

University of Detroit Mercy

Academic Program Review

Approved March 15, 2012

Revised March 9, 2012 for programs undergoing review beginning Academic Year 2012-2013

Introduction

Academic Program Review is part of an overall evaluation plan that provides a process of regular, systematic evaluation of all academic programs at the University of Detroit Mercy (UDM) excluding the Schools of Law and Dentistry. Programs are scheduled to be reviewed on a seven (7) year cycle, although there may be some variation due to specific requests.

The foundation of the academic program review is a Self-Study Report to be produced by the academic program under review. This Self-Study Report will form the principal basis of review by UDM faculty and administration as called for by Shared Governance. This will include review individually by the Graduate Program Review Committee (GPRC) or the Undergraduate Program Review Committee (UPRC), or jointly as one entity as determined in UDM's governance documents, the Dean(s) (if applicable), the McNichols Faculty Assembly (MFA), and the Provost and Vice President for Academic Affairs (AVP). Integrated within the process are requests for reviews by individuals familiar with the discipline and identified as external to UDM. The external reviewers may be associated with another institution of higher learning or the profession.

Academic Program Review provides an opportunity to advance the quality of each academic department/unit through evaluation of its mission, curriculum, operations, and resources. The foundation principles guiding this process include:

1. Academic Program Review is a process that is part of an overall evaluation plan that provides a complete, unbiased portrait of a program's strengths and limitations and should result in continuous program improvement.
2. The process should include broad participation.
3. The process should facilitate planning in areas such as curricular development, scholarship activities, staffing, and resource allocation.
4. The program review process allows the University to account for its use of resources and identify resource needs.
5. Academic Program Review is a review of a program and is not a personnel evaluation of the administration, staff, or individual faculty members affiliated with any specific program.

Purpose

The primary purpose of Academic Program Review is to examine, assess, and strengthen all academic programs. The areas in which programs are evaluated include: centrality, quality, demand, cost, and efficiency and effectiveness. Refer also to the *Criteria for Program Review* and the *Self-Study Outline* for additional information.

The Review is intended to enhance the quality of a program and to assist in determining a program's ability to respond to future challenges and opportunities; to evaluate strengths and

** Portions of this document have been adapted from Policy Documents and Reports, 9th Ed. by the American Association of University Professors and similar documents created by: Loyola College in Maryland, Wright State University, Virginia Commonwealth University, The University of New Hampshire, Oregon State University, San Francisco State University, Texas Christian University, University of Southern Indiana, University of California at Los Angeles, University of Minnesota, and Western Kentucky University.*

weaknesses, and thus, determine future priorities; and to aid in shaping a rational plan for the program's continued development. The information gathered in the course of the Review will assist in School, College and University planning efforts. In addition, the information will guide the University evaluation of new academic program proposals, budget requests, and capital project requests. As scheduled, reviews will occur on a seven year cycle which will ensure that the University has a regular process of internal review and evaluation of its academic programs in compliance with accreditation guidelines of the Higher Learning Commission (HLC).

Time Frame

A regular schedule of Academic Program Review has been established to ensure that all programs are normally reviewed every seven (7) years. Where possible, the schedule will be coordinated with other external reviews and accreditation obligations of the academic programs. (The UDM review may occur just prior to, during, or immediately following external review, unless other circumstances indicate that a program be reviewed outside of the accreditation cycle.) It is important to note that accreditation reviews are conducted for their own specific purposes and cannot be a substitute for the UDM Academic Program Review. However, elements of and preparation for these reviews may overlap. Programs with no required accreditation process are expected to include faculty from their discipline from other institutions and professional groups where appropriate in their self-study review process in lieu of accreditation review.

