STANDARD FORMAT FOR PROGRAM REVIEW REPORT  
(Attachment 6)

PART I. SELF-STUDY DOCUMENT

A. Introduction

1. Unit and University Missions  
   (As needed, update mission in alignment with current MU mission)

2. Unit organization and management

3. Provide an analysis of Environmental Trends affecting your department’s mission, program offerings, credential attainment, courses offered, and enrollment trends.  
   (See Attachment 7, Section 1, Focus Area A) [Resources include data packet, alumni job placement surveys, EMSI reports, professional or discipline-specific organization reports]  
   Address the following:
   a)  What new programs or options may be considered?  What programs are your competitors offering?
   b)  What labor market trends exist that may impact program or curricular offerings?
   c)  Who are the students you attract?  What environmental trends exist within the group?  Are there other markets you may want to attract?
   d)  Are your programs sustainable?  How does your program demonstrate compliance with BOG policies, including Policy 1990-06-A (Attachment 12)?

B. Composition of Self Study Team

C. Review of Integrated Planning Process (See Attachment 7, Section 1 Focus Area C)

1. What did your department accomplish from your last program review’s action plan and what challenges did you experience?

2. How does your program’s mission align with the University’s new mission and strategic goals in Our BOLD Path?

D. Analysis of Relevant Statistics (See Attachment 3 for Data Packet outline, and Attachment 7)

1. Enrollments.  What is the demand for your programs?  What trends exist within enrollments or degree programs or majors?  What improvements need to be made to enhance student enrollment trends?
   i.  What programs are experiencing enrollment growth or decline?  How do they compare to other degree programs in the college or at the University?
   ii.  What interdisciplinary opportunities exist that may enhance enrollments?

2. Productivity.  What trends exist in Productivity Measures for your department when compared to other departments, college average or University average?

3. Student Retention.  What are the persistence rates for students in your program?  How does it compare to the University level?  National level?
   i.  How has the rate changed over the past five years?
   ii.  What improvements need to be made to enhance retention rates for all students and underrepresented students?  How can your program help to close the achievement gap for underrepresented students?
   iii.  What have you learned from prior student retention initiatives?  What improvements may be made?
   iv.  What courses have the highest “D” grades, failure rates, and withdraw rates?  What courses have the highest “A” or “B” grades?  What can be done to help
improve student success in courses?

4. What trends exist among degree completers? What do your graduates do after commencement (e.g., attend graduate or professional school, get a job, join Peace Corp)?

5. How satisfied are your graduates regarding the educational experience in the program level compared to their overall experience at the University?

6. What strategies exist or may be adopted to enhance student success?

E. Curriculum and Student Learning

1. What changes have you made to your curriculum since the last program review? How were the changes informed by student learning outcomes assessment? What other assessment information informed changes to the curriculum (including the last program review)? How effective have these changes been?

2. What are the student learning outcomes for your degree programs (what do you expect your students to achieve by the time they graduate)?
   
   i. How well do your students demonstrate achievement on your degree program’s learning outcomes? What could be improved? When your students do well, what does that suggest about your programs?

   ii. How well do your courses align with the student learning outcomes? What do the gaps in the alignment tell you about your students’ opportunities to practice or reinforce outcomes? What does the curricular map suggest about the strengths or distinctiveness of the program(s)?

   iii. How have you shared your student learning outcomes and the achievement of them within the department, to students, to others?

3. How does your program support general education?
   
   i. How does your program support the needs of the general education curriculum?

   ii. What interaction exists between program learning outcomes and general education competencies?

   iii. How well do your students perform on general education outcomes? In what competencies are they stronger? Weaker?

4. What is your program doing to promote student engagement in high impact practices (for example, undergraduate research, service learning, internships, study abroad, first year experience/first year seminar (UNIV 103), living learning communities)?

5. What strategies exist or may be adopted to enhance student learning?

6. Upon reflection of your program’s self-study, provide an updated five-year student learning outcomes assessment plan that includes revised student learning outcomes, measures, achievement targets, and curricular maps.

F. Select two of the three areas below in consultation with your dean and the Provost. (See Attachment 7)

1. Faculty Accomplishments
   
   i. What are the strengths and challenges identified when explores the accomplishments of your faculty’s scholarship or creative works contributions?

   ii. How has your department contributed with regards to service to the University or the community? What opportunities exist for partnership or collaboration?

2. Pedagogy
iii. What pedagogical improvements are needed to help meet student learning needs?
iv. How is technology used to improve student learning?
v. How can your program be delivered to increase access to students?

3. Other (must formalize with the dean and Provost)

G. Program Weaknesses and Strengths (to be updated after Evaluator’s Report)

1. Reflect upon the analysis of the information in the data packet (sections A to F above)
2. Identify gaps or areas for improvement, consider these as weaknesses
3. Identify areas that have improved since the last review; areas where achievement targets have been met or exceeded consistently; consider these as strengths to build upon going forward

H. Recommendations (to be updated after Evaluator’s Report)

I. Draft Strategic Plan and Action Plan (to be updated after Evaluator’s Report, and after shared with department in fall) (See Attached 11 for template)

1. Reflect upon identified strengths and weaknesses in Section G, as drawn from analyses presented in sections A to F, and when available, the Evaluator’s Report.
2. Create the Strategic Plan and Action Plan using the outline in Attachment 11.

J. Draft Five-Year Student Learning Outcomes Assessment Plan

1. Reflect upon identified strengths and weaknesses drawn from analyses presented in sections A to F, and when available, the Evaluator’s Report.
2. Create the Strategic Plan and Action Plan using the outline in Attachment 11.

PART II. Report of External Reviewer(s)

PART III. Final Strategic Plan with Action Plan and Student Learning Outcomes Assessment Plan

A. Strategic Plan and Action Plan (See Attachment 11 for template)

B. Student Learning Outcomes Assessment Plan (See link online here.)

PART IV. State System Summary Form (See Attachment 9)