

Program Review Procedures

St. Cloud State University

Academic Affairs

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St. Cloud State University Program Review Overview

St. Cloud State University (SCSU) requires that non-accredited academic programs be reviewed at least once every six years. The purpose of this review is program improvement. The basic process is self-study, followed by an external review. The external consultant(s) write(s) a report to which the department may respond, then in consultation with the Dean, the department determines a plan to carry out any recommendations for program improvement which arise in the process. A schedule of departments involved in program review is appended to this document. A checklist for steps in the program review process is also included. Departments, with the Dean's approval, may select one of two types of program review:

Comprehensive Review. This type of review would examine all dimensions of the department as indicated in the self-study guidelines included below. A team of two external reviewers is selected in order to provide a wide range of expertise. A department must conduct at least one comprehensive review within two review cycles.

Focused Review. This type of review would be limited to one or more specific issues the department wishes to address. For example, a department may wish to undertake a major curriculum revision. The self-study process would focus on curriculum issues, and the external reviewer would be selected for her/his expertise in curriculum within the discipline. A department may request a focused review only once within two review cycles.

A. Initial Steps:

1. By March 1 in the year prior to a scheduled review, the department should recommend to the Dean the level of review that it thinks is most appropriate. For a focused review there will normally be one reviewer, and for a comprehensive review, two.
2. After the type of review is confirmed by the Dean, the department should forward the names of 5-10 potential reviewers with their credentials to the College Dean (and Graduate Dean if the unit offers graduate programs). Individuals recommended as program reviewers should have prior experience on at least one review team, and should be active in their professional organization(s). In addition, because of the institution's commitment to affirmative action and cultural diversity, women and persons of color must be included in the list of potential reviewers.
3. The Dean identifies preferred reviewers and notifies departments of approval. For departments that offer undergraduate and graduate programs, both the College Dean and the Graduate Dean should make recommendations on possible reviewer(s).

B. Self-Study Guidelines:

As part of the self-study process, the department/program prepares a report which has six sections—overview of the program, program quality, program need, contribution of the program, cost and fiscal management, and future directions. If a graduate degree is offered, a special section on the graduate program should be included. For each of these sections, questions are provided to provide a framework for the departmental response. Please follow the order of the sections given below.

1. Overview of Program

Provide an overview of the program including a program of study (list of courses, credits, course descriptions).

2. Program Quality (Where possible, provide numerical/statistical data as part of the answer.)

- . Quality of student academic achievement: What are the student learner outcomes expected? (What students are expected to know and be able to do?) How are these outcomes aligned with standards established by the professional societies? What data indicate that the outcomes have been achieved? Describe the assessment processes within the program. Include a copy of the departmental assessment plan and demonstrate how that plan is being carried out. How is the program using assessment data to make improvements in the program?
- . Program Changes: How has the program evolved since the most recent program review? What programs or courses have been added? deleted? What recommendations from the most recent review have been achieved? Which have not, and why?
- . Quality of the faculty/staff: (A current vita for all faculty/staff should be attached). How does the faculty members' professional training and experience relate to the academic program(s) offered? What are the faculty members' activities and priorities relative to departmental goals, teaching, scholarly activity/research, student growth, and community service?
- . Effectiveness of departmental decision processes: What is the department / program mission? What are the program's goals and objectives? How do they relate to college and university goals? Describe the departmental decision process. How effective is it with regard to curriculum and class scheduling? Resource allocation? Determination of priorities?
- . Collaboration: In what ways has the program built bridges with other units within the university, with other colleges and universities (particularly within MnSCU), with community organizations, and with business, industry, and government?

3. *Program Need*

(Where possible, numerical or statistical data should be provided.)

- . What is the need for the program (include trend data)? How does the program respond to local, regional, state and/or national needs? What are the changing economic, cultural, or social factors that affect the program?
- . What do the data indicate about the career paths your students tend to pursue? How does your program provide the skills your graduates are likely to need? What are the projections for the growth in jobs that your graduates are likely to pursue?
- . How is this program distinctive? Are similar programs offered elsewhere in the state? What makes this program unique?

4. *Appropriateness and Contribution of the Program*

(Where possible, numerical or statistical data should be provided.)

