

University of Detroit Mercy

Academic Program Review

Approved August 15, 2006

Revised April 7, 2011 for programs reviewed beginning Academic Year 2011-2012

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 Law and Dental schools. Normally, programs are to be reviewed once every five (5) years, though some may be reviewed every 6 or 7 years depending on external accreditation cycles. The foundation of the academic program review is a Self-Study Report to be produced by each academic program. 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 by the Graduate Program Review Committee (GPRC) and/or the Undergraduate Program Review Committee (UPRC), or their joint entity as determined in UDM's governance documents, the Dean(s) (if applicable), the McNichols Faculty Assembly (MFA), and the Vice President for Academic Affairs and Provost (AVP). In addition, external review by faculty from the discipline from other institutions and professionals where appropriate are included in the process.

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 are:

1. Academic Program Review is part of an overall evaluation plan that provides an honest portrait of program strengths and limitations and should result in continuous program improvement.
2. The process should be broadly participatory.
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 develop support among its various constituencies.
5. Academic Program Review is a review of a program and is not a personnel review of the administration, staff, or individual faculty members.

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 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

** 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.*

in School, College and University planning efforts and guide University evaluation of new academic program proposals, budget requests, and capital project requests. Normally, reviews will occur on a five-year cycle which will ensure that the University has a regular process of internal review and evaluation of its academic programs in compliance with the criteria for accreditation with the North Central Association of Colleges and Schools (NCA). It is assumed that in the ten (10) years between NCA self-study activities, each academic program will likely undergo Academic Program Review twice.

Time Frame

A regular schedule of Academic Program Review has been established to ensure that all programs are normally reviewed every five (5) 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 do not take the place of the UDM Academic Program Review. However, elements of and preparation for these reviews may overlap. Programs with no external review process are expected to include faculty from their discipline from other institutions and professionals where appropriate in their self-study review process in lieu of external review.

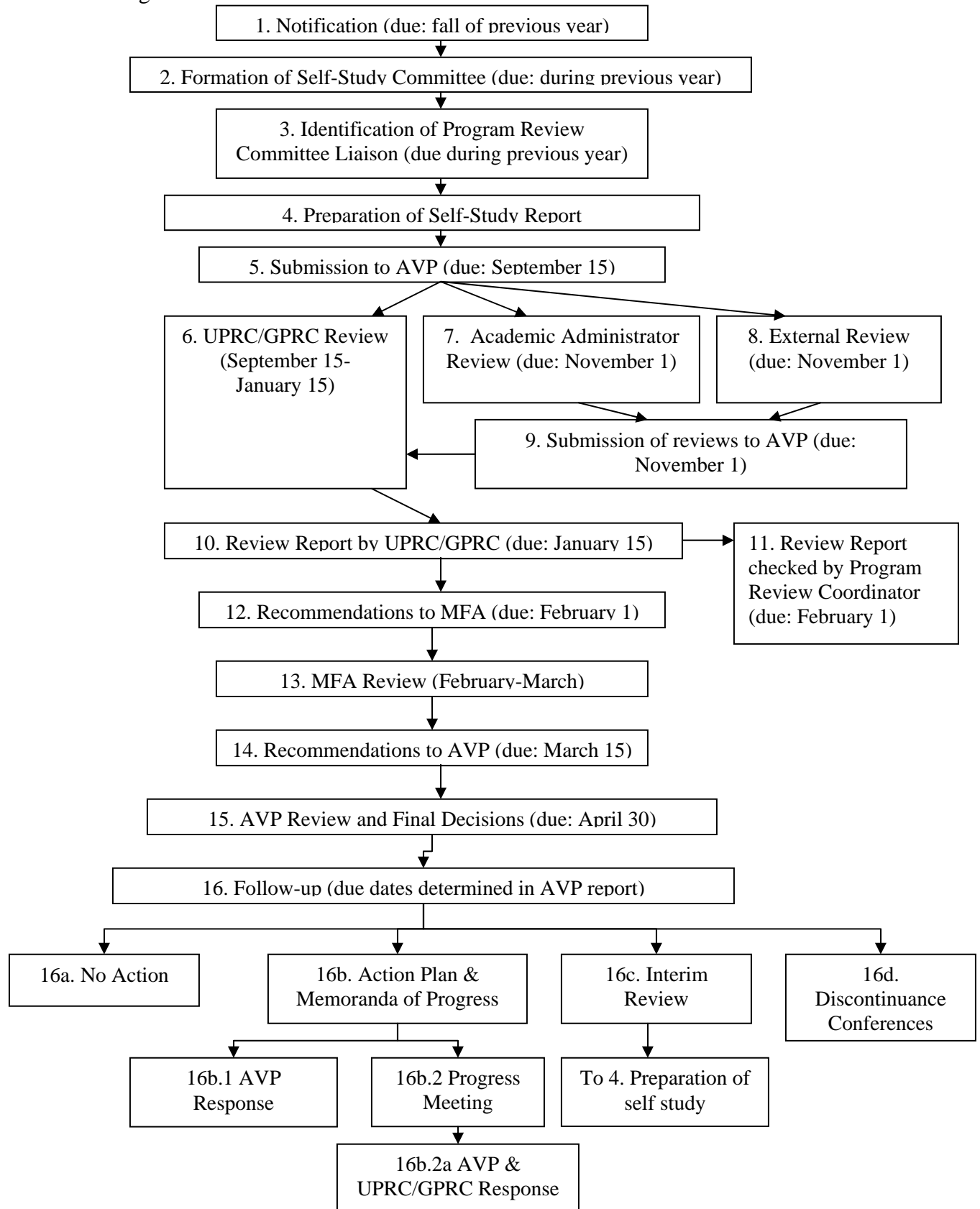
The normal five-year Academic Program Review cycle is flexible and may be revised by mutual agreement among the UPRC/GPRC; the MFA; the AVP; the Dean(s); and the Department Chair / Program Director / unit head.

