ACADEMIC DEPARTMENT PROGRAM REVIEW

GUIDELINES AND POLICIES

ACADEMIC YEAR 2026-2027

Office of Assessment and Institutional Research

Updated July 2026

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Chapter One: Background and Institutional Statements

Academic Program Review

Program reviews are required by the Board of Regents and are intended to improve the resources and quality of the academic offerings, ensure the utilization of resources, and determine the program's effectiveness. The Program Review process advances opportunities for academic planning and budgeting and assesses 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.

Program reviews play a vital role in the University's student learning assessment program. The program review schedule (based on reviews every seven years) serves as the foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle (i.e., at 3.5 years), an updated report is submitted that reflects the status of assessment activities. The University has opted for a 3.5 year reporting cycle, reflecting the belief of the faculty designing the program those 3.5 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

The self-study should include an explanation of the departmental connection and support of the institutional policies and goals. Explain your departmental link and support of the following:

- Undergraduate Institutional Learning Goals
- General Education Learning Goals
- Frostburg State University Mission Statement
- Graduate Education Mission Statement

Undergraduate Institutional Learning Goals

(As approved and presented in the 2026-2027 Undergraduate Catalog)

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 AND 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.

GRADUATE INSTITUTIONAL LEARNING GOALS

Frostburg State University Graduate Institutional Learning Goals reflect the mission of the university with a focus on preparing leaders to meet the challenges of a complex and changing global society. This is accomplished through five specific areas of student learning.

Graduate programs will provide opportunities, where appropriate, for you to attain the skills and dispositions identified by the University essential to graduate education.

1. Demonstrate breadth and depth of knowledge in the field of study.

   Graduate students should understand the current and historical theories, concepts, and models of the discipline. They should possess the ability to access and evaluate the literature of the discipline and understand the major issues in the current state of knowledge. In addition to knowing the specific content of the discipline, students should be able to understand and appropriately use the methods and techniques of advancing knowledge in the field of study. Students will:

   - Access and evaluate the literature in the discipline.
   - Understand the current and historical theories and concepts within the field.
   - Use different methods of inquiry to gather information to understand and advance knowledge in the field of study.
   - Demonstrate advanced knowledge and skills appropriate to the discipline.

2. Effectively communicate knowledge in the field of study.

   Graduate students should possess the ability to write and speak about the current issues of the discipline to peers, practitioners, and the public. They should be able to articulate and demonstrate knowledge of the discipline and write and present scholarship to professionals. Students will:

   - Demonstrate competency in scholarly writing.
   - Demonstrate competency in oral and written communication skills (in face-to-face and online environments).

3. Demonstrate the ability for analytical thinking in the field of study.

   Graduate students should be able to identify and understand critical issues in the discipline. They should possess the ability to challenge and evaluate information, as well as synthesize and integrate knowledge in the discipline. Students will:

   - Demonstrate technical and analytical skills that are appropriate to the field of study.
   - Demonstrate ability to address complex challenges that arise in the field.

- Critically interpret data and information in written and oral forms.
- Demonstrate competency in inquiry and research to advance the discipline.

4. Exhibit the best practices, values, and ethics of the profession.

   Graduate students should understand and demonstrate the professional standards for responsible conduct of research in the discipline and understand the values and ethics of practicing the profession in society. Students will:

   - Identify best practices, values, and ethics among practicing professionals in the field.
   - Demonstrate the highest ethical standards required or expected in the field.
   - Demonstrate cultural awareness and importance of global interconnectivity within the field of study.
   - Understand and demonstrate the professional standards for responsible conduct of research in the discipline.

5. Apply knowledge and skills in the discipline.

   Graduate students should possess the ability to apply knowledge in the discipline to solve sophisticated problems and to interpret technical issues. Students will:

   - Demonstrate understanding of current and relevant knowledge in the discipline to critique, synthesize, and analyze complex issues and demonstrate problem solving skills.
   - Demonstrate use of specialized vocabulary for professional discourse in the discipline.
   - Demonstrate abilities to collect, synthesize, analyze, and apply appropriate theories and research.
   - Apply classroom learning and technical skills through reflective practice and/or practical experience in the field.