- . Fit with the university mission: (SCSU mission statement is Appendix B.) How does the program fit with the university's mission? How has the unit contributed to the achievement of university goals? How does the program fit with college goals and the strategic plans of the university and college?
- . Enrollment management: What is the program's enrollment management plan? How many program completers have there been annually since the prior review? How many intended and admitted majors and minors does the program have? If the department has multiple programs, emphases, tracks or options, break down this information to that level. What does the department do to recruit and prepare future majors? What efforts have been made to recruit students from diverse backgrounds? How successful have these efforts been in increasing the diversity of students in the program?
- . Contribution to students: How does the program contribute to student development? How are students advised? (Include a copy of the departmental advising plan.) Is there a student organization? Are there student-faculty research projects? What opportunities does the department provide for student leadership development? For internships? For joint sponsorship of workshops/seminars?
- . Contribution to the university: How does the program contribute to the institution? How involved are faculty members in university-wide committee work? Is the department involved in credit/non-credit coursework? Does the department sponsor activities on campus?
- . Contribution to the community. How does the program/faculty contribute to the community? Does the department share its expertise with local groups? Does the department sponsor off-campus activities, or on-campus activities which are open to

the community?

5. *Cost and fiscal management of the program(s)*

How adequate are resources such as space? Equipment? Computer facilities/support? Library holdings? (Include a descriptive summary and evaluation of library holdings.)

- . Assuming current rates of funding for students and existing resources, are there parts of the program that are so underfunded that they should be suspended?
- . How does current student demand for the program match current resources?

6. *Future Direction*

(The fifth component should provide a self evaluation of the program's strengths, weaknesses, and aspirations.)

- . What are the changing dimensions of the discipline? How are the needs of graduates and employers changing? What are the directions of the programs at peer institutions? How is the department staying abreast of disciplinary changes?
- . What trends are taking place in the department's offerings/programs? Is student interest/demand for the program stable, growing, or decreasing? (Use data for the past five years as compiled by the Office of Institutional Research for the department, college, and university). How does the department data compare to the college and university data? (For example, a department might report that the number of majors has had the largest increase in the college.)
- . What are the program's strengths? What are the program/departmental plans to capitalize on its strengths? What are departmental plans to overcome self-perceived weaknesses?
- . Where does the program see itself in 5 years? 10 years?
- . What factors/conditions should be taken into account in considering the future of the program (e.g. a large number of upcoming retirements)?

C. **Timeline:**

The timeline for the review process will vary depending on departmental size, the number of programs within a department, if analysis by the Graduate Dean is required, and the availability of the selected reviewers. However, the general timeframe should fall within these guidelines:

1. Preparation of the department self study report is begun in spring of year prior to review and completed by December 15 of the review year.
2. Review Process (consultants' visit, departmental response, etc.) to be completed by May 15 of the review year.

D. **Steps to Follow for an External Visit**

1. After the level of review has been determined and the reviewer(s) have been agreed upon, the department chair should make initial contact with the individuals and identify one as the team chair with the responsibility for writing the report. The home address and social security number must be obtained so that a contract can be issued.
2. The department will establish tentative dates for the on-campus visit. Calls should be made to determine the availability of the Dean(s) for the tentative dates chosen.
3. The department contacts the Dean with firm dates so that the Dean can send letters to the reviewers (see attached sample--Appendix F, P. 22) at least six weeks (preferably two months) prior to the on-campus visit. Note: Departments will be responsible for providing documents, such as the university catalog, relevant brochures, and the self-study report to reviewers (see Appendix F, p. 32).
4. The department prepares contracts at least two months prior to the on-campus visit. Contracts are prepared in consultation with the Associate Dean. **All reviewers' expenses will be included in the honorarium. The Business Office will not process expenses for reviewers.** In some cases, expenses may be reduced if the reviewers can stay over a Saturday night. The university will cover the additional hotel/living expenses for a Saturday stay as long as the end result is a saving. Expenses for department members at luncheons and dinners are not covered. The department or individuals will be reimbursed for trips to the airport under normal travel management policies.
5. Copies of all correspondence with the reviewer(s) by the department should be sent to the Dean or Associate Dean. In turn, the Associate Dean/Dean will send to the department copies of all his/her correspondence with the reviewer(s).