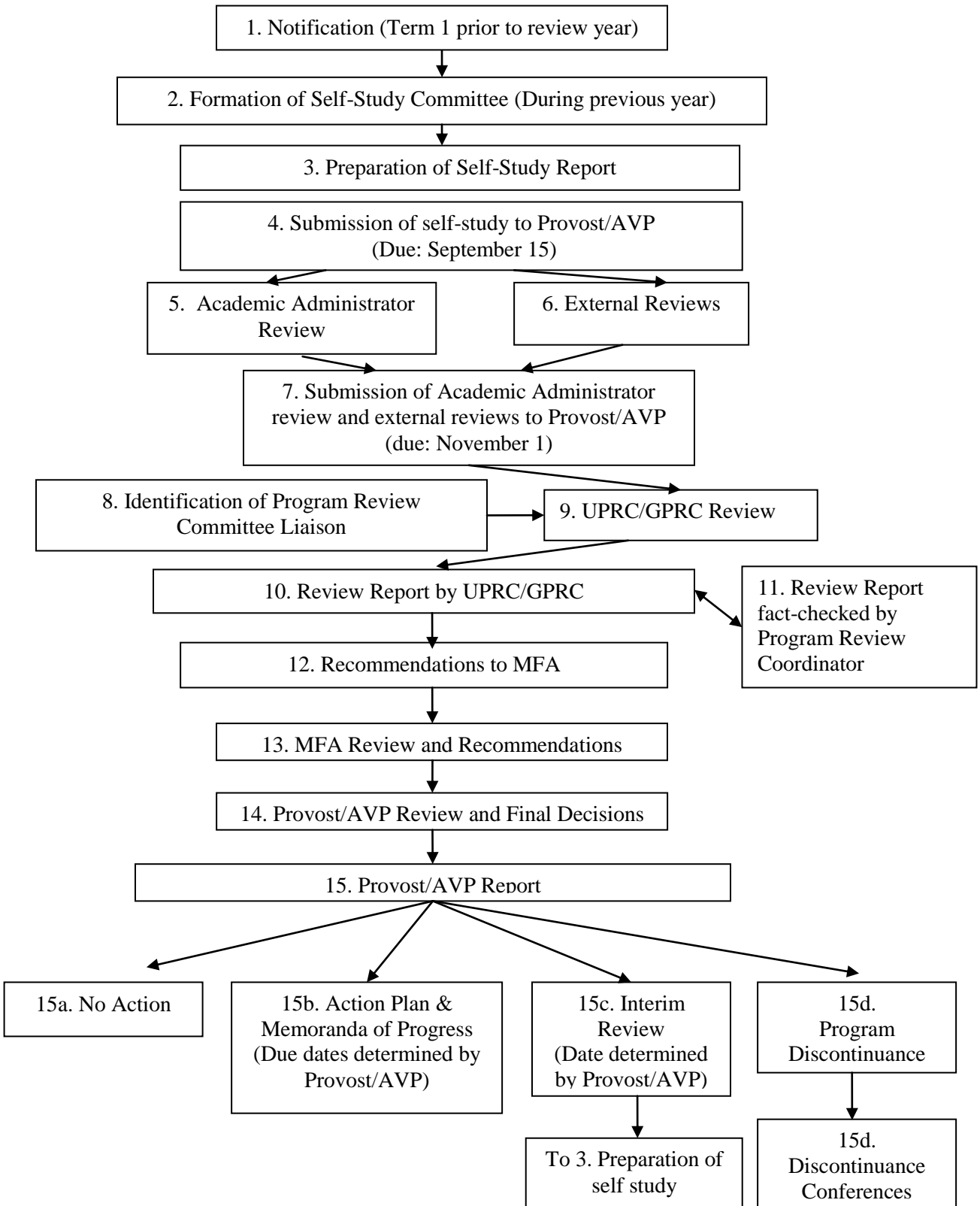
The normal seven year Academic Program Review cycle is flexible and may be revised by mutual agreement among the UPRC/GPRC; the MFA; the Provost/AVP; the Dean(s); and the Department Chair / Program Director / Unit Head.

In addition to the regular cycle, the Provost/AVP may identify programs that are confronted with special challenges initiating an out-of-cycle review. In identifying these programs, the Provost/AVP will, in consultation with the MFA, clearly outline the reasons why such an out-of-cycle review is necessary. Furthermore, such an out-of-cycle review may require an expeditious timeline of the review steps.

AVP Report

Following the review of the Self-Study Committee, the Dean(s) (if applicable), the UPRC/GPRC, and the MFA, the documentation is forwarded to the Provost/AVP. The Provost/AVP reviews the submitted information and drafts a memorandum. The Provost/AVP Memorandum is forwarded to the Department Chair / Program Director / Unit Head, Dean(s) (if applicable), MFA, and Program Review Committee. The report details follow-up actions that may include no action, action plan with report of progress, action plan with interim review, or program discontinuance, as described in step 15. Also included are the external reviewers' comments and the Dean's comments.

Academic Program Review Process Flow Chart



The Review Process

Committees, composed of faculty from the McNichols Campus are elected for membership and charged to review undergraduate and graduate programs as dictated by the review schedule. However, when appropriate due to the nature of the programs being reviewed, these committees may work jointly to streamline the process. The Academic Program Review process consists of fifteen primary steps outlined below.

1. Notification.

Academic units are notified by the Office of the Provost/AVP of a future scheduled review. Although the Academic Program Review schedule is public (<http://www.udmercy.edu/governance/proposals/adopted-proposals/index.htm>), as a courtesy, in the Fall term of each year, the Provost/AVP will notify all units scheduled for review in the following academic year. Electronic memoranda are forwarded to the appropriate Dean(s) and Department Chair / Program Director / Unit Head notifying them of the specific program within their purview scheduled for review, and inviting them to participate in an informational meeting to begin the review process. This meeting typically takes place the second Thursday in April for programs undergoing review the following academic year. The unit identifies a Self-Study Coordinator from within the unit (typically, but not always, the Department Chair / Program Director / Unit Head) and notifies the Provost/AVP, who in turn notifies the appropriate Program Review Committee. A current copy of the *Criteria for Program Review* and the *Self-Study Outline* will be included with this memorandum. Program review will follow the established timelines provided within each step. In the case of programs that are subject to accreditation, the UPRC/GPRC will make every effort to modify the review schedule so that it is not disruptive to the external review process.