In addition to the regular cycle, the AVP will be able to identify programs that face special challenges and therefore should receive an out-of-cycle review during the year. In identifying these programs, the AVP will, in consultation with the MFA, make clear 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.

Follow-up

After review by the Self-Study Committee, the Dean(s) (if applicable), the UPRC/GPRC, the MFA, and the AVP, the AVP's Report is provided 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 16.

Academic Program Review Process Flow Chart



The Process

Faculty committees have been elected for the review of undergraduate and graduate programs. 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 fourteen primary steps outlined below.

1. Notification.

Academic units are notified by the AVP of an upcoming review. Although the Academic Program Review schedule will remain public, as a courtesy, in the Fall term of each year, the AVP will alert all units that are up for review in the following academic year. Memoranda will be sent to the appropriate Dean(s) and Department Chair / Program Director / unit head notifying them of the program under their purview scheduled for review, and inviting them to participate in an informational meeting to begin the review process. The unit identifies a Program Review Coordinator from within the unit (typically, but not always, the Department Chair / Program Director / unit head) and notifies the 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 external review, the UPRC/GPRC will make every effort to modify the review schedule so that it is not disruptive to the external review process.

At the point of notification, the program will provide a list of 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.

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.

3. Identification of Program Review Committee Liaison to Program.

A member of the UPRC/GRPC will be identified as the Review Liaison to monitor the Review Process and to serve as the liaison to the program. The identified member may not be directly affiliated with the program under review in order to avoid any conflict of interest.

The due date for identifying the Program Review Committee Liaison is during the previous year.

4. 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 Program Review 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 Offices of Institutional Research and Business and Finance will provide requested data with at least 30 days notice.

A thorough and thoughtful Self-Study will candidly assess a program's past and present efforts and will sketch out 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 them clearly in ways that serve 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.

Programs that are subject to external accreditation review should include all materials submitted for external review as well as the findings of the most recent external review in 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.

The report is sent to the AVP.

The due date for the report to be completed is September 15.

5. Submission to the AVP.

The report is submitted electronically to the AVP. For programs that report to a Dean or multiple Deans, the report will not be reviewed by the 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 AVP, the report will be forwarded to the Chair of the UPRC and/or GPRC, and the external reviewers.

6. UPRC / GPRC Review.

All reports are reviewed by the Program Review Committee. (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 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.

This phase of the review process will include discussion of the submitted materials with stakeholders (including but not limited to the Program Review Coordinator) in the program.

