Academic Program Review Manual

A Collaborative Document from the

Office of the Provost and the Committee for the

Assessment of the Student Learning Experience (CAStLE)

Effective: July 1, 2012

Updated: April 15, 2016

Updated: November 6, 2020

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Bowie State University
Program Review Manual

Introduction and Overview of Program Review

For more than 20 years, the University System of Maryland (USM) has required each constituent institution to conduct, on a seven-year cycle, a review of every instructional program at the institution. Whereas USM defines the format and criteria for its executive summary, each institution can define a process for conducting academic program review. A complete listing of the 2020-2027 academic program review schedule is available at
https://www.bowiestate.edu/academics-research/provost-and-vice-president-for/center-foracademic-programs-a/usm-academic-program-reviews/

Academic program reviews are required of all constituent institutions and are intended to improve the quality of the academic offerings, ensure the efficient use of resources, and determine program effectiveness. The Program Review process provides opportunities for academic planning and budgeting and ensures that the program satisfies state-level review requirements.

This requirement is outlined in SB682, Sec.12-106IV of the Code of Maryland:

The Board of Regents shall, on an ongoing basis, review and determine whether any University programs are inconsistent with the University's mission or whether any constituent institution's programs are inconsistent with that institution's mission. The Board shall also assure that the University's programs are not unproductive or unreasonably duplicative, taking into account the mission of the institution, student demand, and efficient use of the University's resources.

The review of academic programs are directly linked to the University's student learning outcomes assessment program by serving as a comprehensive process that examines both administrative and curricular components of programs. If a program is externally accredited and has gone through a recent review, the self-study to the accrediting agency will serve as the program review document if it includes all requirements outlined in this manual and has been conducted within two years of the established schedule. The program review process incorporates the findings from annual program assessment reports and links programmatic outcomes back to the University's mission and strategic planning goals.

Guiding Principles of Program Review

Below is a set of guiding principles for Program Review. These were established by the University Student Learning Assessment Committee (USLAC) to articulate the University's commitment and philosophy of assessment. The process of Program Review is intended to be meaningful, flexible (meeting the needs of all programs), and collaborative, involving faculty, staff, administrators, and students. Over time, all segments (instructional and non-instructional) will be part of the program review process.

A Program Review

- Ensures that the University meets is mission of providing of high quality academic and nonacademic programs;

- Links programmatic planning, budgeting, outputs and assessment with University mission, strategic goals, and institutional effectiveness;

- Is a collaborative process involving a broad spectrum of faculty, staff, students and alumni, as appropriate;

- Occurs in a positive and collegial environment that fosters cooperation and improvement. In no instance will the results of program review be used in a punitive manner for personnel;

- Complements and supports other self-studies and reports required by external agencies, including the University System of Maryland, the Maryland Higher Education Commission, the Middle States Commission on Higher Education and specialized accrediting agencies.

Program Review Outcomes

Providing high quality academic and non-academic programs is the cornerstone of Bowie State University. Program review affords the opportunity for a comprehensive evaluation of program goals, objectives and learning outcomes building upon the information shared in annual outcomes assessment reports and departmental annual reports. After the program review is complete, the department should have a more comprehensive understanding of programmatic components and the linkages with other University academic and administrative functions as outlined below:

- *Description.* Obtain and provide information about the current status of the program.

- *Analysis.* Clearly identify program strengths and weaknesses, including those external and internal to the University.

- *Organizational linkages.* Provide information about how the program is linked to other programs and services within the institution.

- *Resource utilization.* Understand/analyze costs and revenues, including external grants, donations, in-kind contributions and partnerships.