2. Self-Study Committee.

A Self-Study Committee within the unit is formed. For interdisciplinary programs, this committee should include faculty from all of the colleges/schools involved in the program. One person shall be designated as the Self-Study Coordinator and will act as the primary liaison with the UGPRC and the MFA.

3. Self-Study.

A Self-Study Report is prepared based on the approved criteria and outline.

The Dean(s) or Academic Administrator, Department Chair / Program Director / Unit Head, and Self-Study Coordinator (if not the Department Chair / Program Director / Unit Head) should meet to review the *Criteria for Program Review* and to determine the particular procedures to be followed in the Self-Study. As with any review process, there is a need for support, ranging from clerical assistance to additional data collection. It is expected that such support for the Academic Program Review process will be provided by the program being reviewed, its school (or office to which it reports), or a combination of the two. The Office of Institutional Research will provide required data by the second Thursday in April to coincide with the Program Review informational session held for programs undergoing program review the following academic year.

A thorough and thoughtful Self-Study will candidly assess a program's past and present efforts and outline a realistic course for the program's future. The Self-Study provides a basis for the entire review process. Therefore, it is critical that the study cover all aspects of the academic program. It is

assumed that the Self-Study will go beyond the issues and questions raised by the *Criteria for Program Review* and will be augmented by whatever supplemental information is deemed necessary to create an effective self-assessment. It is recommended that the Self-Study Committee make a special effort to consider all relevant data (and present the information in a manner that serves as a basis of information for review); to interview all faculty and selected representative students and alumni; and to gain information and insight from other campus and non-campus resources, as appropriate. The Self-Study will be read by faculty and administrators from other disciplines so clearly written reports with the appropriate level of detail will contribute to informed reviewers.

Programs that are subject to external accreditation review should provide the outcomes of the most recent external review along with their Self-Study. Please refer to the *Self-Study Outline* for a thorough discussion of the content requirements for the Self-Study. It is important that every effort be made to ensure that the process and resulting report are comprehensive and thorough. It is also essential that the process and results be available to all members (faculty, students, and staff) of the department or program.

In addition to the self-study report, programs that are not subject to accreditation will provide the contact information for three external reviewers. These reviewers should typically be faculty members from the discipline from other institutions. In the case in which professionals are appropriate, these reviewers should be two faculty members from the discipline from other institutions and one professional from the community of practice. It is preferable that the reviewers not be UDM graduates or former employees.

The self-study report, the accreditation outcomes (if applicable) and the contact information for three external reviewers (if necessary) are forwarded to the Provost/AVP by September 15.

4. Submission to the AVP.

The Self-Study Report is submitted electronically to the Provost/AVP. For programs that report to a Dean or multiple Deans, the report will not be reviewed by the Provost/AVP at that time, but will be forwarded to the Dean(s), Chair of the UPRC and/or GPRC, and the external reviewers. For programs that report to the Provost/AVP, the report will be forwarded to the Chair of the UPRC and/or GPRC, and the external reviewers.

5. Academic Administrator's Review

The self-study document, for academic programs (including interdisciplinary programs) that report to a Dean, will be reviewed by the Dean who oversees the program. The Dean writes a review in response to the self-study. For interdisciplinary programs that report to multiple Deans, the Deans who oversee the program may choose to write one collaborative review in response to the self-study or they may write individual reviews. For interdisciplinary programs that report to the Provost/AVP, the Provost/AVP, as Academic Administrator for the program, will review the self-study and send to the Program Review Committee acknowledgment that the self-study has been received and read by the Provost/AVP and that the Provost/AVP will conduct a comprehensive review upon the completion of the Program Review Committee's report. In all cases, the Dean's or Academic Administrator's Review will be submitted by November 1.

6. External Review.

For programs that do not undergo an accreditation process, the self-study report is reviewed by the three external reviewers. (See section 3 for eligibility requirements for external reviewers.) These individuals write an assessment independent of each other. Format of these reviews may vary but the reviewers will be directed to respond primarily to program quality and secondarily to issues of demand, efficiency, and effectiveness. In addition, external reviewers are asked to assess program strengths, weaknesses, opportunities, and, if applicable, threats. The external reviewers will be asked to submit their reviews to the Provost/AVP.

The due date for the external reviewers to submit their completed assessment is November 1.

For programs that are subject to external accreditation, the recommendations from the last accreditation review should be submitted to the Provost/AVP with the self-study.

