# ACADEMIC DEPARTMENT PROGRAM REVIEW

## GUIDELINES AND POLICIES

for the

2010-2011 ACADEMIC YEAR

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Office of Planning & Assessment, Frostburg State University  
Last updated May 2010
Rationale for Academic Program Review

Program reviews are required by the Board of Regents and are intended to improve the quality of the academic offerings, ensure the wise use of resources, and determine the program’s effectiveness. The Program Review process advances opportunities for academic planning and budgeting and ensures that the program satisfies state-level review requirements.

This requirement is outlined in SB682, Sec.12-106IV of the Code of Maryland:

*The Board of Regents shall, on an ongoing basis, review and determine whether any University programs are inconsistent with the University’s mission or whether any constituent institution’s programs are inconsistent with that institution’s mission. The Board shall also assure that the University’s programs are not unproductive or unreasonably duplicative, taking into account the mission of the institution, student demand, and efficient use of the University’s resources.*

Importance to FSU’s Student Learning Assessment Initiative

Program reviews also play a vital role in the University’s student learning assessment program. The program review schedule (based on reviews every five years) serves as the foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle (i.e., at 2.5 years), an updated report is submitted that reflects the status of assessment activities. The University has opted for a 2.5 year reporting cycle, reflecting the belief of the faculty designing the program that 2.5 years provides an optimum period of time to design, implement, and evaluate assessments and then use the results for continuous improvement.

Referencing Key Institutional Goals

Included in this chapter are important institutional policies or goals. In your self-study, you will be asked to explain your departmental connection to and support of each of the following:

- Undergraduate Institutional Learning Goals
- General Education Learning Goals
- Frostburg State University Mission Statement
- Graduate Education Mission Statement
Frostburg State University’s Institutional Learning Goals reflect the mission of the University through a focus on five areas of student learning. Individual departments, programs, and services will provide opportunities, where appropriate, for students to attain the skills and dispositions identified by the University as essential to education.

1. **LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS** - Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will develop their abilities to practice higher-level critical thinking. Students will:
   - apply different methods of inquiry from various perspectives and disciplines to gather information;
   - comprehend and apply various research methods to evaluate information critically;
   - analyze complex issues and construct logical conclusions;
   - use problem-defining and problem-solving skills by synthesizing ideas within and across disciplines;
   - demonstrate sustained intellectual curiosity.

2. **CORE SKILLS** - Students will become proficient in reading, writing, speaking and listening. They will also develop quantitative literacy and technological fluency. Students will:
   - comprehend and critically interpret information in written and oral forms;
   - communicate information and ideas effectively;
   - understand and apply mathematical reasoning to evaluate and solve quantitative information and problems;
   - use technological resources to access and communicate relevant information.

3. **ACQUISITION AND APPLICATION OF SPECIALIZED KNOWLEDGE** - Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school. Students will:
   - demonstrate technical and analytic skills that are appropriate to their fields of study and applicable to future careers;
   - acquire research skills and specialized vocabulary for critical discourse;
   - demonstrate competencies and achievements appropriate to their fields of study;
   - apply classroom learning in a combination of reflective practice and experiential education.

4. **VALUES & SOCIAL RESPONSIBILITY** - Students will critically explore, evaluate, and define their values and become responsible citizens in a complex and changing society. Students will:
   - demonstrate respect and tolerance for other cultures and societies;
   - make professional and personal judgments based on ethical considerations and societal values;
   - exhibit civic responsibility and leadership;
   - understand the purpose and value of community service in advancing society;
   - demonstrate an awareness of and appreciation for the natural environment.

5. **APPRECIATION OF CULTURAL IDENTITIES** - Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds. Students will:
   - demonstrate the knowledge, skills, and attitudes essential for communicating with people of diverse backgrounds;
   - understand the cultural and social exercise of power;
   - recognize and appreciate arguments supporting perspectives different from their own.
 Goals of the General Education Program  
(As approved and presented in the 2009-2011 Undergraduate Catalog)

Frostburg State University’s Goals for General Education reflect the mission of the University and its Undergraduate Institutional Learning Goals through a focus on four specific areas of student learning.

1. CORE SKILLS

Students will become proficient in reading, writing, speaking, and listening skills necessary for effective communication. They will also develop quantitative literacy, technology literacy, and information literacy. Students will:

- demonstrate foundational skills in the comprehension and interpretation of information in written and oral forms;
- communicate information and ideas effectively;
- understand and apply mathematical reasoning to solve quantitative problems and to evaluate quantitative information and arguments;
- use technological resources as appropriate to access and communicate relevant information.

2. LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS

Students will develop the foundational skills necessary to acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will be introduced to critical thinking. Students will:

- demonstrate foundational abilities to apply different methods of inquiry from various perspectives and disciplines to gather information;
- comprehend and use various fundamental research methods to evaluate information critically;
- use problem-defining and problem-solving skills by synthesizing core concepts within and across disciplines;
- demonstrate sustained intellectual curiosity through exploration of emerging issues.

3. VALUES AND SOCIAL RESPONSIBILITY

Students will develop the foundational skills necessary to critically explore, evaluate, and define their values and become responsible citizens in a complex and changing society. Students will:

- Demonstrate respect and tolerance for other cultures and societies;
- Make personal judgments based on ethical considerations and societal values;
- Exhibit civic responsibility and leadership;
- Understand the purpose and value of community service in advancing society.

4. APPRECIATION OF CULTURAL IDENTITIES

Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds. Students will:

- Demonstrate the fundamental knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds;
- Demonstrate an awareness of the cultural and social exercise of power;
- Recognize and appreciate arguments supporting perspectives different from their own.
FSU Mission Statement

(As submitted to USM Board of Regents, Spring 2010)

Frostburg State University, a constituent institution of the University System of Maryland, is a comprehensive regional university that commits to the fulfillment of the academic and personal growth potential of its students.

Frostburg State University....

... offers high-quality certificates, bachelor’s, master’s, and applied doctoral degrees that promote intellectual growth and develop critical thinking skills within a diverse living and learning environment.

... prepares students to live, work, and lead in a global environment by fostering their intellectual, professional, and personal development.

... adheres to the fundamental principles of a supportive learning-centered campus community.

... offers experiential learning opportunities through interdisciplinary studies, laboratory research, internships, field studies, and classroom and extracurricular activities.

... promotes civic responsibility and involvement in community service.

... promotes and supports healthy behaviors and lifestyles.

... enhances the artistic, cultural, intellectual, and economic development of the region.

... promotes participation in environmental, economic, and social sustainability.
FSU Strategic Directions

Strategic Directions help focus thought, actions, and resources on those factors crucial to achieving Frostburg State University’s vision and mission.

1. FSU has a comprehensive enrollment management process that results in stable growth and improvements in the quality of undergraduate students.

2. The enrollment management process at FSU has strategies in place that result in stable growth and improvements in the quality of graduate students.

3. The professional working environment at FSU attracts and retains diverse and qualified faculty members, allowing them significant opportunities for growth and development.

4. FSU’s professional working environment attracts and retains diverse and qualified staff members, allowing them significant opportunities for growth and development.

5. FSU offers exceptional academic programs and a constantly evolving approach to learning.

6. FSU provides exceptional co-curricular and support programs.

7. FSU’s student-centered environment promotes students’ well being, growth, and development.

8. FSU builds and sustains a sense of community and pride.

9. FSU has a recognized and respected brand that positions the university competitively.

10. FSU plays an integral role in the economic and socio-cultural vitality of the region.

11. FSU is firmly positioned in a global environment.

12. FSU generates and uses revenue sources effectively and efficiently to sustain and promote growth.

13. FSU has a robust culture of philanthropy and involvement that encourages participation by all stakeholders.

14. FSU maintains attractive grounds and high-quality structures and state-of-the-art technologies.

15. FSU is a leader in environmental sustainability.

16. FSU assesses all of its programs and activities utilizing the best institutional effectiveness practices.

17. FSU has a dynamic strategic management process that engages key stakeholders.
Graduate Education Mission Statement

As of this writing, graduate education is guided by a mission statement as approved by Faculty Senate in spring of 2006 and reproduced below. No specific learning objectives that parallel the Undergraduate Institutional Learning Goals currently exist.

Frostburg State University Graduate Studies encourage lifelong learning, development of intellectual curiosity, the capacity for scholarship and applied research, and mastery of subject matter in advanced professional programs. The University is committed to excellence in preparing students to engage in the challenges of a technologically complex and pluralistic society. The programs enhance and enrich the academic environment of the University while seeking to meet the needs of the region and the larger global community. (Report: “Graduate Education at Frostburg State University,” June 2006).
Ideally, completion of the self-study portion of the academic program review will generate an important dialogue between and among faculty regarding the department’s overall goals for its students, providing insight into (or reaffirming) the departments’ stance on fundamental concepts: What do we want our students to learn? Are they learning it? Do we have the resources necessary to optimize their learning experiences? Answers to these questions form the basis for the self-study, which in turns provides the narrative for the two-page Program Review Certificate.