- *Process efficiencies.* Understand the efficiencies and resource utilization of the program, including faculty loads, class sizes, and facilities use.
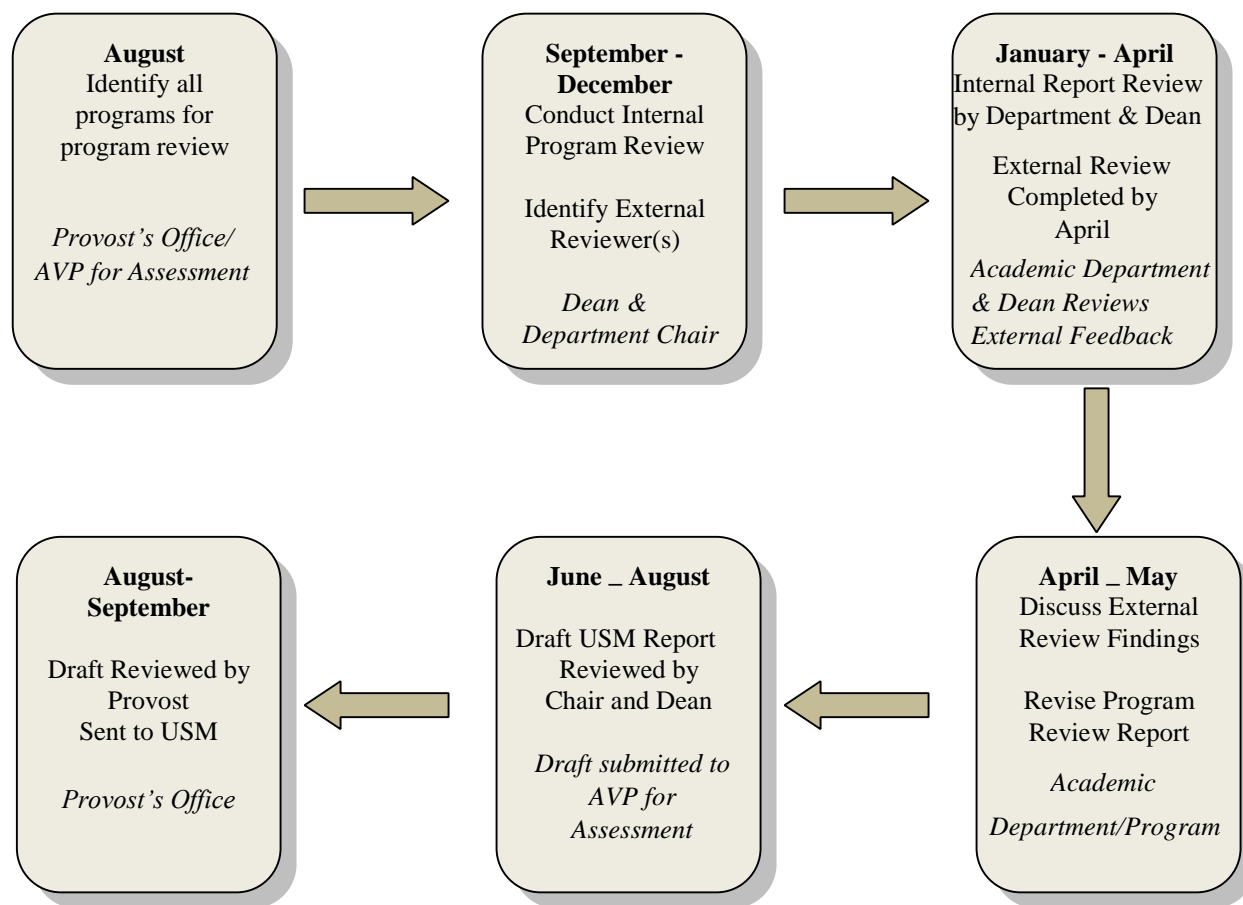
- *Program outcomes.* Provide data and analysis demonstrating program outcomes, e.g., student learning, as well as areas where desired outcomes are not being achieved.

- *Key issues and institutional priorities.* Describe and analyze how the program is responding to key organizational issues and priorities; e.g., diversity, technology.

- *Continuous Improvement.* Present plans for addressing weaknesses and sustaining strengths, and how plans link to budgeting. Program reviews can be used as a basis for requesting budget, staff, space and other resources. Describe continuous improvement process for academic program and any marketing plans to increase enrollment. Present plans on how the program will address issues of retention and graduation rates as appropriate.