Goals of the General Education Program

(As approved and presented in the 2026-2027 *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.

Frostburg State University Summary Mission Statement

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

University Goals

I. Focus learning on both the acquisition and application of knowledge.

   A. Ensure students acquire the essential knowledge and skills needed to succeed.
   B. Infuse applied learning throughout the FSU curriculum.
   C. Integrate innovative practices and technology into the learning process.

II. Provide engaging experiences that challenge our students to excel.
   A. Implement an advising/support structure that meets student needs from applicant through alumna/us.
   B. Integrate effective career and professional development into the student experience.
   C. Create a campus climate that enhances the well-being of our students and is welcoming, inclusive, and contributes to the cultural competence of each of our graduates.

III. Expand regional outreach and engagement.
   A. Support economic development in Western Maryland through targeted initiatives.
   B. Provide opportunities for student engagement to address community needs in the region.
   C. Promote and market Frostburg State University's successes, strengths, and assets in Maryland and the region.

IV. Align university resources - human, fiscal, and physical - with strategic priorities.
   A. Develop a marketing, recruitment, and retention plan that identifies realistic and sustainable goals for first-year, transfer, on-line, adult, graduate, and international students, and the resources necessary to implement this plan.
   B. Ensure academic programs meet student and workforce expectations.
   C. Implement a transparent budgeting model that addresses university priorities and needs.

Graduate Education Mission Statement

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.

Chapter Two: Guidelines for Development of Self-Study

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 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 guide development and 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 for Entry in Compliance Assist

This template serves 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.

Association of American Colleges, W. C. Program Review and Educational Quality in the Major: A Faculty Handbook. Liberal Learning and the Arts and Sciences Major. Volume 3.

Section B - Mission and Purpose

B.1. Relationship for the Program to University Mission and Goals
B.2. Areas of Concentration
- 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?

Section C - Plan of the Curriculum

C.1. Rationale for Current Plan/Progression of Courses
C.2. Overview of Curricular Structure (discuss all that apply)
C.3. Strengths of Program related to External/Professional Factors (e.g., internships, research)
C.4. Curricular Challenges and Opportunities
- 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?

- Are there any existing and/or planned articulation agreements with which the program is associated?

Section D - Department Learning Goals

D.1. Overarching Learning Goals
D.2. Specific Learning Objectives

Section E - Student Learning Assessment

E.1. Departmental Assessment Plan
E.2. Methods Used to Assess Student Performance in Relation to Learning Goals and Objectives
E.3. Engagement of Students in Assessment Activities
E.4. Using Assessment Results
E.5. Assessment of Basic Skills of General Education
E.6. Assessment of Online Coursework and Programs
E.7. Student Learning Assessment Challenges and Opportunities

Section F - Student Technology and Information Literacy and Fluency

F.1. Discipline-Specific Technology Literacy and Fluency
F.2. Discipline-Specific Information Literacy and Fluency
F.3. Application of Technology to Instructional Support (e.g. number of courses, types of software)
F.4. Technology/information Literacy/Fluency Challenges and Opportunities

Section G - Enrollment and Student Profile: Past Seven Years

G.1 Enrollment Challenges and Opportunities

Section H - Alumni Perceptions of the Program

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

Section I - Faculty Profile

I.1. Faculty Profile
I.2. Faculty Workload
I.3. Faculty Challenges and Opportunities

Section J - Adequacy of Library Holdings

J.1 Library/Research Challenges and Opportunities

Section K – Facilities

K.1. Current Status of Assigned Facilities
K.2. Facilities Challenges and Opportunities

Section L - Response to External Reviewer's Report

Section M - Action Plan for Next Seven Years

M.1. Review of Status of Action Plan from Previous Program Review
M.2. Action Priorities (using "Challenges and Opportunities," as presented in previous sections as basis for prioritization)