The self-study is used locally for continuous improvement and student learning assessment; the program review certificate is the “official” record of departmental accomplishments and challenges as submitted to USM (USM does NOT receive a copy of the entire self-study).

**Beginning the Dialogue about Program Review**

Program reviews must necessarily begin with conversations among the faculty. To assist in this process, “Guidelines for Department Discussions in Preparation for Academic Program Review” have been compiled (please see attachment 1 in this chapter). There is NOT an expectation that every question be answered; rather, the questions posed are designed to help you develop a context for the completion of the review.

**Organizing and Writing the Self-Study**

Rather than having each department “re-create the wheel” in terms of content and its arrangement, an itemized checklist has been developed. Attachment 2 in this chapter provides such a bulleted checklist of the required content for the self-study portion of your program review. As you write your document, simply follow the outline as presented.
Attachment 1: Guidelines for Department Discussions in Preparation for Program Review

This template is meant to serve as a guideline for faculty discussion both in advance of the program review and as the document is developed. The questions follow the same progression of topics as recommended for the content of the self-study. Many of the questions listed in this template are quoted from Program Review and Educational Quality in the Major, a publication of the Association of American Colleges and Universities (1992).

A. Mission and Purpose
   - What is the relationship of the program to the University’s mission and goals?
   - What are the areas of concentration? What are the purposes of these concentrations?

B. The Plan of the Curriculum
   - How was the curriculum plan established?
   - Is there a common core of courses taken by all students?
   - Is there structure in the middle range of courses?
   - Are students introduced early to the modes of inquiry and methodology of the discipline?
   - Do students understand both the strengths and the limitations of the methodology and perspectives of the field?
   - How does the capstone experience that provide students with an opportunity to integrate the learning that has occurred throughout their college experiences?
   - What are the strengths of the program as related to specific external and/or professional factors (e.g., external demands, discipline-specific expectations)?
   - What particular opportunities are afforded students enrolled in this program?
   - Does the program assess which courses critically influence students’ decisions on whether or not to major in the program?
   - Where appropriate, does the program assess its curriculum for the inclusion of relevant new scholarship about women and minorities?

C. Learning Goals
   - What are the specific learning goals or intended educational outcomes of the program? What are the assessable objectives?
   - What are the specific linkages of program goals to institutional learning goals?

D. Student Learning Assessment
   - What assessment methods are used to assess student performance in relation to the above-cited program learning goals? Cite instruments used and provide evidence of results.
   - If assessment measures are locally developed, are faculty members given release time or other compensation to design them?
   - Is there a regular effort to determine the students’ aspirations, beliefs, and expectations with respect to the program?
   - How does the program monitor its progress toward achieving its goals?
   - Are occasions provided for sharing the results with all faculty members?
Do students who take part in assessment activities receive feedback on their performance?
What process is used for regularly reviewing goals, courses, and curricular structures in light of assessment findings?
What evidence exists regarding continuous program improvement as the result of assessment?

E. Student Technology and Information Literacy and Fluency

- What specific class/classes is/are in place to prepare graduates of the program for discipline-specific applications of technology?
- In what manner do students in the program receive opportunities to develop a level of information fluency appropriate to the discipline?
- How has technology been applied to instructional support (e.g., web-enhanced courses, on-line courses, blended courses)?

F. Enrollment and Student Profile

- What is the enrollment and student profile by status, race, sex, residency, & age in recent years?
- Is there evidence that the program is responsive to changes in those characteristics?

G. Alumni Satisfaction

- What do alumni report regarding their satisfaction with the program?
- What method was used to obtain this information?

H. Faculty Profile

- What are the modes of scholarship in which the program’s faculty actively are engaged?
- Is the faculty of the program diverse, representing appropriately the availability of faculty members from underrepresented groups?

I. Library Holdings

- What are the current library holdings specifically related to the program?
- What particular issues face the program regarding library support and availability of materials?

J. Facilities

- Are facilities adequate to support the program? Include a discussion of classrooms, faculty and staff offices, and laboratories.
- What particular issues face the program regarding facilities?