Program Review Timeline and Responsibilities

The Office of the Provost will maintain a timeline for all academic program reviews and assist departments with the steps involved in the process. The department tasked with carrying out program reviews on campus will be notified of an upcoming review the **summer prior to the academic year the review is scheduled to take place**. Special issues for the review will be identified in advance and agreed upon (e.g., alignment with specific school or institutional goals, or special issues relating to a particular program or department). Relevant information (e.g., enrollment and degrees awarded, etc.) for that department will be distributed in a data packet from the Office of Planning, Analysis and Accountability (OPAA).

Different constituencies are responsible for carrying out different steps in the program review process. This is an evolving process and there may be variations in the details between programs as the years go on, but the following steps outline aspects of the process and the timeline for submission:

August	September - December	January - April
August Identify all programs for program review *Provost's Office/ AVP for Assessment*	**September - December** Conduct Internal Program Review Identify External Reviewer(s) *Dean & Department Chair*	**January - April** Internal Report Review by Department & Dean External Review Completed by April *Academic Department & Dean Reviews External Feedback*

August-September	June – August	April – May
August-September Draft Reviewed by Provost Sent to USM *Provost's Office*	**June – August** Draft USM Report Reviewed by Chair and Dean *Draft submitted to AVP for Assessment*	**April – May** Discuss External Review Findings Revise Program Review Report *Academic Department/Program*

Internal Program Review: Department/program faculty and staff conduct a program review within the guidelines provided. This portion of the review identifies program strengths and limitations and suggests solutions to identified problems.

External Review: There will be an external review and site visit organized by the program. A section in the manual describes how to secure qualified, objective external reviewers. Securing an external reviewer(s) occurs simultaneously with the initial internal review. Deans and chairpersons participate in the selection of external reviewers based on recommendations provided by the faculty.

Final Report: Once the external review is received, the department/program discusses findings and incorporates as appropriate. The final program review report should include multi-year improvement strategies to address programmatic limitations. **In addition to finalizing the internal report, the department must prepare a summary of its review for USM.** The format for the USM summary (**no more than 5 pages written in 3rd person**) is included in Appendix A.

Academic Program Review Report

The program review document should contain a cover page, the six parts described below, and exhibits as appropriate.

Cover: Name of Program
Chairperson
Names of those participating in the program review process

Part I: Introduction

The purpose of the introduction is to describe the program to individuals, such as members of the USLAC, who are unfamiliar with the program. The introduction also serves to describe the process used to conduct the review and the internal and external context within which the program operates.

- What does the program do (description)? This may include a history of the program, program objectives, characteristics of students and other information that informs internal and external reviewers.

- What process was used in doing the program review? The University encourages broad-based participation in the program review process, including involvement of full-time and part-time faculty, staff, administrators, advisory committees, professional organization representatives, and others. Clearly each program will have its own set of individuals who might participate in the program review process.

- What major changes over the past several years, both external and internal to the College and the University, have affected the program?

Examples of external changes include:
- Changes in the labor market
- Changes in or new licensure or accreditation requirements
- Receptivity of transfer institutions
- Pool of students and potential students
- State transfer initiatives

Examples of internal changes include:
- Retention of students in program
- Enrollment changes
- Revisions, additions and deletions of curricula and courses

- Technology as it impacts teaching and learning and course delivery
- Changes in faculty and staff
- Facilities
- Budget additions and/or deletions

Part II: Need for the Program

The purpose of this section is to explain why the program is needed at Bowie State University and how it supports BSU's mission and strategic plan. Instructional programs often use evidence such as enrollments by majors and non-majors, curricula or courses fundamental to University's mission and labor market need.

Part III: Finances

The purpose of this section is to examine and analyze revenues and costs of the program. Efficiencies and cost containment approaches should be discussed as well. Support in the form of external grants, donations, in-kind contributions and partnerships may also be discussed in this section or in Part IV: Quality, whichever seems most appropriate for the program.

