**Academic Program Review
Guidelines Manual for Department Chairs
2025-26**

Purpose of Academic Program Review
Academic Program Review (APR) is a process that provides a cyclical, comprehensive assessment of an academic program's strengths, challenges, and opportunities for improvement.

The primary focus of a program review considers factors associated with achieving and maintaining high quality degree programs and certificates. In addition, the review takes into account related departmental/academic program factors (e.g., climate, facilities, technology, staffing, advising).

With more than 200 academic options available, including concentrations within majors, the individualized degree program, and certificate options, APR provides a program, school or college, and the university with an evidence-based foundation to support decision making and to enhance academic excellence.

The value of the APR rests on its process, its outcomes, and its usefulness. Because the process and outcomes are developed for purposes of improving educational opportunities, curriculum quality, and program relevance, it is essential that the university make appropriate use of the results.

The results of a program review are reported to the Provost, Deputy Provost, Deans, Chair, and the program/department's faculty members. In addition, the results may be made available to university committees involved in planning, assessment, and budgeting processes. Among the individuals and groups involved in APR are the following:

- Provost and Executive Vice President of Academic Affairs
- Deputy Provost
- Associate Vice President of Curriculum, Academic Effectiveness and Policy Development (CAEPD)
- Academic Program Review Committee (APRC)
- APR subcommittee(s)
- Dean of the program's school/college
- Chair and faculty
- Program staff
- Office of Graduate Studies, as appropriate
- Undergraduate and/or graduate students in the program
- External reviewer
- The university's Board of Trustees
- Other key stakeholders, as appropriate

Compliance with the Higher Learning Commission
APR is an essential component in evidencing compliance with The Higher Learning Commission (HLC), which is the accrediting body of the university.

The HLC determines whether an institution merits reaffirmation of accreditation using a defined set of quality standards called the Criteria of Accreditation. The ongoing review of academic programs is listed among the requirements the university must fulfill to remain in good standing with the HLC. Program review is addressed in section 3 of the Criteria of Accreditation:

> Criterion 3. Teaching and Learning for Student Success
>
> The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.
>
> Core Component
> 3.F. The institution improves its curriculum based on periodic program review.

Additionally, program reviews serve to assist the university with regard to state accountability systems.

Definition of a Program
For the purpose of APR, the definition of a program is an academic unit, typically with set credit-bearing curriculum, as defined by industry standards and managed by institutional accreditation.

APR encompasses all undergraduate and graduate programs, and includes all majors, minors, and certificates offered within a department.

Program Review Process
APR is cyclical and divided into two main parts: the review of a program, and an accompanying program improvement process which operates between those reviews.

- Programs undergo a review every 7 years; all programs follow a permanent, university-wide schedule.

- Following a program review, programs are reintroduced into the associated program improvement process. With the assistance of the program Chair/Director, individualized goals/objectives are developed for each major, and progress is reported periodically during the 6-year interim between program reviews.

Using the Department of Biology as an example, the table below outlines the program review cycle. Departments containing multiple programs (graduate programs included) are reviewed on the same 7-year schedule.

APR 7- Year Schedule for Biology							
2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Program Review	← 6-year interim, divided into three 2-year cycles →						Program Review
Program Review	Program Progress Reporting Cycle A		Program Progress Reporting Cycle B		Program Progress Reporting Cycle C		Program Review
Program Review	Year 1 A -1	Year 2 A - 2	Year 1 B - 1	Year 2 B - 2	Year 1 C - 1	Year 2 C - 2	Program Review

Program Review (Year 7):
By engaging in program review, programs/departments receive a comprehensive assessment of the program's strengths, challenges, and opportunities for improvement on a continual basis, and results assist the program with making data-driven decisions in order to deliver useful, high-value degree options to MSU Denver students. There are several key areas of focus during a program review,

including assessment, curriculum, faculty, students and student satisfaction, online presence, and resources.