K. Future Plans for Program Improvement

- What are the plans, both long- and short-term, for program improvement?
Attachment 2: Guidelines for Organizing and Writing the Self-Study

As you write the self-study portion of the program review, please follow this outline and its headings to assure that you have addressed every topic. Be sure to provide appropriate documentation as necessary and/or appropriate. These guidelines follow the same progression of topics as “Guidelines for Department Discussions” (Attachment 1, preceding) to facilitate faculty discussions, but do not include every question posed. The sections entitled “Challenges and Opportunities” (underlined) serve as a foundation for prioritizing item M, “Action Plan for the Next Five Years”.

A. Executive Summary

This is the last portion of the self-study to be written and should summarize both the self-study and the comments of the external reviewer.

B. Mission and Purpose

1. Relationship of the Program to University Mission and Goals
2. Areas of Concentration
   a. Purposes of Concentration/s
   b. Relevancy of Concentration/s to “Real World” Issues

C. Plan of the Curriculum

1. Rationale for Current Plan/Progression of Courses
2. Overview of Curricular Structure (discuss any that apply)
   a. “Common core”
   b. Survey courses
   c. Mid-range courses
   d. Introduction to and use of disciplinary modes of inquiry and methodology
   e. Capstone experiences or culminating course sequence
3. Strengths of the Program related to External / Professional Factors (e.g., internships, research)
4. Curricular Challenges and Opportunities

D. Department Learning Goals

1. “Overarching” Learning Goals
2. Specific Learning Objectives
   a. Linkages of Courses/Learning Experiences to Goals and Objectives
   b. Linkages of Department Learning Goals to Institutional Learning Goals
   c. Methods of Communicating Goals to Students

E. Student Learning Assessment

1. Departmental Assessment Plan
   a. Cycle of Assessment (description of “what is assessed when”)
b. Rationale for Cycle

c. Plan Administration
   i. Methods of monitoring progress towards achieving goals
   ii. Assignment of responsibility for plan’s administration

2. Methods Used to Assess Student Performance in Relation to Learning Goals and Objectives
   a. Instruments Used
   b. Frequency of Application
   c. Results

3. Engagement of Students in Assessment Activities

4. Using Assessment Results
   a. Communication of Results
   b. Review of Goals, Courses, Curricular Structure in Response to Assessment Results
   c. Evidence of Use of Assessment in Program Improvement

5. Assessment of Basic Skills of General Education
   a. Identification of specific skill/s
   b. Assessment methods
   c. Assessment results

6. Student Learning Assessment Challenges and Opportunities

F. Student Technology and Information Literacy and Fluency

| Definitions (as developed by the University Undergraduate Education Initiative) |
| Technology | Computers and related tools for acquiring, processing, and disseminating information |
| Information | Knowledge acquired through learning, including facts, data, theories, and ideas |
| Literacy/ Literate | The state/ quality of being knowledgeable about and competent in lower-level skills |
| Fluency/ Fluent | The state/ quality of being knowledgeable about and proficient in lower-level skills and competent in higher-level skills |

1. Discipline-Specific Technology Literacy and Fluency
   a. Demands of the Profession
   b. Opportunities for Student Experiences

2. Discipline-Specific Information Literacy and Fluency
   a. Demands of the Profession
   b. Opportunities for Student Experiences

3. Application of Technology to Instructional Support (e.g., number of courses, types of software)

4. Technology/information Literacy/Fluency Challenges and Opportunities

G. Enrollment and Student Profile: Past Five Years

(Provided by Information Services and includes profiles by status, race, sex, residency, and age)

Enrollment Challenges and Opportunities
H. Alumni Perceptions of the Program

(Please contact Information Services to coordinate alumni surveys for your program's graduates)

1. Method Used to Solicit Alumni Opinions
2. Synopsis of Alumni Responses
3. Possible Implications/Opportunities

I. Faculty Profile

1. Faculty Profile over the last 5 years, including data that show rank; full-time/part-time status; highest degree attained; race, sex, age; faculty service and professional development activities; and additional data that demonstrate qualifications appropriate to the institutional mission.
2. Faculty Workload
3. Faculty Challenges and Opportunities

J. Adequacy of Library Holdings

Provided by the Lewis J. Ort Library. Please contact your Library liaison.