Part IV: Quality

The purpose of this section is to provide a narrative and indicators of quality for the program from both an internal and an external review. The program should present a "pattern of evidence" regarding quality. Reviews should include the following data, if relevant, as well as additional data and information germane to the specific program:

- Student enrollment data over seven years
- Degrees / certificates awarded over seven years
- Satisfaction of students, graduates and employers
- Advisory committee members and activities
- Number and credentials of full and part-time faculty and their achievements
- Quality of equipment and facilities
- Support from external agencies such as accrediting bodies or advisory committees
- Innovative activities or services
- Course and overall curriculum development and revision
- Summary of assessment findings
- Linkages with external organizations
- External grants or other awards
- Results of course syllabus review conducted by department to ensure syllabi are current and include learning objectives that are consistent across course sections

Assertions of quality need to be supported with documented evidence such as survey results, lists of faculty presentations/publications, etc. Sources of data should be noted as well. Multiple measures of quality should be used. These may be quantitative, qualitative, or a combination. There are no uniform criteria or formulas or indicators of quality that are applicable to all programs.

The quality section in its final form should also contain a summary of the findings from the external reviewer and departmental responses to external review recommendations.

In a program review of this nature, discussions of program weaknesses and challenges are also appropriate. Recognizing areas for improvement is as much a part of the program review process as identifying areas of strength.

Part V: Program Outcomes Assessment

The purpose of this section is to summarize annual assessment report findings and the use of assessment results to improve learning within the program. The department's process for reviewing assessment findings should also be discussed here.

This section builds upon the already defined academic program goals and objectives and has identifying measures to be used to assess expected outcomes. Academic departments report annually on assessment of program level student learning outcomes. This annual reporting aligns with the University's Academic Plan objective to establish and sustain a university-wide cycle of internal program assessment. The annual assessment reports should form the basis for the comprehensive review of assessment findings.

Part VI: Learning and Recommendations

The purpose of this section is twofold: a) to describe what faculty and staff of the program have learned through the program review process, and b) to describe what is planned as a result of what was learned. Recommendations and a timeline for specific actions to improve or sustain quality and to address weaknesses over the next five years should be clearly stated in this section. Include plan for continuous improvement process, any marketing strategies to increase enrollment, and how the program will address issues of retention and graduation rates as appropriate.

Exhibits

Programs may add exhibits to amplify and enhance the report. Please note that each item presented in an exhibit should be referenced in a discussion within the body of the report itself; the reader should know why the exhibit is important and what it adds to understanding.

Examples of exhibits are:

- Enrollment
- Degrees and certificates awarded
- Cost / revenue data
- Results from student surveys
- Annual student learning assessment reports (including results)
- Labor market data
- Advisory committee rosters, meeting agendas and minutes
- Informational and marketing literature
- Descriptions of innovative projects or activities
- Other relevant materials

<u>External Review Standards</u>

USM requires, as part of constituent institutions' academic program reviews, that each academic program engage the services of an external reviewer to visit the campus and make recommendations in response to the department's own self-study. The external review typically occurs after a program or department completes its self-study report, but the selection and invitation of external reviewers can occur during the self-study process to ensure the availability of the best reviewers. However, programs with concurrent accreditation (e.g., AACSB, NCATE, ABET) can use the visiting team for that discipline specific accreditation as the external review. The report from the site visitors needs to be included in the final report.

Choosing Reviewers
The size and composition of the review team can vary, depending on the size of the department/program under review. Usually, the team ranges from one to three people. At the time the program is notified that it will be conducting a program review, departmental leadership should develop a list of names of possible reviewers. These reviewers must be external to the University. External reviewers should be distinguished scholars/teachers/practitioners in the field and be familiar with campuses that are similar to Bowie State University or the department undergoing review. It is also helpful for external reviewers to have had experience with program administration.   The Department Chair recommends three external reviewers to the Dean, who in conjunction with the Dean and Provost, will then select the most qualified reviewer. Contractual funds to support external reviews will be budgeted via the Department, Dean's Office and/or Provost's Office.

Instructions and Materials for the External Review Team
Thirty days prior to the scheduled campus visit, information from the program internal review and other relevant materials are sent to each member of the external review team, along with a charge by the faculty conducting the program review. The reviewers should compile a report that includes observations, strengths, weaknesses, and recommendations based on evidence.

External Review Team Visit and Report
The review team visit typically lasts for one day, during which time the review committee members meet with department faculty, academic advisors, students, and select administrators. The review team typically takes part in an exit interview just prior to concluding its departmental visit. An exit interview template is included in this manual to guide this portion of the external review process.

