DIVISION of ACADEMIC AFFAIRS

Office of the Provost and Vice President

Periodic Review of Academic Programs

Self-Study Report for

[Insert Degree and Name of Academic Program]

Submitted by

[Insert Department Name]

[Insert Date]

(Revised: May 2022)

2021 Guidelines for Preparation of the Self-Study Report

Periodic Review of Academic Programs
Pursuant to Section 12-106(c)(2) of the Education Article of the Maryland Code Annotated, the University System of Maryland (USM) Board of Regents is required to "…review existing academic programs and make necessary determinations for the continuation or modification, or the elimination of unreasonable duplication, in existing programs…" (See USM BOR Policy III-7.04).

Every seven years, existing academic programs are required to undergo a periodic review. The University of Maryland Eastern Shore (UMES), like all USM institutions, follows a review process previously approved by the BOR and includes an internal self-study, an external review, and the submission of a periodic program review report to the USM.

About the Self-Study Report and Periodic Program Review (PPR) Report
The self-study report is prepared by the academic department and is based on an internal review of the program by the academic department. At UMES, this self-assessment is grouped into six core areas:

- Strategic Direction
- Academic Excellence
- Discovery, Scholarship, and Creative Practice
- Student Experience
- Service and Engagement
- Human, Physical, and Financial Resources

The internal review is intended to be a reflective and meaningful process that allows the reader of the report to gain a broad understanding of the program and its host academic department. The self-study report is to be honest, concise, and based upon objective data, where available. **Academic departments are not required to answer every question or address every statement for each core area. (See Appendix.)** The questions and statements are to be used as guides to facilitate development of the narrative for each core area.

Following completion of the internal review, the academic department is to provide their report to an external reviewer who will evaluate the program based on the self-study report and their own assessment. The external reviewer will return their findings in a report to the department.

Findings from both **the self-study report** and **the external reviewer report** are included in the Periodic Program Review (PPR) Report that is submitted to the USM.

Note: Programs that are scheduled to undergo periodic program review *and* are accredited by an external accrediting agency (e.g., AACSB, ACCE, ACEND, ACPE, CACREP) can use their accreditation self-study and accreditation site visit report in place of the self-study report and external reviewer report. Findings from the accreditation self-study and accreditation site visit report are to be included in the Periodic Program Review Report that is submitted to the USM.

USM: Guidelines for External Review of Existing Academic Programs

Preamble: External review of existing academic programs is a standard practice in higher education. The purpose of external review is to garner additional perspectives on program strengths and weaknesses from academics and professionals in the field or a closely related field who are affiliated with other institutions. (See USM Academic Programs)

- The review of existing academic programs shall include both **self-study (internal review)** and **external review**.

- As much as possible, the institution should link its reviews of existing academic programs to specialized accreditation processes and dates. **An external review associated with reaffirmation of specialized accreditation or with initial accreditation may, if completed within one year of the review date, satisfy the external review requirement.**

- When review of the academic program will not occur as part of the specialized accreditation process, each institution should develop its own process for garnering external reviews. The method for identifying and selecting specific individuals who will serve as external reviewers should be determined.

- External reviews may consist of written responses to the self-study and supporting documents and/or may include on-campus visits during which team members interview students, faculty, and administrators. *(Note: On-campus visits are not required.)*

- The final product from external reviewers should be a report that explicitly identifies **program strengths** and **suggests improvements**.

Available Data

To assist academic departments with preparation of the self-study report and the USM Periodic Program Review Report, the Office of the Provost and Vice President for Academic Affairs will provide the following data and materials:

- 5-Year Fall Enrollment by Program

- 2007-2022 Degrees Conferred by Major

- HEGIS & CIP Codes

- Prior PPR (if available)

Instructions

Step 1: Identification and Confirmation of External Reviewer (Begin Early)

- External reviewer selected is to be qualified to evaluate the program.
- The external reviewer selected must be able to review the self-study report, evaluate its contents, and provide a report by the noted deadline.
- Be sure to review the USM Guidelines for External Review of Existing Academic Programs.

Step 2: Preparation and Submission of the Self-Study Report (prepared and proofed by the Chair and Dean)

- The internal review is intended to be a reflective and meaningful process that allows the reader of the report to gain a broad understanding of the program and its host academic department.
- The self-study report is to be honest, concise, and based upon objective data, where available.
- Academic departments are *not* required to answer all questions or address all statements for each core area. The questions and statements are to be used as guides to facilitate development of the narrative for each core area.
- **Prior to submitting the self-study report to the reviewer, the academic department is to submit the report to the school dean for review and feedback.**
- A copy of the final self-study report is to be emailed to both the dean and the vice provost.