6. The department will make the necessary social arrangements and take care of logistics such as housing and transportation to and from the airport. **The department should make it clear to the reviewers that they are expected to pay their own expenses up front, but they will be reimbursed according to MnSCU travel policies.**
7. One copy of the departmental self study report will be sent to the Dean before it is prepared for final printing. The Dean will review the self study for completeness. When this review is completed (typically in about one week), the department makes any necessary corrections or additions and sends the self study to Printing Services, or makes other arrangements for printing. The department will send the final copy of the report to the reviewers at least four weeks prior to the visit, along with other appropriate materials (faculty contract, bulletins, handbooks, etc.) The department sends 2 copies of the self study to the Dean (3 if the department has a graduate program).
8. A tentative schedule of meetings and activities for the on-campus visit should be developed (see sample schedule in Appendix D, p. 17). Generally a reception is planned for the first evening for members of the unit and the reviewers. One and a half hours should be allowed early on the first day for a discussion with the Dean and Associate Dean. The final hour and a half of the visit should be scheduled with the College Dean and Associate Dean, and Graduate Dean (if appropriate). It is important that the reviewers have a full day here on the second day. They should be on campus until at least 2 p.m.
9. A finalized schedule should be sent to the Dean(s) at least one week before the review.

E. Follow-up to Consultants' Visit

1. The reviewers' final written report should be sent directly to the Dean for duplication and distribution to the department.
2. The department will prepare a written response to the reviewers' report and give it to the Dean within three weeks after receiving the report. The department should respond to statements/recommendations made by the review team. (e.g. What does the unit consider priorities? What strategies could be used to address reviewers' recommendations? Which recommendations do not seem useful or desirable?)
3. A meeting to discuss the reviewers' report with the department will be scheduled by the Dean(s) approximately two weeks after receipt of the department's response.
4. A written response by the Dean(s) shall be provided to the department within approximately three weeks after that meeting.

5. By October 1 of the year following the review, the department will provide a two-page executive summary of the self-study, consultants' report, departmental response, and the written comments of the Dean for submission to Academic Affairs.
6. Two years after the program has been reviewed, a meeting of the Chair, Dean and Associate Dean will be scheduled to discuss changes as a result of the program review process.

Appendix A

Program Review Schedule

Determination of Program Review cycles: (Program review on a six year cycle, accredited programs to follow their established accreditation cycle.)

College of Business

All programs (5 departments and 3 college-wide programs) accredited, were considered as one in 1999-2000 AACSB accreditation visit.

College of Education

Twenty (20) programs related to teacher education were approved by the Minnesota Board of Teaching (BOT) during the 2000-2001 NCATE / BOT accreditation visit. Five programs (School Counseling, Counseling Rehabilitation) were accredited through their professional organizations.

Nine programs to be reviewed:

- Community Education (Graduate Level)
- Community Psychology
- Curriculum and Instruction (Graduate Level)
- Higher Education (Graduate Level)
- Marriage and Family Therapy (Graduate Level)
- Recreation
- Social Responsibility (Graduate Level)
- Sports Management
- College Student Development

College of Fine Arts and Humanities

Five programs accredited:

- Art
- Communication Disorders
- Mass Communications
- Music
- Theatre

Six programs to be reviewed:

- Communication Studies
- Dance
- English/English as a Second Language
- Film Studies
- Foreign Languages
- Philosophy

College of Science and Engineering

Six programs accredited:

- Aviation
- Computer Science
- Electrical/Computer Engineering
- Manufacturing/Mechanical Engineering
- Nursing
- Technology Education

Nine programs to be reviewed:

- Biology (field)
- Biology (molecular)
- Chemistry
- Computer Networking and Applications
- Earth and Atmospheric Science
- Environmental and Technological Studies (non-teaching)
- Mathematics
- Physics/Astronomy/Engineering Science
- Statistics

College of Social Sciences

Two programs accredited:

- Social Work
- Applied Sociology

Sixteen programs to be reviewed:

- Anthropology
- Community Studies
- Criminal Justice
- Economics
- Ethnic Studies
- Geography
- Gerontology
- History
- International Relations
- International/Area Studies (African Studies, East Asian Studies, Latin American Studies)
- Political Science
- Psychology
- Public and Non-Profit Institutions
- Social Science
- Sociology
- Women's Studies

Total programs on accreditation review cycles: 41

Total programs on program review cycles: 40, or 6-7 per year.

Pattern for Program Review: One or two from COSE (alternating years); one or two from COE, one from COFAH; two or three from COSS (alternating years).