A program review includes several phases:
- The development of a self-study narrative by the program Chair.
- The analysis of data, which is collected cross-departmentally.
- A site visit from an external reviewer.
- A series of meetings involving the individuals and groups listed on page 1.
- The preparation of a findings report which is created by the Academic Program Review Committee (APRC).
- A final review meeting to discuss the outcome of the program review, along with any other program-related topics the Chair would like to include, with the Provost and/or Deputy Provost, Dean, AVP of CAEPD, and the Chair of the APRC.
- The preparation of an executive summary of the program review, which is presented to the university's Board of Trustees.
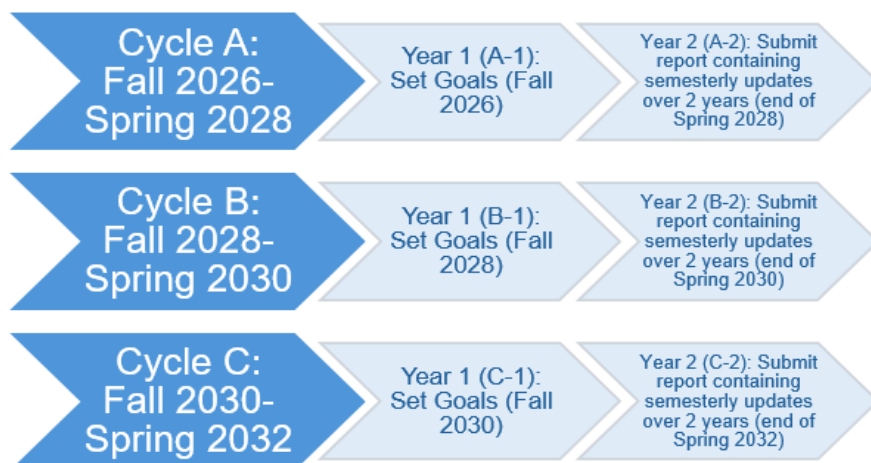
Program reviews begin at the start of the Fall semester and conclude by the end of the following Spring semester. On average, approximately 6 programs/departments are reviewed concurrently during each program review cycle. The schedule for all programs/departments can be found on the Academic Program Review website.

Program Progress Reporting (Interim Years 1-6):
Over the 6-year interim between each program review, the program/department participates in a cyclical program improvement process where the program sets goals/objectives for each major, and the Chair tracks progress on a semesterly basis. Results of a review provide the program with information and recommendations useful in the development and prioritization of improvement objectives. In turn, information collected between each review provides the APRC with a greater understanding of the needs of the program.

Program progress reporting is divided into a series of 3 cycles distributed over the 6-year interim between program reviews. Each cycle (referred to as cycle A, B, and C) runs for two years, beginning in the Fall semester. At the end of cycle C (referred to as C-2, as it is year 2 of the third cycle), the process is paused for one academic calendar year while the program/department undergoes a full review. Upon completion of the program review, the program/department re-enters the 2-year progress reporting cycle (starting with A-1) in the Fall of the same year.

Program Review in 2025-26, then back to cycles A, B, C

Cycle A: Fall 2026- Spring 2028 → Year 1 (A-1): Set Goals (Fall 2026) → Year 2 (A-2): Submit report containing semesterly updates over 2 years (end of Spring 2028)

Cycle B: Fall 2028- Spring 2030 → Year 1 (B-1): Set Goals (Fall 2028) → Year 2 (B-2): Submit report containing semesterly updates over 2 years (end of Spring 2030)

Cycle C: Fall 2030- Spring 2032 → Year 1 (C-1): Set Goals (Fall 2030) → Year 2 (C-2): Submit report containing semesterly updates over 2 years (end of Spring 2032)

A report template containing data for each major is provided to the Chair at the beginning of year 1 for each 2-year cycle (A-1, B-1, and C-1). During each cycle, goals/objectives are identified by the program in year 1, and semesterly updates provided by the Chair through year 2, with final findings reported at the end of the 2-year cycle (A-2, B-2, or C-2, depending on where the program is on the 7-year schedule). While there may be some overlap, separate goals/objectives are necessary for each major, as each exists to serve different groups. Reports are reviewed and feedback is provided by an APR subcommittee, which is comprised of faculty members from across the university.