7. Submission to the Provost/AVP.

The Dean's Review is submitted by the Dean(s) to the Provost/AVP's office for distribution to the appropriate Program Review Committee. For academic programs that report to the Provost/AVP, the Provost/AVP will forward the Academic Administrator's report to the appropriate Program Review Committee. The reports written by the external reviewers are submitted to the Provost/AVP for distribution to the appropriate Program Review Committee. Copies of these external reviews are sent to the Self-Study Coordinator at the end of the review process.

The timeline for the Dean's or Academic Administrator's Review and external reviews to be submitted to the Chair of the appropriate Program Review Committee and the Program Review Coordinator is November 1.

8. Identification of Program Review Committee Liaison to Program.

When the combined Program Review Committee convenes in the fall, an Undergraduate Program Review Committee Chair and a Graduate Program Review Committee Chair are elected. The Undergraduate Program Review Committee Chair will serve as the Program Review Committee Liaison to undergraduate programs undergoing review. The Graduate Program Review Committee Chair will serve as the Program Review Committee Liaison for graduate programs undergoing review.

9. UPRC / GPRC Review.

Programs scheduled for review will be placed on the UGPRC agenda after all the review documents are forwarded to the Committee by the AVP. (The full charge and composition of these committees has been established by the McNichols Faculty Assembly, and is not articulated here.) Programs that are limited to Undergraduate studies (including interdisciplinary minors) will be reviewed by the UPRC. Programs that are limited to Graduate studies will be reviewed by the GPRC. Programs that involve both levels of study will be reviewed by the combined UPRC/GPRC. Programs with certificate programs will be reviewed by the appropriate committee depending on whether the certificate is undergraduate or graduate. Minors will be reviewed as a part of the review of the corresponding degree program.

Members of the UPRC/GPRC who are directly affiliated with a program under review may participate in discussions, but will recuse themselves from voting on any proposed

recommendations, and will not participate in the drafting of the Review Report. The UPRC/GPRC will review the Self-Study Report and the supporting documentation in a timely manner. The departmental Self-Study Coordinator will be invited to meet with the UPRC/GPRC to discuss the report during the review process.

10. Review Report by Program Review Committee.

Following review, the UPRC/GPRC will produce a Review Report that includes findings and recommendations. The Review Report is a concise document based on a concerted effort to review the program with respect to the stated criteria of centrality, quality, demand, cost, and efficiency and effectiveness.

The Review Report shall:

- (a) highlight the strengths and achievements of the unit,
- (b) comment on the unit's plans and goals, and
- (c) provide a prioritized set of recommendations, with brief rationales, for how to address any areas identified as requiring attention, or
- d) any potential opportunities or threats to the program.

This report may also request specific follow-up procedures which must be addressed and documented. Recommended follow-up procedures may be superseded by the Provost/AVP's request for different or additional procedures that must be accomplished. (See Steps 15a-d below).

11. Review Report to Self-Study Coordinator.

The Review Report is issued to the Self-Study Coordinator who is allowed no longer than ten business days to review the report and correct any errors of fact, and return the report (with corrections highlighted) to the UPRC/GPRC. Fact checking requires verification on the part of the Self-Study Coordinator that the factual data contained in the Review Report accurately reflects the same information noted in the self-study. Should factual errors be found, the Chair of the UGPRC will verify the corrections and make the corrections in the Program Review Report. The Chair of the UGPRC will then determine if the changes to the Review Report are substantial enough to warrant bringing the Review Report back to the Committee for further discussion and approval.

12. Recommendations to MFA.

Each completed Review Report is forwarded electronically to the President of the MFA. The Review Report and all documents used in the review are posted to Sakai for access by all MFA members.

13. MFA Review and Recommendations.

All documents are reviewed by the MFA. The MFA will be asked to consider a motion to approve the Review Report. The MFA *may or may not* support the recommendations of the UPRC/GPRC. If the MFA concurs with UPRC/GPRC recommendations, a letter from the President of the MFA is drafted and forwarded to the Provost/AVP, Dean (if applicable) and Self-Study Coordinator. If the MFA does not concur with the Review Report recommendations, a letter from the President of the MFA is drafted with the MFA's recommendations and justification for the difference. This letter is also forwarded to the Provost/AVP, Dean (if applicable), and Self-Study Coordinator. In keeping with the founding governance documents, the Review "report will be deemed automatically

approved by the MFA (and, thereby, forwarded to the Provost/AVP) unless it is sent back to the committee within 60 calendar days of its issuance by a 2/3 vote of the members of the MFA.”

14. AVP Review and Final Decisions.

All reports are forwarded to the Provost/AVP. The Provost/AVP considers all the reports, and if deemed necessary by the Provost/AVP or upon request, meets with the Self-Study Committee of the academic unit under review, and drafts a report that includes specific decisions about the program. The Provost/AVP may or may not support the recommendations of the UPRC/GPRC and/or the MFA. It is also within the purview of the Provost/AVP to make additional recommendations. In cases where the Provost/AVP does not accept the findings and recommendations of the UPRC/GPRC and/or the MFA, the Provost/AVP may elect to meet with the UPRC/GPRC and/or the MFA to discuss the areas of concern. The Self-Study Coordinator may be invited to meet with the Provost/AVP to discuss the findings and recommendations made during the AVP review process.