Members of the UPRC/GPRC who are directly affiliated with a program under review may participate in discussions, but will not be allowed to vote on any proposed recommendations, and will not participate in the writing of the Review Report. The UPRC/GPRC will thoroughly review

the Self-Study Report and the supporting documentation in a timely manner. The departmental Program Review Coordinator will be invited to meet with the UPRC/GPRC to discuss the report during the review process.

7. Academic Administrator's Review

The self-study report, 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 AVP, the 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 AVP and that the 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.

8. External Review.

The Self-study report is reviewed by the three external reviewers. These individuals independently of each other write a review. Format of these reviews may vary but the reviewers will be asked to respond quite specifically to program quality and effectiveness. The External Reviewers will be asked to submit their reviews to the AVP.

The due date for the External Reviews is November 1.

9. Submission to the AVP.

The Dean's Review is submitted by the Dean(s) to the AVP's office for distribution to the appropriate Program Review Committee. For academic programs that report to the AVP, the AVP will forward the Academic Administrator's report to the appropriate Program Review Committee. The reviews from the external reviewers are submitted to the AVP for distribution to the appropriate Program Review Committee. Copies of these reviews are sent to the Program Review Coordinator.

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.

10. Review Report by Program Review Committee.

The Program Review Committee drafts a Review Report that includes findings and recommendations.

Following review, the UPRC/GPRC will produce a written summary report. The Review Report shall be a concise document making every 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 needing attention, or any potential opportunities or threats to the program. This report may also request specific follow-up procedures. Recommended follow-

up procedures may be superseded by the AVP's request for follow up procedures (See Steps 16a-d below).

The due date for the Review Report is January 15.

11. Review Report to Program Review Coordinator.

The Review Report is issued to the Program Review Coordinator who will have two weeks to review the report and correct any errors of fact, and return the report to the UPRC/GPRC.

The due date for response by the Program Review Coordinator is February 1.

12. Recommendations to MFA.

All reports are forwarded to the McNichols Faculty Assembly.

The due date for forwarding all reports is February 1.

13. MFA Review.

All reports are reviewed by the MFA, which may request modifications to the Review Report. The MFA may or may not support the recommendations of the UPRC/GPRC, and they may request modifications to the Review Report. The MFA writes its own report unless it concurs fully with the Review Report.

The due date for the MFA Review is March 15.

14. Recommendations to the AVP.

All reports are forwarded to the AVP. In keeping with the founding governance documents, the Review "report will be deemed automatically approved by the MFA (and, thereby, forwarded to the 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." Additionally, the MFA will forward its recommendations to the Dean(s) (if applicable) and Program Review Coordinator.

The due date for forwarding all reports, including the recommendation of the MFA, is March 15.

15. AVP Review and Final Decisions.

The AVP considers all the reports, meets with the Self-Study Committee, and writes a report that includes decisions about the program.

The AVP may or may not support the recommendations of the UPRC/GPRC and/or the MFA, and may make additional recommendations. In cases where the AVP does not accept the findings and recommendations of the UPRC/GPRC and/or the MFA, the AVP will meet with the UPRC/GPRC and the MFA to discuss the areas of concern. The Program Review Coordinator will be invited to meet with the AVP to discuss the findings and recommendations made during the AVP review process.

The due date for the AVP report, which includes final decisions about the program, is April 30.

16. Follow-up.

The AVP's Report is provided 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, and program discontinuance.

The AVP will return the Self-Study Report along with the written findings and recommendations of the UPRC/GPRC, the MFA, and the final decisions of the AVP to the Dean(s) (if applicable) and the Program Review Coordinator. The AVP will also meet in person with the Dean(s) (if applicable) and/or the Program Review Coordinator to discuss all the findings of the complete review process. These findings should then be communicated publicly by the Department Chair / Program Director / unit head to all faculty and staff in the program. The 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 16a.); Action Plan and Memoranda of Progress required (step 16b.); Interim Review required (step 16c); or Discontinuance Conferences required (step 16d). The AVP will include specific due dates for each follow up action.

16a. Follow-Up: No Action

In instances where no significant concerns are raised during the review process, the 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.

16b. Follow-Up: Action Plan and Memoranda of Progress

In instances where significant concerns have been raised, the AVP may request the submission of an Action Plan and subsequent Memoranda of Progress by the Dean(s) (if applicable) and/or Program Review Coordinator to be prepared prior to the next regularly scheduled Academic Program Review to show 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.