Note: Follow up should occur/have occurred two years after the voluntary review. Full mandatory cycle begins with the following schedule:

2003-2004: Year One

1. Geography
2. History
3. Anthropology
4. Biology (field)

2004-2005: Year Two

1. Community Studies
2. Foreign Languages
3. Gerontology
4. Chemistry
5. Mathematics
6. Higher Education

2005-2006 : Year Three (Year One follow-up)

1. Philosophy
2. Criminal Justice
3. Ethnic Studies
4. Women's Studies
5. Computer Networking and Applications
6. Environmental Studies/Tech. Assessment & Management

2006-2007: Year Four (Year Two follow-up)

1. Dance
2. Political Science
3. Psychology
4. International Relations
5. Statistics

2007-2008: Year Five (Year Three follow-up)

1. Communication Studies
2. Economics
3. Sociology
4. Biology (molecular)
5. Physics, Astronomy & Engineering Science
6. Recreation

2008-2009: Year Six (Year Four follow-up)

1. English/ESL

2. Public and Non-Profit Institutions
3. International/Area Studies
4. Social Science
5. Earth and Atmospheric Science
6. Sports Management
7. Community Education

2009-2010: Year Seven (Year Five follow-up)

1. Community Psychology
2. Curriculum and Instruction
3. Geography
4. History
5. Anthropology
6. Biology (field)

2010-2011: Year Eight (Year Six follow-up)

1. Marriage and Family Therapy
2. Social Responsibility
3. Foreign Languages
4. Community Studies
5. Gerontology
6. Chemistry
7. Mathematics
8. Higher Education

2011-2012: Year Nine (Year Seven follow-up)

1. Student Personnel
2. Philosophy
3. Criminal Justice
4. Ethnic Studies
5. Women's Studies
6. Computer Networking and Applications
7. Environmental Studies / Tech Assessment and Management

Cycle then repeats: (Accreditation reviews follow their own cycle. Accredited programs are required to have a mid-cycle follow-up with their dean if not required by their accrediting body)

Appendix B

St. Cloud State University

Mission Statement

St. Cloud State University is committed to excellence in teaching, learning, and service, fostering scholarship and enhancing collaborative relationships in a global community.

Vision

St. Cloud State University will be a leader in scholarship and education for excellence and opportunity in a global community.

Approved by the Minnesota State Colleges and Universities Board of Trustees
October 16, 2002

Goals

Excellence in teaching and learning

- Foster effective teaching and learning as the university's primary mission.
- Enhance academic achievement by strengthening standards in teaching and learning.
- Promote liberal arts and sciences as an integral part of the general education program and many major and minor programs while providing opportunities for specialized learning at the graduate and undergraduate levels.
- Prepare students for leadership and for fulfilling careers.
- Provide knowledge of the social, intellectual, and artistic foundations of culture and history.
- Provide students with skills they need for productive and responsible living, such as creative and critical thinking, problem solving, communication, and self-understanding.
- Support a humane, effective, and equitable environment for teaching and learning.
- Impart through academic programs an appreciation of both continuity and change.
- Instill a sensitivity and respect for the values of a diverse society and multicultural world and a concern for individual worth and human rights.
- Foster an understanding of the application of technology and scientific methods.
- Develop skills necessary for critical evaluation of information, technology, and methodology.
- Provide an opportunity for international awareness including inter-relationships among economics, environment, geography, history, politics, religion, arts and foreign languages.
- Develop teaching methods, programs, and services to meet the needs of a diverse student body, including an increasing number of non-traditional students.
- Strengthen resources for active learning and opportunities for the application of knowledge.
- Acknowledge a special obligation to the citizens of Minnesota by providing access to life long learning.
- Promote and foster an understanding of the value of higher education for the purpose of creating a more informed public.

Appendix C

Checklist and Steps in Program Review Process

Step 1: Identification of Programs/Units

Date/Timeline

- | | |
|--|---------------------------------------|
| a. Academic Affairs develops and reviews schedule for program review with Deans. | Yearly |
| b. Through Deans, units to be reviewed during upcoming academic year are notified. | Spring Semester preceding review year |

Step 2: Identification of Level of Review

- | | |
|--|---------------------------------------|
| a. Department/unit recommends the type of program review with rationale to Dean. | Spring Semester preceding review year |
| b. Dean approves level of review and notifies department. | |

Step 3: Selection of Consultants

- | | |
|--|---------------------------------------|
| a. Department/Unit identifies/recommends potential reviewers for level of review selected and forwards names and credentials to Dean(s). | Spring Semester preceding review year |
| b. Dean selects reviewers. | |
| c. Dean notifies departments of selection. | |
| d. Department chair contacts reviewers about availability and provides information to Dean. | By September 30 in year of review |

