I. Preface

As an accredited institution, we are committed to establishing ongoing evaluation and assessment processes that provide reliable evidence of institutional effectiveness. This information will be used to inform strategies for continuous improvement. Program review of academic disciplines, interdisciplinary degree majors and minor, and support units provides a way to bring together the volumes of data and information collected on campus into a format that allows interpretation, discussion, and decisions to take place in an explicit, clear, and accurate way.¹

In this document, the phrase “program” is meant to connote an academic discipline that offers a major and/or minor on our campus. It may also mean an interdisciplinary degree program (major and/or minor) or a program that has direct academic content (i.e., Honors Program, secondary education licensure). In addition, Program Review Resources are available on the Dean’s webpage at: http://www.morris.umn.edu/services/acad_affairs/prog_rev_resources

II. UMM Purposes of Program Review

A. To identify the key strengths of a program, its significant linkages to the institution’s mission and strategic priorities, and its distinctive qualities

B. To identify potential changes in the program (that cost money) that could improve its effectiveness and efficiency

C. To identify potential changes in the program (that cost no money) that could improve its effectiveness and efficiency

D. To identify weaknesses that are significant and affect the future quality and vitality of the program

E. To provide reliable evidence to inform strategies for continuous improvement in institutional effectiveness

III. Process for Program Review

A. Specific programs will be contacted near the beginning of each academic year to prepare a self-study document that describes, analyzes, and interprets data and information about their unit. This document will be used by that program’s review committee (defined below), along with interviews with appropriate program faculty or unit staff, in conducting its review.

B. A summary of the self-study and review committee recommendations will be presented to the Curriculum Committee for its information. The discipline’s presentation should briefly address the following:
   1. Distinctiveness of the program
   2. Curriculum link/relationship to other programs (including general education)
   3. Program innovation in the last few years
   4. Program goals and planned improvements in the coming years (a report on the progress of the goals will be provided in 4 years to complete the program review process)

C. If curricular changes are proposed by the program, they will be reviewed by the Curriculum committee and, if necessary, taken to Campus Assembly for approval.

IV. Contents of Self-Study Report

A. Data provided by the Dean’s office
   1. 5-year trend data on majors/minors and graduates
   2. 5-year trend data on student credit hours generated
   3. 5-year data on courses offered by the discipline/program (by credit hour, gen ed designator, and average enrollment)
   4. 5-year trend data on advising activity (average number of advisees per faculty member)
   5. 5-year trend data on faculty personnel (by rank, full- or part-time; tenure-track or non-tenure-track; FTE)
   6. Library resources supporting the program
   7. Estimates of future demand for graduates with majors/minors in the program
B. Information Gathered by the Discipline

1. Preamble (max. 700 words)
   a. What is distinctive about your program?
   b. What is your source of pride in your program?
   c. How does your program link to UMM mission and strategic priorities?
   d. What is your current assessment of your program (please append the past 5 years of annual assessment reports)?
   e. How competitive are your graduates for graduate-school admission or entry-level employment? If you have data on graduate school application and acceptance rates and schools of attendance, please provide this information. If you have a list of employment for recent graduates, please provide this information.
   f. How are students in your courses achieving specific learning outcomes?

2. National trends in your program/field (max 300 words)
   How has your program/field changed in the past 10 years? Provide a short description or explanation. If a national organization in your field or a similar source provides supporting information, please include it here.

3. Comparison programs (max. 250 words)
   Name two similar and two aspirational programs at comparable institutions. Provide website addresses for these four programs and provide text explaining in what ways the programs are similar or aspirational.

4. Program Description
   a. Description of curriculum in major/minor/area of concentration/program (max 400 words)
      i. What are your program’s purpose, structure and areas of focus?
      ii. How is the curriculum linked to general education requirements, service to other programs, or other activities on campus?
      iii. What instructional/co-curricular activities occur outside the classroom and how are they important to students in your program?
   b. Faculty teaching, advising, and service (max 500 words; please note that the program review is not a personnel evaluation.)
      i. How have faculty in the program contributed to general education coursework on campus?
      ii. How have faculty in your program (or the program-at-large) demonstrated a commitment to enhancing the quality of teaching at UMM?
      iii. How have your faculty contributed to service activities that support the campus?
      iv. How have your faculty contributed to outreach activities off campus, in the region, state, or nation?
c. Research and creative activity (max 500 words, plus completed template)
   i. What is your assessment of the quality of research and creative activity of the faculty in your program? Include such measures as publications (by type), artistic productions, research funding, scholarly conference presentations, grants, awards, competitions won, etc. Please complete the attached template and include explanatory text for the program faculty members’ scholarly and creative work over the past five years. If you need to revise this template to indicate different scholarly and creative activities that are more appropriate for your program, please do so.
   ii. How have faculty in your program engaged students in scholarly or artistic pursuits?
   iii. Please append to your self-study report a copy of current curriculum vitae for all of the faculty members currently teaching in your program.

d. Innovative activities (max 300 words)
   i. What innovations in teaching, curriculum, or advising have you undertaken in the past five years?
   ii. How would you judge the effectiveness of these innovations (based on what metrics)?

e. Student comments (max 500 words)
   The discipline student representative, in consultation with the faculty, should convene interviews with students in the program to learn what they see as the program’s strengths, what areas of change they might desire, and what questions they have about the current program. Interviews can be conducted on a group or individual basis.

f. Methods for improvement (max 500 words)
   i. Based on what you have learned from your self-study, what program goals do you have for the next four years?
   ii. What process do you expect to follow to achieve program goals?
V. Review Committee

A program review committee consisting of the Division Chairs and the Academic Dean will read the self-study and write a brief, bulleted report evaluating the program’s strengths, challenges, and plans/goals. The report will be shared with the discipline.

VI. Timetable

- During Fall semester – program self-study report prepared; due at the beginning of spring semester
- During Spring semester – review committee analyzes self-study report; drafts findings
- Before the end of the current academic year, dean will convene and lead a meeting of division chair and program faculty to discuss report findings, recommendations, and appropriate action. Program provides oral summary, including goals, to Curriculum Committee either the year in which the review was completed or early the following year.
- Four years after review year - program reviewed will provided an oral report to Curriculum Committee on program changes and progress toward goals

VII. Schedule for Program Review (8 year cycle):

- AY 2009-2010: Chemistry; Communication, Media, and Rhetoric; Honors Program; Psychology
- AY 2010-2011: Computer Science; Geology; German/Latin; Political Science
- AY 2011-2012: History; Physics; Sociology
- AY 2012-2013: (see 2013-2014)
- AY 2013-2014: Biology; English; Latin American Area Studies; Philosophy
- AY 2014-2015: Anthropology; Art History, Sport Studies and Athletics (including coaching endorsement); Statistics
- AY 2015-2016: Mathematics; Secondary Education; Spanish
- AY 2016-2017: Environmental Science

Remaining: Environmental Studies*; Theatre*; Economics; Elementary Education, Native American and Indigenous Studies; Studio Art, Gender, Women, and Sexuality Studies; Sport Management, Human Services, Medieval Studies

*In process
Scholarly Accomplishments Template

*Modify as necessary for your program’s measures of scholarly activity or artistic performances*

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<th>Year of Publication or Production</th>
<th>Refereed Journal Articles</th>
<th>Refereed Abstracts or Conference Papers</th>
<th>Books</th>
<th>Book Chapters</th>
<th>Encyclopedia Entries</th>
<th>Conference Presentations</th>
<th>Performances, Exhibits, Juried Shows</th>
<th>Research Funding (in $$$) or Research Awards</th>
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