15. Provost/AVP Report

The Provost/AVP’s Report is provided to the President, Department Chair / Program Director / Unit Head, Dean(s) (if applicable), MFA, and Program Review Committee. The report details follow-up actions that may include one of the following: a) no action, b) action plan with report of progress, c) action plan with interim review, and d) program discontinuance.

The Provost/AVP will provide the written findings and recommendations of the UPRC/GPRC, the MFA, and the final decisions of the Provost/AVP to the Dean(s) (if applicable) and the Self-Study Coordinator. The Provost/AVP may, at his/her discretion, meet in person with the Dean(s) (if applicable) and/or the Self-Study Coordinator to discuss all the findings of the complete review process. These findings should then be distributed by the Department Chair / Program Director / Unit Head to all faculty and staff in the program in a manner that is public and transparent. The Provost/AVP will also submit the final written decisions to the MFA, and to the UPRC/GPRC.

The final decisions will include an explicit request for follow-up action on the part of the academic unit indicating one of the following levels of action: No Follow-Up Action required (step 15a.); Action Plan and Memoranda of Progress required (step 15b.); Interim Review required (step 15c); or Discontinuance Conferences required (step 15d). The Provost/AVP will include specific deadline dates for each follow up action.

15a. No Action

In instances where no significant concerns are raised during the review process, the Provost/AVP may decline any follow-up action on the part of the academic unit prior to the next regularly scheduled review. In this case, this represents the final step of the review process.

15b. Action Plan and Memoranda of Progress

In instances where significant concerns have been raised, the Provost/AVP may request the submission of an Action Plan and subsequent Memoranda of Progress by the Dean(s) (if applicable) and/or Self-Study Coordinator or designee to be prepared prior to the next regularly scheduled Academic Program Review to document progress made toward addressing the concerns raised by the Review process. The timing and content of these submissions will vary depending on the nature

of the concerns. The Action Plan and all Memoranda of Progress will also be forwarded to the UPRC/GPRC.

15c. Interim Review

In instances where very serious program concerns are raised during the review process, the Provost/AVP may request an Action Plan and an Interim Program Review to document progress made toward addressing the concerns raised by the Review process. The Interim Program Review will begin with the academic unit revising the Self-Study Report to make it current, to include any new information as an addendum, and to add an Action Plan and Memoranda of Progress as an addendum in response to the concerns raised by the previous Program Review. Interim Program Reviews will continue until all significant concerns have been addressed to the satisfaction of the Provost/AVP. In such cases, the Interim Review Process will follow the normal procedures outlined above for Academic Program Review (Steps 2-15).

15d. Discontinuance Conferences and Preparations*

In instances where persistent and serious concerns have been raised at multiple levels of the review process, the Provost/AVP may decide to discontinue the program or department of instruction. (It is understood that cyclical or temporary variations in enrollment should not trigger this outcome.) Within two weeks of making such a decision, the Provost/AVP shall notify the Dean(s) (if applicable) involved with the program (if applicable), the Department Chair / Program Director / Unit Head, the Self-Study Coordinator, the members of the appropriate Program Review Committee, and the officers of the MFA and convene a meeting to discuss the rationale for and implications of the decision. The MFA will schedule a discussion of the matter within a month of this meeting, and the Provost/AVP, if invited, shall attend this discussion. After these meeting, if the Provost/AVP modifies the original decision, the new course of action shall follow one of those outlined above in section 15 (Follow-up). After these series of meetings, if the discontinuance decision stands, the Provost/AVP shall immediately notify the appropriate unions with whom the University has contractual agreements involving the personnel affiliated with the program. Also, within one month the Provost/AVP shall, with the input of the Dean(s) (if applicable), Department Chair / Program Director / Unit Head, and officers of the MFA, create and communicate to the appropriate individuals a plan to:

- 1) phase out the program, making every effort to assure that students either have an opportunity to complete their course of study, or to transfer to another program;
- 2) Follow Article VII of the UDMPU Collective Bargaining Agreement, which addresses layoff of any bargaining unit member during the term of any appointment resulting from program review.

Should any of the parties involved in a program discontinuance decision seek to file an appeal of the decision, the office of the University President shall serve as the body of appeal. The right to appeal shall be exercised within one month of notification of a discontinuance decision, and the response to an appeal shall be made within one month of the date of the written appeal's having been received by the President's office.