Step 4: Self Study

- | | |
|--|--------------------------------------|
| a. Department begins self-study | Spring Semester prior to review year |
| b. Department completes self-study. | By December 15 in year of review |
| c. Department forwards copy of self-study Dean(s). | At least 7 weeks prior to site visit |
| d. Following review, Dean(s) may return document to department for additional information. | 6 weeks prior to site visit |

- e. After receiving approval from Dean, department sends self-study to Printing Services.
- f. Department sends two copies of final self study to the Dean and one to the Graduate Dean if applicable. Department sends copies of self-study and supplementary materials to reviewers.

Step 5: Preparation for Consultants' Visit (Fall of Review Year)

- a. Department schedules a 2-day site visit for Spring semester after consultation of availability of Dean(s) Fall Semester
- b. Team leader of review team is identified Fall Semester
- c. Department Chair confirms site visit dates/times with Dean's Office
- d. Department obtains consultants' home address and social security number and processes contracts for reviewers. Fall Semester
- e. Department assists reviewers with travel arrangements, hotel reservations.
- f. Department sends tentative schedule for reviewers to Dean(s)
- g. Dean reviews schedule, reports any needed changes to department.
- h. Department develops finalized schedule for site visit and distributes to Dean(s) and all members of the department. At least 1 week before site visit
- i. Department secures meeting rooms, makes arrangements or beverages and meals during the site visit.
- j. Department prepares documents and exhibits needed for site visit.

Step 6: Site Visit

- a. Department/unit hosts reception for team, if desired.
- b. Review team follows developed schedules.
- c. Department secures information/signatures for payment during meeting with consultants. During site visit

Step 7: Consultants' Report and Follow-up

- | | |
|--|---|
| a. Review team prepares written report and sends to Dean. | Within a month of visit to SCSU |
| b. Consultants' report received by Dean and sent to Department. | |
| c. Department develops written response to report and recommendations and sends to Dean. | Within 3 weeks of Receiving report |
| d. Dean(s) schedules meeting with department to discuss response to the report and proposed recommendations | Two weeks following department response |
| e. Following meeting, Dean(s) sends written response to department. Response includes approval of recommendations to be implemented. | Three weeks following meeting |

Step 8: Information to Academic Affairs

- | | |
|---|--------------------------------------|
| a. Department prepares and provides to Academic Affairs via Dean's Office, a written 2-page executive summary of self-study, consultants' report, Department and Dean's response. | By October 1 (year following review) |
|---|--------------------------------------|

Step 9 : Two Year Follow-up Meeting

- | | |
|---|--|
| a. Two year follow-up with Dean(s) on recommendations from self-study and consultant, to examine changes as a result of the program review. A summary report will be submitted to the Office of Academic Affairs. | During 2nd year following external review team visit |
|---|--|

Appendix D

SAMPLE ITINERARY/AGENDA FOR EXTERNAL REVIEW VISITATION

<u>DAY #1</u>	<u>TIME</u>	<u>ACTIVITY</u>
	6:00 p.m.	Informal reception and meeting for consultants, department faculty, and invited guests.
<u>DAY #2</u>	<u>TIME</u>	<u>ACTIVITY</u>
	8:00 a.m.	Entrance Interview: Consultants, Dean and Associate Dean. The graduate dean should be involved for units offering graduate programs.
	9:30 a.m.	Consultants meet with individual faculty members.
	12:00 p.m.	Lunch
	1:00 p.m.	Consultants tour department facilities.
	2:00 p.m.	Consultants meet with undergraduate majors/minors and/or graduate students.
	3:00 p.m.	Consultants meet with department.
	4:00 p.m.	Consultants meet with alumni, employers, community advisory committee, or other appropriate individuals from outside the university.
<u>DAY #3</u>	<u>TIME</u>	<u>ACTIVITY</u>
	8:30 a.m.	Consultants tour Learning Resources Center.
	9:00 a.m.	Consultants meet with faculty outside of department.
	11:00 a.m.	Consultants meet together to discuss findings, recommendations.
	12:00 p.m.	Lunch
	1:00 p.m.	Consultants meet with Department Chairperson and College Dean.
	2:00 p.m.	Exit Interview: Consultants meet with Dean, Associate Dean and Graduate Dean (if appropriate).
	3:30 p.m.	Consultants depart.