Library/Research Challenges and Opportunities

K. Facilities

1. Current Status of Assigned Facilities
   a. Classrooms
   b. Offices
   c. Laboratories
   d. Other
2. Facilities Challenges and Opportunities

L. Response to External Reviewer’s Report

You may wish to agree with or dispute the recommendations of your external reviewer.

M. Action Plan for Next Five Years

1. Review of Status of Action Plan from Previous Program Review
2. Action Priorities (using “Challenges and Opportunities,” as presented in previous sections, as basis for prioritization)
USM Guidelines for the External Review

The University System of Maryland requires that each academic program engage the services of an external reviewer to visit the campus and to make recommendations in response to the department’s own self-study. Below are the USM “Guidelines for External Review of Existing Academic Programs” (http://www.usmd.edu/usm/academicaffairs/academic_programs/extentrevguide21802.htm).

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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.

1. The review of existing academic programs shall include both self-study (internal review) and external review.
2. 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.
3. 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.
4. 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.
5. The final product from external reviewers should be a report that explicitly identifies program strengths and suggests improvements.

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Guidelines for identifying an external reviewer appropriate for your program are outlined on the following pages.
Procedures for External Review

Academic program reviews are required by the Board of Regents of University System of Maryland constituent institutions. The University System of Maryland also requires that each academic program enlist the services of an external reviewer. The external reviewer is to visit the campus and to make recommendations in response to the department’s own self-study.

**Selecting a Reviewer** - Department chairs are responsible for identifying academically qualified external reviewers. Ideal qualifications are faculty rank in the program discipline and employment within an academic department of similar size.

- Departments may wish to consider professionals of peer or aspirant institutions.
- Faculty from USM institutions may serve as reviewers.
- A practicing professional may be considered to review the program.

**Obtaining Dean’s Approval** - Department chairs will submit the names of suggested reviewers to the appropriate Dean for approval. Upon approval, the department will communicate the reviewer’s affiliation and contact information to the Office of Planning & Assessment.

**External Report Expectations** - Department representatives will forward a completed draft copy of the program self-study to the external reviewer at least 10 days before the scheduled visit, along with a list of expectations to be addressed in the report. For the external review report to meet minimum requirements, the reviewer should evaluate the self study and identify areas of concern and make suggestions for improvement. Any additional expectations must be communicated to the reviewer by the department prior to submitting the external review report.

**Scheduling the Site Visit** - Department representatives should schedule a one- or two-day external review visit. Along with a campus tour, meetings should be scheduled with the Dean, departmental faculty/staff, students, and representatives from the Provost Office and Library.

**Payment** - Upon obtaining departmental approval of the report, the Office of Planning & Assessment will begin processing payment. Payment will be mailed to the address provided by the external reviewer approximately three-to-five weeks following approval of the report. The Office of Planning & Assessment will prompt the reviewer to complete and submit compensation forms and documents.

1. For travel reimbursement, the reviewer will submit original receipts for lodging, airfare, car rental, and meals to the Office of Planning & Assessment following the site visit. Meal reimbursement applies to the external reviewer only. At their own discretion, FSU faculty accompanying the reviewer at meals may use departmental or personal funds.

2. In cases of a reviewer working on more than one program, the amount of the honorarium may be re-negotiated. Reviewers will receive $1,000 for the completion of each distinct site review report, provided that each report meets departmental expectations.
External Reviewer Timeline

1. One or more academically qualified individuals must be identified by the department as potential reviewers – By **November 20**

2. The names of suggested reviewers and supporting documents must be submitted to the appropriate Dean for approval – By **December 1**

3. Upon approval of the reviewer by the Dean, the department should submit to the Office of Planning & Assessment the name of the reviewer and contact information (email is preferred) – By **December 15**

4. A contract agreement form must be signed between the reviewer, the department chair, and a representative from the Office of the Provost – By **January 1**

5. The department should negotiate a time for a one- or two-day visit to campus – By **January 1**

6. The first draft of the program review, (excluding reviewer’s comments) should be completed – By **February 15**

7. The reviewer must receive a copy of the program review guidelines and the actual self-study, as completed by the local department – By **February 15**

8. Department representatives should negotiate to schedule a one- or two-day visit to campus – By **February 15**

9. The reviewer is expected to submit electronically a five-seven page report to the program chair within two weeks of his/her visit. Though no specific format is required, the reviewer should identify areas of concern and make suggestions for improvement – By **April 15**

10. The external review report must meet departmental expectations and minimum requirements before payment can be initiated. The program chair will notify the Office of Planning & Assessment upon receipt of the report (By **April 15**):

   a. For the report to meet minimum requirements, the reviewer should evaluate the self study and identify areas of concern and make suggestions for improvement.

   b. Any additional expectations by the department must be communicated to the reviewer well in advance.

