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MINOT STATE UNIVERSITY Academic Program Review

Purpose

Academic program reviews are multipurpose and multifunctional. They directly benefit students, departments, the University, and external stakeholders such as the State Board of Higher Education, the North Dakota Legislature, and accrediting agencies. The objectives of program review include the following:

- A. Internal to the Department & Students:
 - to improve academic programs
 - to improve student learning
 - to promote effective teaching
 - to promote inquiry and creativity
 - to promote service to the community that meets their needs and expectations
 - to provide internal accountability

- B. Internal to the University:
 - to assure academic quality
 - to assist University decision making and planning
 - to assure relevant and current curriculum
 - to assure that programs contribute to and are consistent with the mission of the University

- C. External to the University
 - to inform prospective students;
 - to provide appropriate performance measures and standards in all areas of academic activity;
 - to provide external accountability to accrediting bodies and the State Board of Higher Education.

The following policy and procedures are aligned with North Dakota State Board of Higher Education Policy [403.1.2 Institutional Instructional Program Evaluation](#) and North Dakota University System Procedures [403.1.2 Current Academic Program Review](#) and [403.1.3 New Academic Program Review](#).



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Policy for Minot State Academic Program Reviews

Existing undergraduate instructional programs shall be evaluated at least once every seven years and graduate programs shall be evaluated at least once every ten years. New programs shall be evaluated within one year after the first-cohort graduates. A new or existing certificate program within a major degree program, or a certificate program developed from a group of courses within a specific major, shall be evaluated when the major degree program is evaluated; an independent certificate program, or a certificate program offered separate from a specific major shall be evaluated as a separate program.

All instructional programs, whether reviewed by external accrediting agencies or not, will utilize the review process and schedule outlined here. Where specialty content standards exist, those standards will be used as a part of the self-study process. All other programs will contract with an external consultant for an external review. The external consultant can be an outside or inside expert member of a similar learning community. The VPAA will provide funding to secure outside consultants, but departments may need to provide additional funding if the amount provided by the VPAA is not sufficient. Recommendations relative to the selection of such consultants, and payment of consultants will be approved by the Assistant Vice President for Academic Affairs (AVPAA).

Instructional programs who need an extension or re-arrangement of program review schedule should notify the AVPAA's office no less than six months before the date of completion.

For further insight see North Dakota State Board of Higher Education Policy [403.1.2 Institutional Instructional Program Evaluation](#).

Procedure for Academic Program Review

All academic program reviews must include the following:

- A comprehensive self-study report by the program faculty;
- A discussion of the results with the relevant chair;
- Site visit and review by a qualified external consultant;
- A written statement/report of the external consultant's findings;
- Program response to consultant's findings, including a written action plan describing follow-up activities;
- The action plan will be reviewed by the department/division chair and reported to the AVPAA;
- The chair and AVPAA will meet to discuss the results and action plan; and
- Items from the action plan should be included in future yearly program assessment reports (YPAs) and possibly in annual budget requests.

As instructional programs approach their year of review, program faculty should prepare for self-study by reviewing proceeding cycles of self-study reports and planning for the resources needed



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to execute the review. Self-study should be completed in the year within which it is planned for completion. If an extension is needed, the program should consult with the VPAA at least six months before completion date. Once the self-study is complete, appointment of consultant(s), review of self-study, interviews and site visit, and consultant's report will be produced. Previous self-studies, a template for the report, and additional information will be provided to the consultant. In response to consultant's evaluation and findings and the program's self-study, a long-range action plan, including recommendations of program objectives and currency of content and pedagogy, will be developed. Once developed, the plan will be reviewed by the department/division chair and reported to and discussed with the AVPAA.

Recommended Outline for Self-Study of Academic Program Review

A. Overview and Mission (**Should be same as on website and Assessment Report**)

1. Program Mission
2. Student Learning Goals and Outcomes

B. Assessment of Quality

1. Summary of annual assessment reports
2. Assessment plan
3. Prominent assessment findings
4. Strengths: comprehensive description using comparative data
5. Weaknesses: Include both improvements and continuing weakness

C. Planning: Specific objectives and future directions

1. Describe the extent to which the program has successfully dealt with the concerns of the preceding evaluation
2. Address how you will meet emerging trends in this discipline
3. Identify how the use of technology will be integrated or updated
4. Address demographic shifts
5. Explore interdisciplinary opportunities
6. Address flexibility of offerings and modes of delivery

D. Departmental/Divisional/Program Data Elements: A minimum of three years and a maximum of five years will be reported.

1. Demographic Data
 - a. total number of FTE faculty;
 - b. % fulltime faculty;
 - c. % part-time faculty



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2. Enrollment Data
 - a. Undergraduate Students
 - b. Graduate Students
 - c. Majors/Minors
 - d. Student/Faculty Ratio

3. Productivity
 - a. Credit Hour Production
 1. Undergraduate credit hours
 2. Total graduate credit hours
 3. Credit hours per FTE faculty

 - b. Degrees Granted
 1. Total undergraduate degrees awarded
 2. Total graduate degrees awarded

 - c. Course Offerings
 1. Number of catalog courses
 2. Average Class size:
 - a. lower division
 - b. upper division
 - c. total
 3. Number of arranged class sections
 4. % of courses required by other majors/minors
 5. Three-year trends in course enrollments

 - d. Scholarly Activity
 1. Attach current vita of the faculty

4. Advising
 - a. Average number of undergraduate advisees per fulltime FTE
 - b. Average number of graduate advisees per faculty FTE

5. Support Services
 - a. Write a short narrative about how this discipline utilizes support services such as the library, student services, academic support services, Foundation, IT Central, Registrar, and other support offices. Identify any additional needs for support that are necessary for effective program delivery.