APRC

The APRC is the main program review committee and is central to the review of all programs undergoing a review (in year 7). Below is an excerpt from the APRC's Charge and Guidelines for Participation describing details of committee membership:

ARTICLE 4. MEMBERSHIP, SERVICE TERMS, AND COMPENSATION
Section 4.1 Membership.
The APRC is comprised of approximately 8 full-time faculty members representing the Colleges of Aerospace, Computing, Engineering and Design, Business, Health and Human Sciences, Letters, Arts and Sciences, and the Schools of Education and Hospitality. Membership is determined by the Office of CAEPD and is managed by the office's Director of Academic Program Review. There are two types of membership within the APRC:
4.1a. *Faculty Representatives.* Approximately 6 faculty members, nominated by the Dean overseeing their academic program, are selected by CAEPD.
4.1b. *Faculty Co-Chairs.* Selected by CAEPD, the co-chairs serve as committee leads. Committee members who have completed a service term as a faculty representative are eligible for consideration of a faculty chair role. A maximum of two faculty chairs may serve per cycle.
Section 4.2 Service Terms.
Program review is a three-semester process beginning in the Fall. Faculty representatives serve a two-year term, schedule permitting. Faculty chairs serve a minimum of a one-year term.
Section 4.3 Compensation.
Faculty representatives receive service credit for each year of service provided to the committee. Faculty chairs receive 3 credit hours of faculty reassigned time for each semester of service, which must be approved by the Office of CAEPD and faculty member's department Chair during the Spring semester prior to the start of each review cycle.

Organizational Chart for APR/CAEPD
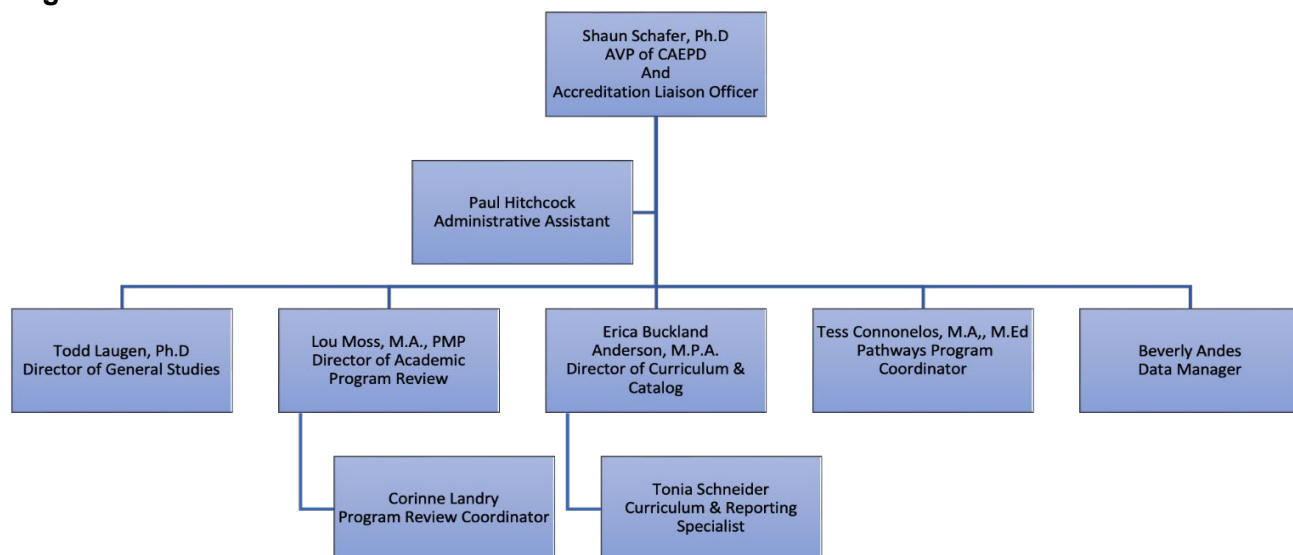
Programs Undergoing Program Review 2025-26

Beginning on page 7, you will find information detailing the review process from start to finish, including a timeline, due dates, list of responsibilities, and a report template. As you will see in the "Process Timeline" table, one of the first steps in the process is for the Chair to develop the program/department's self-study narrative. The self-study narrative, along with data collected by the Office of CAEPD, will be shared with the external reviewer and forms the basis for subsequent discussions about the direction and focus of the program review.

Following preparation of the self-study narrative is a site visit by the external reviewer. The site visit includes a series of meetings over the course of a two-day period (preferably a Tuesday and Wednesday) involving the groups and individuals outlined on page 1. The reviewer then prepares a site visit report. In response to this report and all other information collected by the APRC during the review, suggestions for program improvement are made. Following the program review, the program/department resumes the goal setting/progress reporting initiative during the 6-year interim between reviews.