11. The Office of Planning & Assessment will initiate payment (By **May 1**):

   a. $1,000 per program for submitting an external review report that meets departmental expectations.

   b. Up to $500 per reviewer for meals, travel costs, and hotel expenses.

   *In cases of a reviewer working on more than one program, the amount of the honorarium may be renegotiated.*
Site Visit Agreement

Academic Program under Review:

Name of Reviewer:

Reviewer's Affiliated Institution:

Expected Date of External Review Visit:

Scope of Agreement: The appointee is to provide services as an external reviewer in the division/department of: ___________________. The Appointee shall be directly responsible to the Department Chair. The Appointee's specific responsibilities ordinarily shall include, but are not limited to: the review of the academic program's self study, identify areas of concern, and make recommendations for improvement.

Term: The term of this Agreement shall begin on February 14, 2010, and terminate on April 15, 2010. This Agreement may be terminated at any time for the convenience of Frostburg State University with two weeks' written notice, unless circumstances dictate that no advance notice be given. The Appointee may terminate this Agreement prior to its termination date with two weeks written notice.

Submitting the External Review Report: Within two weeks of the site visit, the reviewer will submit electronically a five-to-seven page external review report to the program chair.

Meeting Departmental Expectations: Upon receipt of the report, the department chair will communicate to the reviewer and the Office of Planning and Assessment whether the report has met departmental expectations according to objectives previously established. If the report has not met expectations, the department will request revisions from the reviewer until the report meets expectations.

Compensation and Payment:
1. As compensation for a satisfactory external review report as described above, the Appointee shall receive an honorarium of $1,000.
2. The University will also reimburse up to $500 per reviewer for meals, travel costs, and hotel expenses. The honorarium and the travel reimbursement will be disbursed in a single payment.

Funds Availability: If funds are not appropriated or otherwise made available to support continuation of this Agreement, the University shall have the right to terminate this Agreement and the Appointee is not entitled to recover any costs not incurred prior to termination.

Contract Amendments: Neither this Agreement nor the services to be rendered hereunder may be amended, transferred, or assigned by the Appointee.

Termination for Default: If the Appointee fails to fulfill the obligations under this Agreement properly and on time, or otherwise violates any provision of the Agreement, the University may terminate the Agreement.
by written notice to the Appointee. The notice shall specify the acts or omission relied upon as cause for
termination.

By signing below, the parties identified have agreed to the terms and conditions listed above.

Name of Reviewer:

Signature / Date:

Name of Program Chair:

Signature / Date:

Name of Provost Representative:

Signature / Date:
**Program Review Timeline**

The Board of Regents has established an **AUGUST 15 deadline** for submitting program certificates.

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<th>TASK</th>
<th>DATE or DEADLINE</th>
<th>PURPOSE</th>
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| Introduction meetings               | Summer 2010              | ▪ First introduction to the program review process  
▪ Confirmation of contact faculty |
| Follow-up Meetings                  | October 2010             | ▪ Provide support as necessary                                                                                                       |
| Distribution of Fall 2010 Data      | Late October 2010        | ▪ To explain data on individual departments                                                                                           |
| Progress Meeting #1                 | November 2010            | ▪ Informal “status reports”                                                                                                            |
| **Prior to the end of the fall semester:** |                         |                                                                                                                                        |
| ➢ The external reviewer should be confirmed and a visit should be scheduled.  
➢ Plans for an alumni survey should be confirmed with Information Services.  
➢ A request for information on library holdings should be confirmed with the Library. |                                                                                                                    |
| Progress Meeting #2                 | February 2011            | ▪ Final meeting before submittal of first draft                                                                                         |
| ➢ By February 2010, the first draft of the self-study should be completed and submitted to the external reviewer at least 10 days prior to the date of the external review visit. |                                                                                     |
| Visit of External Reviewer          | February/March 2011      | ▪ Missing this deadline affects the department’s ability to meet later deadlines                                                       |
| Report of External Reviewer         | Deadline: April 15, 2011 | ▪ The reviewer should provide a hard and electronic copy                                                                               |
| Submittal of FINAL Reports          | Deadline: June 1, 2011   | Submit to the AVP Planning & Assessment and your Dean electronic copies of:  
▪ Final version of self-study,  
▪ External reviewer’s report,  
▪ First draft of program review certificate.                                                                                   |
| Meeting with Dean and Planning & Assessment representative | All to be completed by July 15, 2011 | ▪ Purpose: Discuss findings of self-study.  
▪ Revisions/additions may be suggested at this time.  
▪ Primary emphasis is on discussion of the program’s action plan.                                                                   |
| Completion of Program Review         | Deadline: August 5, 2011 | ▪ Final version electronic copy of certificate, self-study, and external review must be submitted to dean and AVP Planning & Assessment. |
| Submittal of Program Review Certificates | Deadline: August 15, 2011 | ▪ Submittals to USM are the responsibility of the AVP Planning & Assessment.                                                               |
Final Checklist for Organizing Program Review Documents