** Nothing in this process shall be construed or implemented in a manner that conflicts with union contracts.*

Criteria for Program Review

The process of program review for the University of Detroit Mercy is designed to support and enhance educational programs of the institution. To this end, the following five criteria for review are outlined, with a brief description of the salient issues involved in each criterion, and self-study indicators for each:

- 1. Centrality:** Each program will be evaluated in terms of its contribution to the Mission of the University of Detroit Mercy. In addition, each program's contribution to other University programs and/or services will be considered, as educational programs are part of an integrated whole that supports initiatives of the University.

Self-Study: (1) Program description, (2) History of the program, (3) Mission, (10a) Contributions to University programs, (10e) Contribution to diversity, (10f) Community engagement

- 2. Quality:** The quality of educational programs is reflected in the excellence of the faculty in teaching, scholarship, and service; students and staff. To determine quality, a description of the curriculum, goals and objectives, educational outcomes, methods of assessment, and criteria for success, benchmarks and other pertinent data should be provided. The connection and responsiveness of the program to the community of practice is another indicator; questions should be raised concerning whether or not the program is actively engaged with leaders in the field, and whether or not the program is able to appropriately respond to changes in the community of practice. Quality is further reflected in the contributions and accomplishments of program faculty and graduates. Diversity in faculty and student recruitment will also be considered in judging program quality.

Self-Study: (4) Curriculum, goals and objectives, (5) Program effectiveness, (6) Students, (7) Faculty, (8) Resources, (10b, c) Program graduates, faculty, administrator contributions, (1f) Accreditation status, (11) Program enhancement plan, (12) Program inhibitors and constraints.

- 3. Demand:** The current and future viability of each program should be considered in evaluating demand, by evaluating enrollment data and current societal or professional/discipline trends. The need for specific skills or knowledge that may impact on future societal needs or projections should also be addressed, for example, changes in health care delivery models, technology, business practices or transportation needs. Other indicators include number of applications, quality of students accepted, job placement, employment, acceptance into graduate program, support provided to other University programs and initiatives, degrees awarded, and the need for program graduates in the state, region, national or global market.

Self-Study: (5) Program effectiveness, (6) Students, (10a) Contributions to University programs, (10d) Uniqueness of program.

- 4. Cost:** This will include consideration of direct and indirect revenue and direct and indirect cost. The adequacy of University resources to support current program activities and future goals will be evaluated. External funding/support, alumni contributions and/or contributed services will be considered.

Self-Study: (7) Faculty, (8) Resources, (9) Revenues and expenses, (11) Program enhancement plan, (12) Program inhibitors and constraints.

- 5. Efficiency and Effectiveness:** This criterion addresses how existing resources are utilized, as well as measures of program effectiveness. Programs should be examined to see if more economical or more efficient methods are possible to achieve the same goals, e.g. evaluation of the use of alternative delivery methods. This is not a cost-driven issue primarily, but rather an attempt to balance program cost with program effectiveness. Program quality and integrity should not be sacrificed.

Self-Study: (4) Curriculum, goals and objectives, (5) Program effectiveness, (7) Faculty, (8) Resources, (9) Revenues and expenses.

It is assumed that different programs will reflect different balances among the various criteria listed. For example, based on the nature of the program, some are more expensive, and others more directly reflect the University mission.

Self-Study Outline for Academic Program Review

The self-study must follow this format. Self-studies submitted in any other format may be returned to the Self-Study Committee for revision. All sections of the self-study outline must be addressed. Some sections and/or questions may not be applicable to the program under review (specifically academic support programs and interdisciplinary programs). In those cases, the document should indicate “not applicable” in the self-study. All self-studies should be page numbered.

Note: Data should be for immediate past academic year unless specified otherwise or the most recent data available if it is earlier than the past academic year.

1. Program Description (Centrality, Quality)

- a) Provide a brief description of the program including the name of the degree and major, purpose and scope of the program.
- b) Provide brief description of any non-degree programs offered, including minors.
- c) Describe how the program is structured for governance and decision making.
- d) Describe how faculty become aware of new concepts, developments or practices within the discipline and how those changes are incorporated into the program. Provide examples.
- e) Describe the student population served (i.e. graduate, undergraduate, professional, industry, etc.)
- f) Identify current accreditation status, if applicable. Is the program accredited? Identify the date of the last accreditation visit. When is the next accreditation visit?
- g) Is the program eligible for future accreditation? Is that a program goal? If so, identify the targeted date/year for seeking accreditation
- h) For certificate programs only: Provide the program’s Gainful Employment disclosure policy.
- i) Provide program components by completing Table 1.

**Table 1.
Program Components**

Degrees	Majors	Minors	Tracks	Concentrations	Certificates	On-line	Off-Campus

2. History of the program – (Centrality)

- a) Academic year started.
- b) Brief overview of the history of the program including administrative organizational chart, recent administrative changes, significant modifications to the number faculty, (increases, decreases, adjunct counts) and major changes in program direction.
- c) Describe the program’s history since the last program review or within the last five years. Include the recommendations of the previous self-study or program review, and the unit’s response to those recommendations.