Section N - External Review

N.1. External Review

Attachment 2: Guidelines for Organizing and Writing the Self-Study

As you upload the self-study portion of the program review within Compliance Assist, 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. You can upload/append attachments and supporting documents within Compliance Assist. These guidelines follow the same progression of topics as "Guidelines for Department Discussions" (Attachment 1, preceding) to facilitate faculty discussions. The sections entitled "Challenges and Opportunities" (underlined) serve as a foundation for item M, "Action Plan for the Next Seven 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 (Not Tracks or Emphasis)
    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. Academic core (GEP)
    b. Seminar courses
    c. Mid-range courses
    d. Major courses: 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
5. Experiential Learning

D. Department Learning Goals

1. "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 Seven Years

(Provided by AIR and includes profiles by status, race, sex, residency, and age)
Enrollment Challenges and Opportunities

H. Alumni Perceptions of the Program

(Please contact Institutional Research 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
3. Technology

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 Seven 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)

N. External Reviewer Report

Chapter Three: The External Review

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/extrevguide21802.htm).

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.

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.
- A practicing professional may be considered for review of the program.

Obtaining Dean's Approval **-** Department chairs will submit the name(s) and vitae(s) of suggested reviewer(s) to the appropriate Dean for approval. Upon approval, the department will communicate the reviewer's affiliation and contact information to The Office of Assessment and Institutional Research.

External Report Expectations **-** Department representatives will forward a completed draft copy of the program self-study or log on information for the on-line web program review platform CampusLabs Compliance Assist to the external reviewer at least 10 days before the scheduled visit, along with a list of expectations to be addressed in the report. Contact The Office of Assessment and Institutional Research for log on instructions. 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 Assessment and Institutional Research 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 Assessment and Institutional Research will prompt the reviewer to complete and submit compensation forms and documents.

1. 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 4**
2. The names of suggested reviewers and supporting documents must be submitted to the appropriate Dean for approval – By **November 27**
3. Upon approval of the reviewer by the Dean, the department should submit to the Office of Assessment and Institutional Research the name of the reviewer and contact information (email is preferred) – By **December 9**
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 4**
5. The department should negotiate a time for a one-or two-day visit to campus – By **January 4**
6. The first draft of the program review, (excluding reviewer's comments) should be completed – By **February 12**
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 12**
8. Department representatives should negotiate to schedule a one- or two-day visit to campus – By **February 12**
9. The reviewer is expected to submit electronically a five-to-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 7**
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 Assessment and Institutional Research upon receipt of the report (By **April 7**):
    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 Assessment and Institutional Research will initiate payment – (By **May 3**):
    a. $1,000 per program for submitting an external review report that meets departmental expectations.

In cases of a reviewer working on more than one program, the amount of the honorarium may be re-negotiated.

2027 Academic Program Review Site Visit and External Report

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 Program Coordinator. 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 January 1, 2027, and terminate on June 30, 2027. 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 Coordinator.

Meeting Departmental Expectations: Upon receipt of the report, the Program Coordinator will communicate to the reviewer and The Office of Assessment and Institutional Research 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.

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 Coordinator:

Signature / Date:

Name of Academic Affairs Representative:

Signature / Date:

Name of Procurement Representative:

Signature / Date:

Chapter Four: Program Review Timeline

The Board of Regents has established an **AUGUST 11 deadline** for submitting program certificates.

TASK	PURPOSE	DATE or DEADLINE
Introduction meetings	*First introduction to the program review process Confirmation of contact faculty*	October 2026
Distribution of Fall Data	*To explain data on individual departments*	Late October 2026
Progress Meeting #1	*Informal "status reports"*	November 2026
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 Institutional Research.* *A request for information on library holdings should be confirmed with the Library.*		
Progress Meeting #2	*Final meeting before submittal of first draft*	February 2027
By February 2027, 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	*Missing this deadline affects the department's ability to meet later deadlines*	February/March 2027 (all visits should be completed by March 31)
Report of External Reviewer	*The reviewer should provide a hard and electronic copy*	Deadline: April 7, 2027
Submittal of FINAL Reports	*Submit to the AIR director and your dean electronic copies of:* *Final version of self-study,* *External reviewer's report,* ***First draft of program review certificate.***	Deadline: June 2, 2027
Meeting with Dean and Assessment and Institutional Research representative	*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.*	All to be completed by June 30, 2027

Meeting with President and Provost	*Review final report and action plan.*	All to be completed by June 30, 2027
Completion of Program Review	*Final version electronic copy of certificate, self-study, and external review must be submitted to dean and Director of Assessment and Institutional Research.*	Deadline: August 2, 2027
Submittal of Program Review Certificates	*Submittals to USM are the responsibility of the Director of Assessment and Institutional Research.*	Deadline: **August 11, 2027**

Chapter Five: Campus Labs' Compliance Assist

Frostburg State University discontinued its contract with Anthology in July 2025, and as a result the Compliance Assist online platform has been replaced with a repository in Microsoft Teams. We will provide each program coordinator with access to the Teams site and have archived all previous reporting there as well.