1. **Is your executive summary written and included?**
   
   - Should be brief and can be presented in a bulleted-item format.
   - Should summarize both the self-study and the external report.

2. **Do you have the program certificate completed** (with the exception of the action plan)?
   
   - Does the certificate meet the two-page requirement?
   - Is the certificate’s content arranged as per the model provided?
   - The action plan portion of the certificate will be incomplete prior to the meeting with the Dean and the Associate Vice-President for Planning & Assessment.

3. **Is your review arranged in the order provided in Chapter Two, Attachment 2, of this notebook?**
   
   - Is all requested information included as appropriate?

4. **Does your report include a copy of your external reviewer’s comments?**

5. **Do you have at least one hard copy and an electronic copy of the self study and external review at your disposal?**
   
   - Hard copy will go to the Associate Vice-President for Planning & Assessment.
   - Electronic copies will be forwarded to the Office of Planning & Assessment and the appropriate dean.
   - The Program Review Certificate will be sent electronically to the Board of Regents.
This template presents the required categories of the program review certificate as mandated by the USM Board of Regents. This electronic copy is built on a series of tables which will expand to accommodate your narrative. Please remember that the certificate is limited to TWO pages; the Board will not accept any certificates that exceed this length. When preparing the certificate, please delete this explanation to allow more room for your information.

Institution: Frostburg State University

Academic Unit:

Program(s) reviewed: HEGIS CODE:

Year in which the review process was completed: Academic Year 2010-2011

External Reviewer: [title, name, address of external reviewer]

Enrollments and Degrees Awarded for Each of the Past Five Years in This Program:

<table>
<thead>
<tr>
<th></th>
<th>Fall 06</th>
<th>Fall 07</th>
<th>Fall 08</th>
<th>Fall 09</th>
<th>Fall 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Degrees awarded by Year

<table>
<thead>
<tr>
<th></th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Master’s</td>
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</tr>
</tbody>
</table>

Summary of the INTERNAL AND EXTERNAL REVIEW (Include major findings and recommendations for action. For external reviews associated with regional or programmatic accreditation, please indicate accrediting group and context in which the review occurred.):

Summary of the Internal Review (Self-Study):
**Summary of the External Review:**

**ACTION PLAN** for addressing the findings of the departmental self-study and selected recommendations of the external reviewer, including mechanisms for following up and assessing progress:

**Action Plan Activities: (please clear examples below)**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Budget</th>
<th>Assessment</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a plan for recruitment of students</td>
<td>By: June 10, 2010</td>
<td>Unknown</td>
<td>Increase students by XXX. Increase quality measures by XXX.</td>
<td>Chair and Enrollment Management</td>
</tr>
<tr>
<td>Increase the number of internships</td>
<td>By: June 30, 2013</td>
<td>$1,200 + $1,800 = $3,000 per Internship</td>
<td>Research paper will be evaluated according to rubric.</td>
<td>Chair and Dean’s Office</td>
</tr>
<tr>
<td>Ensure technological fluency, investigate the latest hardware and software for inclusion into the program</td>
<td>By: June 30, 2012</td>
<td>Unknown</td>
<td>Pass the University’s online Test of Basic Information Technology skills.</td>
<td>Chair and Departmental Subcommittee</td>
</tr>
<tr>
<td>Report progress in the fall of each year to Dean</td>
<td>By: June 10, 2010</td>
<td>None</td>
<td>Departmental Dashboard</td>
<td>Chair</td>
</tr>
</tbody>
</table>

|Submitted by:| Office of Planning & Assessment|
|Date of Submission:|