3. Mission and Vision (Centrality):

- a) Statement of mission, vision and goals (College/School and/or Program).
- b) Describe how the program reflects and supports the mission of the University.

- c) Describe how the program supports the University's strategic plan.

4. Curriculum, Goals and Objectives (Quality, Efficiency and Effectiveness)

- a) Description of the curriculum, goals and objectives. Description of the educational outcomes for the program. List of courses that are designed to contribute to each outcome (see sample matrix 1, p.18). Description of whether the outcomes or benchmarks indicated have been met. Why or why not?
- b) Description of the program's educational methods, e.g. teaching methods, use of technology, alternative delivery methods, case-based, problem-based learning, practicums, co-op, internships, etc.
- c) Description of strategies that support a successful educational environment e.g. evidence of a faculty handbook, student handbook, support for students, (tutoring, advising, etc.) guidelines for student/faculty relationships, student and faculty evaluations.
- d) List of courses that are required or electives for students from other programs.
- e) List the courses in the program that require service learning.
- f) List of courses that are cross-listed (graduate/undergraduate; across units). Provide a matrix that lists cross-listed course numbers and both graduate and undergraduate learning outcomes and assessment methods (see sample cross-listed course curriculum sample matrix 2, p. 18).

5. Program Effectiveness (Quality, Demand)

- a) Student – Program composite
 - Include Table 2: Student Enrollment (provided by the Office of Institutional Research).

 - Please provide narrative explanation of data presented including explanation of trends related to increases or decreases.
- b) Outcomes assessment
 - Provide the annual Assessment Update Report that is submitted to the Assessment Team. The program may also request that the external accreditation assessment report be submitted in lieu of the Assessment Update Report. Please note that some assessment reports are considered confidential, thus a summary of the outcomes of the accreditation visit are acceptable.

6. Students (Demand, Quality)

- Include Tables 3-7 (provided by Office of Institutional Research).
- Table 3 – Student Recruitment
 - Please provide narrative explanation of data. What steps are being taken to continue an upward trend? Or what steps are being taken to address the downward trend?
- Table 4 – Academic Quality of Students
 - Please provide narrative explanation of data that addresses trends.
- Table 5 – For undergraduate programs, graduation rates. For graduate programs, number of students retained in the program year to year.

Please provide narrative explanation of data.
-Table 6 – Number of degrees/certificates conferred.
Please provide narrative explanation of data.
-Table 7 – Student Diversity
Please provide narrative explanation of data.

7. Faculty (Quality, Cost)

- a) Qualifications and credentials of faculty teaching in the past academic year.
-Complete Table 8. Please provide narrative description.
- b) Productivity (research, grants, service)
-Complete Table 9.
 1. Please provide narrative description.
 2. Please discuss how the commitments of full- time faculty to external organizations and/or administrative work within the University enhances or negatively impacts program delivery.
- c) Professional Development
Please provide a description of the activities that faculty have participated in associated with professional development (e.g. webinars, seminars, institutes, workshops, etc.).
- d) Information on others (administrators, faculty and/or staff) who provide service to the program
-Complete Tables 10-11.
 1. Please provide narrative description including how these individuals contribute to program quality.
 2. How many adjunct faculty, on average, are involved teaching in the program?
 3. What percentage of courses in this program are taught by adjuncts?
 4. How is quality of services/teaching delivered assured if adjunct faculty are involved, e.g. mentoring, faculty development, etc.
 5. Please provide ratio of support staff to FTE students.
 6. Please discuss the ways the program maximizes its use of personnel, both faculty and staff.
- e) Rank, tenure, and diversity of full-time faculty
-Complete Table 12. Narrative description may be added.
- f) Submit teaching load for full and part-time faculty (provided by the Office of Institutional Research). Narrative description may be added.
 1. Please provide the ratio of full-time tenured and tenure-track faculty and total faculty to FTE students (undergraduate, graduate).
 2. Please provide the proportion of teaching activity of faculty in the Department/College/School that is directed toward students enrolled in the program and in other programs.

**Table 8.
Faculty Profile – Full Time**

Faculty Name	Track	Date of Initial Appt.	Rank	Bachelor Degree	Degree Conferring Institution	Graduate Degree(s)	Degree Conferring Institution (s)	Professional Certification (s)	Area of Expertise	Faculty Sabbatical =A

**Table 9.
Faculty Productivity – Full Time**

Faculty Name	Academic Course/s Provide Rubrics (#Students)	# Students – Advising	Administrative Responsibilities*	# of Refereed Publications & Presentations* (do not list)	Research Grants and Total Grant Funding*	University and College Service*	Professional/ Discipline Specific Service including memberships *