Step 3: Evaluation of the Self-Study Report by External Reviewer (Overseen and arranged by the Department and School.)

- The external reviewer is to evaluate the program based on the self-study report provided by the academic department.
- Given the ongoing, evolving public health crisis, external reviewers are not required to visit campus or physically meet with department constituents.
- If desired and the timeline permits, the academic department can arrange for the external reviewer to meet with appropriate department and campus constituents.
- Upon completion of the evaluation, the external reviewer is to prepare and provide a report to the academic department that discusses the reviewer's findings, including strengths of the program and specific actions to be undertaken by the department to improve the program.
- **A copy of the external reviewer report is to be emailed to both the dean and the vice provost by the academic department.**

Step 4: Preparation of the Draft USM Periodic Program Review (PPR) Report

- The academic department is to use both the self-study report and the external reviewer report to prepare the USM PPR report.
- The USM PPR report has six sections that must be completed.
- As noted in section IV of the report, the academic department is to briefly summarize findings from the self-study report and the recommended actions identified by the external reviewer.
- For section V of the report, academic departments should only address item A.2 if the program is considered a low productivity program based on the Maryland Higher Education Commission (MHEC) definition, which is provided in the section.
- The department chair who prepares the USM PPR report should provide their name and contact information in section VI.

Step 5: Review of the Final USM PPR Report by the Dean, Vice Provost, and Provost

- **Prior to submission of the final USM PPR report, the dean, vice provost, and provost will review the draft report.**
- **Because the final delivery date to USM is non-negotiable, Final USM PPR reports must be submitted on or before the UMES deadline.**
- The academic department will be contacted by the dean or vice provost if there are questions, concerns, or if *edits* are requested. All edits must be completed and approved prior to the USM deadline.

Step 6: Submission of the Final USM PPR Report by Office of the Provost

- Once the USM PPR report is in its final form, the Office of the Provost will submit the report to the USM.
- If the USM has follow up questions or concerns about the report, the Office of the Provost will contact the academic department.

Schedule

Date	Action
Apr 2022	PPR materials arrive from USM—Distributed to UMES chairs and deans
Friday, 29 Apr 2022	USM PPR Master Calendar and PPR Personnel List due
Thursday, 19 May 2022	UMES PPR Information Session
Friday, 27 May 2022	Request for PPR Extension due to Provost Office
Jun 2022	UMES submits PPR Extension requests and revised Master Calendar to USM
Jun 2022	UMES PPR Information Session
Jul 2022	UMES PPR Information Session
Aug 2022	UMES PPR Information Session
Thursday, 1 Sep 2022	(End of Step 4): Chair submits *clean* drafts of USM PPR report to Dean, Vice Provost, Provost
Thursday, 8 Sep 2022	Dean, Vice Provost, Provost provide concerns, questions, comments, corrections to Chair, if applicable
Thursday, 15 Sep 2022	(End of Step 5): Chair submits revised and proofed final USM PPR report to Dean, Vice Provost, Provost
Thursday, 22 Sep 2022	(End of Step 6): UMES (Office of the Provost) submits completed USM PPR report to the USM

Questions

If you have questions about this guidance or the periodic review of academic programs process, please contact Dr. Brian Bergen-Aurand, Interim Vice Provost for Institutional Planning & Quality, Office of the Provost and Vice President at bkbergenaurand@umes.edu or 410/651-6713.

Appendix

Academic Program Self-Study Report Core Area Questions

Strategic Direction
- □ What is the mission and vision of the department?
- □ What is the department's role in the school and in the university?
- □ Describe the structure of the department (e.g., list of administrative roles and responsibilities, major standing committees).
- □ Briefly describe all of the department's majors and concentrations. Note if any programs are offered via distance education (100% online).
- □ Share the department's aspirations.
- □ Summarize the key challenges faced by the department (up to 3). This topic can be addressed in this section or any other applicable section(s).
- □ How is department addressing these challenges?
- □ Discuss enrollment trends in the academic program.
- □ To what degree will enrollment change over time, if known?
- □ Does program maintain sufficient enrollment to be a sustainable major at UMES?
- □ When was the last rigorous review of the academic program conducted?
- □ What changes ensued as a result of that review?
- □ What are the department's short (1-2 years), intermediate (3-5 years), and long-term goals (>5 years)? If there are specific goals for the program, please share those as well.