The external reviewers are expected to submit their written evaluation to the campus program review committee within several weeks of the visit. The written evaluation should include a review of strengths and challenges, resource allocation and program viability, and suggestions for improvement. Upon submission of the report, external reviewers receive a previously agreed

upon stipend and travel expense reimbursement (to be determined by the department under review).

As soon as the program receives the report from the external review team, it is distributed to the department. The department is typically asked to review the report (within a brief time period) for factual inaccuracies and misperceptions. To maximize the effectiveness of program review, the findings and resulting decisions will be shared with stakeholder groups. Such sharing of findings generates buy-in to the program's and/or institution's goals and creates an opportunity for all stakeholders to review the program review results.

External Review Exit Report Template

Program: _____ **Date of Review:** _____

Instructions: Please complete this summary sheet at the end of your site visit and submit it to the Chairperson or the Director before the exit interview. The summary sheet will assist you in identifying key areas (strengths and improvements needed) to address in your final report.

		Exemplary	Satisfactory	Needs Improvement	Unclear at this time
1. Curriculum					
1.1	The current curriculum *content* is appropriate to the level and purpose of the program.				
1.2	The *design* of the curriculum is adequate (required depth and breadth of study, flow of courses, frequency of course offerings, overall coherence, alignment with desired learning outcomes, etc.) to enable students to develop the skills and attain the outcomes needed for graduates of this program.				
1.3	The program clearly outlines program requirements to ensure timely completion of the program.				
	Do you recommend any changes to enhance the curriculum (content, design, course availability, etc.)? If so, please explain and advise.				
2. Program Outcomes					
2.1	The program student learning outcomes reflect the most important skills, knowledge, and values of the discipline/profession.				
2.2	The criteria and standards of achievement for the program student learning outcomes adequately match disciplinary and professional standards.				
2.3	Based on your review of student work samples and annual learning results reports, student achievement of the program student learning outcomes is adequate for the degree and discipline.				
2.4	The assessment plan is appropriate and the assessment practices are yielding the needed information to determine how well students are learning the program student learning outcomes.				
	Do you recommend any changes to enhance student achievement or program assessment of the program outcomes? If so, please explain and advise.				

		Exemplary	Satisfactory	Needs Improvement	Unclear at this time
3.	Student Experiences and Learning Environment				
3.1	Students are satisfied with the overall quality of their learning experience.				
3.2	Students are adequately supported through the curriculum and advising to ensure their learning success.				
3.3	Class size levels are appropriate to enable student learning.				
3.4	The program provides adequate opportunities for internships, field experiences, and undergraduate research, as appropriate.				
3.5	Student support services are adequate and supportive.				
3.6	Do you recommend any changes to improve student experiences and learning environment? If so, please explain and advise.				
4.	Faculty Quality				
4.1	Faculty competencies/credentials are appropriate for the discipline and degree.				
4.2	Faculty specialties correspond to program needs and to the concentrations in which they teach.				
4.3	The system for evaluating teaching practices facilitates continuous improvement of teaching and learning throughout the program.				
4.3	Faculty are adequately supported and engaged in ongoing professional development necessary for staying current in their field and continuously updating their courses/curriculum.				
4.5	Do you recommend faculty changes (qualifications, expertise, teaching practices, professional development, etc.) to enhance program quality and student learning? If so, please explain and advise.				
5.	Diversity				
5.1	The program demonstrates a commitment to diversity in its curriculum, and student and faculty composition.				
5.2	Do you recommend changes to the commitment of diversity? If so, please explain.				
6.	Program Administration and Support				
6.1	The library and student support resources are current and adequate to meet student and faculty needs.				
6.2	The laboratory facilities and support are adequate to meet student and faculty needs.				
6.3	The program has accurately identified and prioritized the program's most pressing resource needs.				
6.4	The program's student recruitment and retention processes are adequate.				
6.5	Overall program administration is efficient and effective and meets professional standards.				