*Last five (5) years

**Table 10.
UDM Employee Program Support**

Name	Title	Administrative Responsibilities	# Students – Advising

**Table 11.
Faculty Profile – Part Time/Adjunct/Administrators with Teaching Responsibility**

Faculty/Admin. Name	Date of Initial Appt.	Bachelor Degree	Degree Conferring Institution(s)	Graduate Degree(s)	Degree Conferring Institution(s)	Professional Certification(s)	Area of Expertise

Table 12.
Faculty Profile – Rank, Tenure, and Diversity – 5 year trend

No. Faculty	Past Academic Year	1 Year Previous	2 Years Previous	3 Years Previous	4 Years Previous
Total – FT					
Instructor					
Asst. Prof.					
Assoc. Prof.					
Full Prof.					
Tenured					
Tenure track					
Non-tenure-track					
Ethnicity (Hispanic or Latino) and Race (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White):					
Gender (Male or Female)					

8. Resources (Quality, Cost, Efficiency and Effectiveness)

- a) Describe the adequacy/inadequacy of the following:
 - 1. Faculty – full-time and part-time
 - 2. Library – holdings and access to library resources
 - 3. Instructional Design Studio(IDS) – support and services
 - 4. Facilities –offices, training clinics, simulation labs, laboratories, classrooms, etc.
 - 5. Information Technology and Support (ITS) – availability, accessibility, etc.
 - 6. Support staff – administrative, lab techs
 - 7. Lab equipment/supplies, condition
 - 8. Office equipment/supplies
 - 9. Program marketing/advertising
 - 10. Financial Aid/Graduate stipends
 - 11. Faculty development funding
 - 12. Please describe any other resources necessary for delivery of this program and comment on their adequacy or inadequacy.
- b) Please describe any collaborative resources necessary for delivery of this program (e.g. other departments or colleges, non-University organizations).

9. Revenues and Expenses (Cost, Efficiency and Effectiveness)

- a) Does the program chair or do program faculty have input in the budget planning process with the Dean of the College/School?
- b) Grant supported funding (Provide a summary of amount, use by the department, e.g. enhance labs)

- c) External fundraising contributions to Contributed services (e.g., training clinic support, supervision)
- d) External funding (i.e., grants, contracts) (Provide summary of amounts within last five years, how funds are used, e.g. dean's discretion.)

10. Program Achievement and Contribution (Centrality, Quality, Cost, Efficiency/Effectiveness, Demand)

- a) Please describe how the program contributes to other University programs.
- b) Please provide a summary of program graduates' contributions and achievements.
- c) Please provide a summary of notable faculty and administrator achievements.
- d) Please describe what is unique about the program.
- e) Please describe the program's contribution to diversity noting that diversity is broadly defined (e.g. student recruitment, hiring, etc.).
- f) Please describe the nature of the program's engagement with the community.

11. Program Enhancement Plan (Quality, Cost, Demand, Efficiency/Effectiveness)

- a) Describe the need for this program. Describe how this program is relevant and important. Describe how it serves the students and addresses societal needs.
- b) Describe what aspects of the program need to be addressed in the next 5 years to assure continued vitality.
- c) Describe what resources are needed to assure program vitality in the next 5 years.
- d) Future Viability – identify prospects for maintenance and growth with and without additional resources.
- e) Resources – identify opportunities for new external resources (e.g., grants, contracts, fundraising, collaboration or partnering).
- f) Are there opportunities to enhance efficiency and effectiveness (e.g. online delivery, interdisciplinary collaboration)?
- g) Demand for program graduates currently and in the next decade.

12. Program Inhibitors and Constraints (Quality, Cost)

Identify barriers to current program's vitality from most important to least important.

Sample Curriculum Matrix 1

Program Objective	Learning Outcome	Course Numbers	Assessment Criteria
Objective 1	Learning Outcome 1 Learning Outcome 2	Course 1 Course 2 Course 3 Course 4	
Objective 2	Learning Outcome 3 Learning Outcome 4 Learning Outcome 5	Course 5 Course 6 Course 7 Course 8 Course 9 Course 10 Course 11 Course 12	
Objective 3	Learning Outcome 6 Learning Outcome 7	Course 13 Course 14 Course 15 Course 16	
Objective 4	Learning Outcome 8 Learning Outcome 9 Learning Outcome 10	Course 17 Course 18 Course 19 Course 20 Course 21	

Sample Cross-Listed Course Curriculum Matrix 2

Cross-listed Course Numbers (UG/Grad)	Learning Outcomes	Assessment Criteria
Course 4001 Course 5001	Learning Outcome Learning Outcome Learning Outcome Learning Outcome Learning Outcome Learning Outcome Learning Outcome	
Course 4010 Course 5010	Learning Outcome Learning Outcome Learning Outcome Learning Outcome Learning Outcome Learning Outcome Learning Outcome	
Course 4020 Course 5020	Learning Outcome Learning Outcome Learning Outcome Learning Outcome Learning Outcome	