Chapter Six: Academic Program Review Certificate Template

Instructions: *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 expand to accommodate your narrative. Please remember to keep the length of the certificate brief.* ***When preparing the certificate, please delete this explanation to allow more room for your information.***

2027 Format for Reports on Periodic Review of Academic Programs

SECTION I: PROGRAM AND INSTITUTION DEMOGRAPHICS

A. Institution: Frostburg State University

B. HEGIS Code:

C. CIP Code:

D. Degree / Certificate Level – Select all that apply and indicate the name of the degree / certificate:

☐ **Bachelor's: _____**
(BA, BS, etc.)

☐ **Master's: _____**
(MA, MS, MBA, MEd, MPH, MSN, etc.)

☐ **Combined Master's/Doctorate:_____**
(MS/Ph.D., MEd/Ed.D., MSN/DNP, etc.)

☐ **Doctorate: _____**
(Ph.D., Ed.D., DNP, PharmD., etc.)

☐ **Certificate: _____**
(LDC, UDC, PBC, PMC, CAS, etc.)

E. Title of the Program reviewed:

F. Academic Department:

G. Academic College / School:

SECTION II: EXTERNAL REVIEW PROCESS

A. Year in which the program review process was completed: Academic Year 2024-2025

B. Is the external review a result of an Accreditation Self-Study (i.e. ABET, AACSB, ACPE, ACEJMC, ARC-PA, ACEN, CCNE, CEPH, CSWE, NCATE, etc.)? _____Yes _____No
If Yes, indicate the accrediting organization: _____

C. List the Name(s) and Affiliation(s) of the External Reviewer(s):

SECTION III: ENROLLMENTS AND DEGREES AWARDED FOR EACH OF THE PAST FIVE YEARS IN THIS PROGRAM

A. Enrollment – Fall Headcount For Each Of The Following Years

Enrollment				
Fall 2022	**Fall 2023**	**Fall 2024**	**Fall 2025**	**Fall 2026**

B. Degrees Awarded - For The Fiscal Years As Follows:

Undergraduate Degrees Awarded (Bachelor's)				
FY 2022	**FY 2023**	**FY 2024**	**FY 2025**	**FY 2026**

SECTION IV: SUMMARY OF THE INTERNAL AND EXTERNAL REVIEW

A. **Brief summary of internal self-study review findings.**

B. **Brief summary of external review recommendation(s) for action. If a regional or programmatic accrediting organization provided the external review, please indicate the organization and the context in which the review occurred.**

SECTION V: DEPARTMENTAL / COLLEGE OR SCHOOL / INSTITUTIONAL ACTION PLAN

A. Brief summary outlining action plan to address recommendation(s):

1. Mechanism for follow-up and assessing the progress of the recommendation(s).

Activities	Timeline	Budget	Assessment	Assignment

2. **Low enrollment and low degree productivity programs:**

   a) **List the special circumstances that impact low enrollment and/or low degree productivity in this program.**

   b) **Briefly explain why this program with low enrollment and/or low degree productivity should be continued at this time (i.e. its connection to or support of another program).**

   c) **Outline clearly the plan and progressive timelines to increase enrollment and/or degree productivity in this program such that it remains viable.**

SECTION VI: INSTITUTION SUBMISSION INFORMATION
Submitted by: Office of Assessment and Institutional Research
Date of Submission: August 31, 2027
Contact Information:

a) **Name:** Dr. Sara-Beth Bittinger

b) **Email:** sbittinger@frostburg.edu

c) **Office Phone:** (301) 687-4211