Academic Excellence
- □ How is the curriculum of the program structured? What is the rationale for this design?
- □ What distinctive experience(s) does the program curriculum offer?
- □ Briefly describe how the program curriculum has been revised in the last three years. Provide the reason for the change(s) and their intended impact.
- □ What are the program's learning objectives?
- □ What methods are used to evaluate the extent to which students are meeting the learning objectives?
- □ How has information from this evaluation been used to improve, enhance, or confirm current teaching practices?
- □ Describe the peer teaching evaluation process and the chair teaching evaluation process used by the department for all faculty (full-time and part-time).
- □ What emerging trends or opportunities exist within the academic discipline? In other words, how is the field changing?
- □ Based on these trends, is the program curriculum current and relevant?
- □ What is being done by the department to address and/or take advantage of these trends?
- □ How is the department planning to enhance its academic distinction?
- □ What are the department's key comparator programs at other institutions? These may be competitors for recruitment of students and faculty.
- □ If known, in which areas is the department stronger and weaker?

Discovery, Scholarship, and Creative Practice
- □ What are the major research areas in the department and within the academic discipline?
- □ What are current and emerging research themes within the discipline?
- □ To what degree is the department aligned with these themes?
- □ Provide the amount of research funding acquired by department over the past five years as well as the source of funding. Note any trends in the amount and source of funding acquired.
- □ How does department measure research productivity? How does research productivity compare to peer (external) departments?
- □ How does department measure research impact? How does research impact compare to that of peer (external) departments?
- □ To what degree is research activity interdisciplinary in nature?
- □ If research activity is interdisciplinary, identify the other disciplines within or outside of the department.
- □ Succinctly describe faculty achievements since last program review (e.g., peer-reviewed scholarship, grants, awards, patents, performances).

Student Experience
- Is there a department orientation program for majors? If so, please describe it.
- Describe the policies, procedures, or practices of the department regarding academic advising of students. How is this information shared with both students and faculty?
- Summarize opportunities provided by the department for students and faculty to meet, network, engage, and learn from one another.
- What support does the department provide to students (e.g., career counseling, scholarship/financial assistance, professional development, student organizations)?
- How do academic program faculty support student professional development?
- What student initiatives are either underway or planned? What is the desired impact?
- To what degree are students successfully placed upon graduation (e.g., graduate school, employment)?
- How does the department engage students in its efforts to strengthen academic programs and the department (e.g., student service on committees, focus groups, standing meetings with the chair)?
- What data does (or has) the department collected to gauge student satisfaction with the department, curriculum, courses, and faculty?
- How has this data been used (and communicated) to make changes?

Service and Engagement

- □ Discuss department efforts to promote civic engagement and service among students, faculty, and staff (including service to the profession).
- □ Describe service-learning opportunities provided or promoted by department.
- □ What role(s) do alumni, advisory committees, and employers of the department's graduates have in supporting, evaluating, and strengthening the academic program?
- □ Does the program have an advisory board? If yes, explain the composition and role of the advisory board.

Human, Physical, and Financial Resources

- □ Describe the faculty size and composition (e.g., number, full-time vs. part-time, tenure-track vs. tenured vs. non-tenure track, academic ranks, highest academic degree earned, years of service at UMES).
- □ What proactive measures does the department take to ensure appropriate diversity of faculty, staff, and students?
- □ How has faculty and staff mix changed since the last comprehensive review? What has been the impact of this change (or lack thereof)?
- □ Are the current faculty and staffing levels adequate to support the academic program (e.g., number, qualifications)? If not, please discuss what is needed.
- □ Discuss current workload of full-time faculty.
- □ Is there equitable distribution of teaching responsibilities?
- □ What role do overloads and course release play in the need for adjunct faculty?
- □ Describe the professional development support provided by the department for all faculty (full-time and part-time).
- □ Describe the level of involvement of adjunct/part-time faculty in department and programmatic activities.
- □ In what way(s) does the department help to ensure financial viability of the academic program and department?
- □ Describe relevant physical resources and evaluate their sufficiency (e.g., dedicated classrooms, labs, office space).
- □ To what extent has the department grown or adapted facilities to meet the needs of research and learning associated with the academic program?
- □ What is the total operating budget for the department?
- □ Is the budget allocation adequate to support the department and the academic program? If not, please share the amount of additional financial resources that are needed and what the additional funds would support.