentage of students complete a thesis?

VI. OUTREACH

A. Advisory Committees

If pertinent, describe how the program uses advisory committees.

B. Alumni

Describe program or departmental efforts to contact alumni and involve them in program activities. Report results of follow-up study of graduates, their satisfaction with the program, and suggestions for improvement, and how their occupations relate to their degree programs.

C. Fundraising/Development

Describe contacts developed and maintained and successes achieved in obtaining gifts from private concerns, governmental agencies, alumni, and the community or general public.

## VII. SERVICE COURSES

This is not intended to be a review of service courses in themselves, but rather an assessment of the impact that the delivery of service courses has on a program.

### A. Providing Service Courses

Describe the program's role in providing graduate courses for other departments and colleges at EMU (e.g., College of Business courses for College of Technology graduate students). Indicate what percentage of program resources are used to provide service courses.

### B. Issues Relating to Providing Service Courses

Describe issues for the program related to providing both service courses and courses for the other programs. State whether the program plans to provide more opportunities for evaluative feedback. Indicate whether the program plans to increase, decrease, or keep constant its emphasis on providing service courses and the reasons for this decision.

## VIII. COST EFFECTIVENESS

Data requested here are departmental data, not at this point available by program. This is merely an attempt to determine if departmental instructional costs are broadly in line with costs for the same departments at comparable universities. It will be only one of many factors considered in assessing the effectiveness of programs. At this point, these figures are the only comparative data being requested of departments and programs. At a later date, when the institution is capable of providing more valid and useful information to departments, other comparative analyses will be requested.

### A. Comparative Costs

Compute the instructional cost per student credit hour and the cost per section credit hour and compare those to the instructional costs of a similar program/department at a comparable university. For EMU data, review the Academic Department Profile. Describe longitudinal trends in the instructional costs of the program.

### B. Evaluate the Program's Cost Effectiveness

## IX. RESOLUTION OF ISSUES

### A. Accreditation

If the program has special accreditation (e.g., American Chemical Society, National Association of Schools of Music, National Council of Accreditation of Teacher Education), describe any issues or concerns that were identified in the last accreditation along with the recommendations of the accrediting agency. Describe how the program has responded to, and plans to implement,

each recommendation. Describe any strengths of the program that were identified.

B. External Review

If an outside evaluator (not an employee of EMU) was employed as part of the program review process, describe any evaluator's recommendations and how the program plans to implement them.

C. Internal Review

Describe any recommendations that were made in the last Program Review. Describe how the program has responded to each issue/concern. Describe how the program plans to implement the recommendations.

D. Impact of Response to Issues/Concerns

Describe the impact (or expected impact) of the program's responses to these recommendations on program faculty, curricula, research initiatives, student enrollment and student services.

## X. RECOMMENDATIONS FOR THE FUTURE

- A. What steps should be taken to strengthen the program? How can program quality, productivity, satisfaction, efficiency, and resource value be improved?
- B. Should the program be expanded, maintained at the current level, downsized, eliminated, restructured, or merged with another program? This recommendation should represent a consensus of program faculty and the department head. Unresolved differences in viewpoints will be expressed as one or more minority reports attached to the program review document. What improvements are needed, and what is required to make these improvements?

## XI. APPENDIX

Programs may provide additional materials in the form of supplementary narratives, data, or evidence if they believe such additional material will enhance understanding of the character and circumstance of the program.

## **Appendix C**

### The Structure of the Post-Review Program Improvement Plan

Program Name

College or Graduate School

Year of Report

#### **I. SUMMARY OF PROGRAM REVIEW RATING AND RECOMMENDATIONS**

- A. Describe the Program that was reviewed.
- B. State the recommendations that were made for the program.
- C. State any difference in recommendations made by the faculty (in the program review document), the Department Head, the Dean of the College and/or Associate Vice President for Graduate Studies and Research, or the Provost.

#### **II. ADOPTED RECOMMENDATIONS FROM THE PROGRAM REVIEW**

- A. Which recommendations from the program review (Section IX.) are to be adopted? If different, which recommendations from the Provost, College Dean or Associate Vice President for Graduate Studies and Research will be adopted? State the rationale for not adopting any recommendation.
- B. Indicate which planned changes in the program derive all or in part from the program review, a prior departmental review, or an external review. When possible, reference document cited by page and line number.
- C. Describe the corrective actions that program faculty want to take. Is there a consensus concerning the corrective changes that need to be taken? Include the views from those who could not reach a consensus in a supporting addendum.

#### **III. STEPS TO IMPLEMENT THE RECOMMENDATIONS**

- A. State the steps that can be implemented immediately to improve the program. Describe each of these steps in detail and identify the individual/committee that will oversee each step.
- B. Describe the steps that can be completed by the end of one year, and after years two and three. Describe each step and identify the person/committee that will be responsible for each step.

#### **IV. ASSESSMENT OF THE POST-REVIEW PROGRAM IMPROVEMENT PLAN**

- A. The program improvement plan will need to specify program outcomes to evaluate whether the plan successfully corrects the problem(s) identified in the Program Review. State the outcomes that define a successful or unsuccessful outcome, in addition to the expected outcome. Describe how the outcome of the adopted program changes will be evaluated.
- B. Describe how incorporation of the improvement will strengthen the program. Describe how program quality, productivity, satisfaction, and resource value will be improved. Describe how any subjective factors will be quantified.
- C. Describe how the program will implement more effective outcome assessment measures to improve program quality and enhance the educational experience of students in the program.

#### V. RESOURCE REALLOCATION

- A. Describe any internal program resources that will need to be reallocated in order to implement the adopted recommendations. Describe the implications of any resource reallocation for other programs within the department.
- B. Describe any external resources that will need to be acquired in order to implement the adopted recommendations.

#### VI. TIMELINE

- A. If the program received a rating other than “Continue,” provide a timeline of changes that will occur in the program. Include in your description a realistic timetable (not to exceed three years) for implementation/completion of the adopted recommendations.
- B. Describe the long-term outcomes expected in five years if the program improvement plan is successful. What long-term outcomes are expected in 10 years?

## VII. OTHER ISSUES

- A. This section is for comments, ideas, suggestions, and observations not easily accommodated by the above format.

## Appendix D

### Academic Program Review (Year)

#### Data Summary

College Name \_\_\_\_\_

Department Name \_\_\_\_\_

Program Name \_\_\_\_\_

	4 Years	3 Years	2 Years	1 Year
Current	Ago	Ago	Ago	Ago Year
Current Enrollment in Program				
Number of Students				
% Part-time				
% Male				
% Female				
% Minority				
% International				
Number of Program Graduates (per year, not cumulative)				
Average Years to Obtain Degree				
Mean				
Median				
Mode				
Current	4 Years Ago	3 Years Ago	2 Years Ago	1 Year Ago Year
Budgeted Personnel (Fiscal Year)				

Faculty FTE

Graduate  
Asst. FTE

Staff FTE

Faculty Profile  
(Fall only)

% Female

% Male

% Minority

% Tenured

% Lecturers

#### Comparative Ratios

Faculty FTE/  
Staff FTE

Student FTE/  
Faculty FTE

Briefly describe below any additional measures used to assess the productivity or quality of the academic program being reviewed. These could include measures of funded or unfunded research, creative activities, professional service, etc.