16.b.1. AVP Progress Response

If the Action Plan and Memoranda of Progress are satisfactory then the AVP will prepare a written response to the Action Plan and the Memoranda of Progress which will be forwarded to the Dean(s) (if applicable) and/or the Program Review Coordinator and will also be included in the next regularly scheduled Program Review. In this case, this represents the final step of the review process.

16.b.2. Progress Meeting

If the Action Plan or Memoranda of Progress are not satisfactory, then the AVP may request follow-up meetings with the Dean and/or the Program Review Coordinator in order to discuss the academic unit's progress. If so, the identified Review Liaison from the UPRC/GPRC will attend the Progress Meeting and participate in the review of the Action Plan and Memoranda of Progress.

16.b.2.a. AVP + UPRC/GPRC Progress Response

If a Progress Meeting has taken place (which triggers the participation of the UPRC/GPRC), then the Review Liaison will brief the UPRC/GPRC committee. The UPRC/GPRC will prepare a written response to the Action Plan, Memoranda of Progress, and the Progress Meeting. This response will be forwarded to the MFA for approval and then to the AVP. The AVP will also prepare a written response to the Action Plan, Memoranda of Progress, and the Progress Meeting. All of these documents will be forwarded to the Dean(s) (if applicable) and/or the Program Review Coordinator and will also become part of the next regularly scheduled Program Review. In this case, this represents the final step of the review process.

16c. Follow-Up: Interim Review

In instances where very serious program concerns are raised during the review process, the AVP may request an Action Plan and an Interim Program Review to show 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 bring it up to date, to add 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. In such cases, the Interim Review Process will follow the normal procedures outlined above for Academic Program Review (Steps 2-16).

16d. Follow-Up: Discontinuance Conferences and Preparations*

In instances where persistent and serious concerns have been raised at multiple levels of the review process, the 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 AVP shall notify the Dean(s) (if applicable) involved with the program (if applicable), the Department Chair / Program Director / unit head, the Program Review Coordinator, the members of the appropriate Program Review Committee, and the officers of the MFA and summon them to a joint conference to discuss the rationale for and implications of the decision. The MFA will hold a discussion of the matter within a month of this conference, and the AVP, if invited, shall attend this discussion. After these conferences, if the AVP changes the decision, the new course of action shall follow one of those outlined above in section 16 (Follow-up). After these conferences, if the discontinuance decision stands, the AVP shall immediately notify unions with whom the University has contractual agreements involving the personnel affiliated with the program. Also, within one month the 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 finish what they have begun in terms of 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 wish 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 proposed, together 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 and vision 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 a coherent whole that helps to support related initiatives of the University.

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

- 2. Quality:** The quality of educational programs is reflected in the quality of the faculty in teaching, scholarship, and service; students and staff; and pertinent resources utilized by the program. Learning outcomes assessment, including a description of curriculum, goals and objectives, educational outcomes, means of assessment, and criteria for success, provides an important indicator of program quality. 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 respond to changes in the community of practice. Quality is further reflected in the contributions and accomplishments of program graduates. Diversity in hiring and in 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) Program graduates/contributions, (10c) 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, as well as the instruction of students or research undertaken for the solution of pressing problems of society. Other indicators include number of applications, quality of acceptances, support provided to other University programs and initiatives, degrees awarded, and the need for program graduates in the state, region, or nation.

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) Operating revenue and costs, (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 means are possible to achieve the same goals, e.g. evaluation of the use of technology for course delivery. 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. It is assumed that different programs will show a different balance among the various criteria. For example, some programs are more costly, and others more directly reflect the University mission.

Self-Study: (4) Curriculum, goals and objectives, (5) Program effectiveness, (7) Faculty, (8) Instructional resources, (9) Operating revenue and costs.

Self-Study Outline for Academic Program Review

Note: Data should be for Past Academic Year unless specified otherwise or the most recent data available is earlier than the past academic year.

1. Program Description (Centrality)

- a. Statement of mission, vision and goals (College and/or Program)
- b. Provide a brief description of the program including name of the degree and major and purpose and scope of the program.
- c. Provide brief description of non-degree programs offered.
- d. Describe how the program is structured for governance and decision making
- e. Provide program components by completing Table 1.