		Exemplary	Satisfactory	Needs Improvement	Unclear at this time
6.6	Do you recommend any changes to strengthen the program's current administration, support, and resources (including possible reallocations of resources from current program operations to fund new budgetary) If so, please explain.				
7.	Response to Internal Review Recommendations				
7.1	The proposed changes are responsive to the program's most important needs.				
7.2	The program makes use of assessment results, institutional research data, and other information obtained from students/alumni/employers as the basis of its proposed improvements.				
7.3	Do you recommend changes to the internal review recommendations? If so please explain and advise.				
8.	Overall Program Summary				
8.1	What are the major strengths and weaknesses of the program? In your formal report, please identify and cite the evidence that supports your answer.				
8.2	What goals would you suggest the program set for the next five years (please list in order of priority, the most important goal first) and how do these comport with those identified in the self-study? In your formal report, please identify and cite the evidence that supports your answer.				
8.3	What are the most realistic and important strategies the program can use to achieve the highest priority goals?				
8.4	What goals would require additional resources? What level of resources would these goals require? How might the program secure these resources?				

Format for Reports on Periodic Review of Academic Programs

SECTION I: PROGRAM AND INSTITUTION DEMOGRAPHICS
A. **Institution: BOWIE STATE UNIVERSITY**
B. **HEGIS Code:**
C. **CIP Code:**
D. **Degree / Certificate Level – Select all that apply and indicate the name of the degree / certificate:**

☐ **Bachelor's: _____**
  (BA, BS, etc.)

☐ **Master's: _____**
  (MA, MS, MBA, MEd, MPH, MSN, etc.)

☐ **Combined Master's/Doctorate:_____**
  (MS/Ph.D., MEd/Ed.D., MSN/DNP, etc.)

☐ **Doctorate: _____**
  (Ph.D., Ed.D., DNP, PharmD., etc.)

☐ **Certificate: _____**
  (LDC, UDC, PBC, PMC, CAS, etc.)

E. **Title of the Program reviewed:**
F. **Academic Department:**
G. **Academic College / School:**

SECTION II: EXTERNAL REVIEW PROCESS
A. **Year in which the program review process was completed:**
B. **Regional or Programmatic Accreditation Self-Study Review: _____Yes   _____No**
  If Yes, indicate accrediting organization:
C. **Name(s) and Affiliation of External Reviewer(s):**

SECTION III: ENROLLMENTS & DEGREES AWARDED FOR EACH OF THE PAST FIVE YEARS IN THIS PROGRAM

A. **Enrollment:**

Undergraduate Enrollment				
2016	**2017**	**2018**	**2019**	**2020**

Graduate Enrollment				
2016	**2017**	**2018**	**2019**	**2020**

B. **Degrees Awarded:**

Undergraduate	Degrees Awarded				
	2016	2017	2018	2019	2020
Bachelor's					

Graduate	Degrees Awarded				
	2016	2017	2018	2019	2020
Master's					
Doctorate					
Certificates					

SECTION IV: SUMMARY OF THE INTERNAL AND EXTERNAL REVIEW
A. Summary of internal self-study review findings.
B. Summary of external review recommendation(s) for action. If a regional or programmatic accrediting organization provided the external review, please indicate the organization and the context in which the review occurred.

SECTION V: DEPARTMENTAL / COLLEGE OR SCHOOL / INSTITUTIONAL ACTION PLAN
A. Summary of action plan to address recommendation(s):
   1. Mechanism for follow-up and assessing the progress of the recommendation(s).
   2. Low enrollment and low degree productivity programs: *
      a) Identify the special circumstances that impact low enrollment and/or low degree productivity in this program;
      b) Briefly explain why this program with low enrollment and/or low degree productivity should be continued at this time (i.e. its connection or support of another program); and
      c) State clearly the plan and progressive timelines to increase enrollment and/or degree productivity in this program such that it remains viable.

*Please complete this information if the program has demonstrated low enrollment and/or low degree productivity during the review period.

MHEC Definition of Low Degree Productivity:
Bachelor's: < 5 in most recent year or a total of 15 in last three years
Master's: < 2 in most recent year or a total of 6 in last three years
Doctorate: < 1 in most recent year or a total of 3 in last three years

SECTION VI: INSTITUTION SUBMISSION INFORMATION
Submitted by:
Date of Submission:
Contact Information (Name, email, office phone)