Table 1.
Program Components

Degrees	Majors	Tracks	Concentrations	Certificates	On-line	Off-Campus

2. History of program – when it started; important points (Centrality)

- a. Brief overview of the history of the program including such things as administrative changes, significant additions to the faculty, major changes in program direction, and accreditation status (if applicable).
- b. Describe the program’s history since the last program review or within the last five years. Include the recommendations of the previous self-study and results of Prioritization and the unit’s response to those recommendations.

3. Mission and Vision (Centrality):

Describe how the program reflects and supports the mission and vision of the University

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

- a. Description of the curriculum, goals and objectives, and educational outcomes for the program. List of courses that are designed to contribute to each outcome.
- b. Description of the program’s educational methods, e.g. course work, student/faculty relationships, evaluation of performance, practical training experiences, etc.
- c. List of courses that are required for students from other programs, or that are electives or service courses, etc.
- d. List of courses that are cross-listed (graduate/undergraduate; across units).

5. Program Effectiveness (Quality, Demand)

a. Student – Program composite

Complete Table 2: Student Enrollment (provided by Office of Institutional Research)

b. Outcomes assessment

Provide the yearly Assessment Update Report that is submitted to the Assessment Team. The program may also request that the external accreditation assessment report may be submitted in lieu of the Assessment Update Report.

6. Students (Demand, Quality)

Complete Tables 3-6 (provided by Office of Institutional Research).
Narrative description may be added.

7. Faculty (Quality, Cost)

- a. Qualifications and credentials of faculty teaching in past academic year
Complete Table 7. Narrative description may be added.
- b. Productivity (research, grants, service)
Complete Table 8. Narrative description may be added.
- c. Information on others who provide service to the program
Complete Tables 9-10. Narrative description may be added.
- d. Rank, tenure, and diversity of full-time faculty
Complete Table 11. Narrative description may be added.
- e. Submit teaching load for full and part-time faculty (provided by the Office of Institutional Research). Narrative description may be added.

**Table 7.
Faculty Profile – Full Time**

Faculty Name	Track	Date of Initial Appt.	Rank	Bachelor Degree	Degree Conferring Institution	Graduate Degrees	Degree Conferring Institution	Professional Certification	Area of Expertise	Faculty Sabbatical =A Phased Retirement = B

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

Faculty Name	Academic Course/s Provide Rubrics (#Students)	# Students – Advising	Administrative Responsibilities	Publications, Research & Grants – last 5 years	University Service	Professional/Community Service

**Table 9.
Other Employees who support the program**

Name	Title	Administrative Responsibilities	# Students – Advising

Table 10.

Faculty Profile – Part Time/Adjunct/Administrators with Teaching Responsibility

Faculty Name	Date of Initial Appt.	Bachelor Degree	Degree Conferring Institution	Graduate Degrees	Degree Conferring Institution	Professional Certification	Area of Expertise

Table 11.

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):					

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

- a. Library – holdings and access to library resources
- b. Facilities –offices, training clinics, laboratories, etc.
- c. Instructional Technology – availability, accessibility, usage rates

9. Operating revenue and costs (Cost, Efficiency and Effectiveness)

- a. Submit Cost Study Analysis (most recent version provided by the Office of Business and Finance). Narrative description may be added.
- b. Fundraising contributions to program
- c. Contributed services (e.g., training clinic support, supervision)
- d. External funding (i.e., grants, contracts)

10. Program Achievement and Contribution

- a. Contributions to University programs (Centrality, Cost, Effectiveness, Demand)
- b. Program graduates/contributions (Quality, Cost)

- c. Accreditation status, if applicable (Quality)
- d. Uniqueness of program (Demand)
- e. Contribution to diversity (Centrality)
- f. Community Involvement (Centrality)

11. Program Enhancement Plan (Quality, Cost, Demand)

- a. Describe what aspects of program vitality and resources need to be addressed in the next 5 years
- b. Future Viability – identify prospects for maintenance and growth with and without new resources
- c. Resources – identify opportunities for new external resources (e.g., grants, contracts, fundraising)
- d. Demand for program graduates currently and in the next decade.

12. Program Inhibitors and constraints (Quality, Cost)

- a. Identify barriers to current program's vitality
- b. Prioritize the barriers