Programs scheduled for review in 2025-26:

- Biology
- Engineering and Engineering Technology
- Human Services and Counseling
- Nursing
- Political Science
- Sociology and Anthropology

Timeline, Responsibilities, and Report Template

I. Process Timeline

Below is a table of regular program review activity, beginning in Summer 2025, with associated deadlines.

Activity	Deadline or Occurrence
APR Director provides data for all programs.	July
APRC members assemble.	August
Chair to submit the program/department's self-study narrative (using the template provided below), faculty CVs (formatted and submitted together), and the advising materials used by each program.	**August 15**
Chair to submit external reviewer approval request form. (Available on APR website.)	**August 15**
Program Chair and APR Coordinator finalize reviewer site visit dates. (Review dates cannot overlap with other departments. Check schedules before confirming dates with external reviewer.)	September
APRC meets regularly, typically weekly, to discuss the analysis of program data, the program's 2-year progress reports, and any other relevant data/materials.	September and October
Site visits with external reviewers.	September through November
APRC meets regularly to discuss drafts of the program review report as it develops, drafts questions for the faculty meeting.	September through November
APRC meets with the program's Chair and faculty/staff members to discuss questions developed by the committee after reading the external reviewer's report and the program's self-study narrative.	October through December
APRC completes a final draft of the program review report. Distributes to relevant individuals or groups.	January through March
The APRC Co-chairs draft questions for the Chair, which will be discussed at the Issues meeting.	January through March
Issues meeting: the APRC Co-chairs, Deputy Provost and/or Provost, Dean, Chair, AVP of CAEPD, and Director of Academic Program Review meet to discuss concerns discovered during the review.	January through March
APRC completes an executive summary for the Board of Trustees. The summary is made available to all stakeholders.	March through April
The program/department's Dean provides a 1-year update to the Board of Trustees.	Following June

II. Responsibilities for Program Review Process

Semester	Program Chair	Dean	CAEPD / APRC Co-Chairs	APRC
Summer 2025	Select external reviewer. Complete approval request form found on APR website.	Approve external reviewer by signing approval request form initiated by Chair.	Approve external reviewer.	
	Write self-study narrative; supply		Collect and review submitted self-study	

	materials (see page 10).		narrative and supplemental materials from Chair.	
Fall 2025	Coordinate site visit dates with APR Coordinator to confirm availability for all (Provost, Dean, APRC, etc.).

Schedule the remainder of the site visit itinerary. | Assist Chair with itinerary. | APR Coordinator will initiate the site visit itinerary by scheduling external reviewer meetings with the Provost, Dean, APRC, AVP, etc.

APR Coordinator will coordinate travel arrangements. | Review data packet and program materials. |
| | Facilitate site visit.

Program Chair serves as host of meetings/visit. | Meet with external reviewer during site visit. | AVP, Provost and/or Deputy Provost to meet with external reviewer during site visit. | Meet with external reviewer during site visit. |
			APRC Co-Chairs to write faculty discussion questions.	
Fall 25 – Spring 26	Host faculty discussion with APRC.			Develop questions for meeting between faculty and APRC.
	Respond to faculty discussion questions.			
Spring 2026	Attend review Issues meeting. (Provost, Dean, AVP, APRC Co-chairs.	Attend Issues meeting with other stakeholders. Answer program questions.	Coordinate Issues meeting and supply questions/comments for Chair.	Prepare APRC final report.
June 2026		Join Board meeting/discuss executive summaries provided by APR.	Provide executive summaries to the Board for discussion.	
Spring 2027		Provide 1-year follow-up to APR Director.	Provide Board with 1-year follow-ups for all programs in a combined file.	
Fall 2026-Spring 2032

(6 Years Between Program Reviews) | 2-Year Program Progress Reports.

See APRC website for schedule, forms, and information. | 2-Year Program Progress Reports.

See APRC website for schedule, forms, and information. | CAEPD/APR Director manage subcommittee/2-Year process. | |

III. External Reviewer Selection

The role of the external reviewer is to evaluate the quality of the program(s) in the following areas: Curriculum, Assessment, Faculty, Students/Student Satisfaction, Resources, and Online Presence. The ideal reviewer is up to date on curriculum discussions and debates within the discipline. They understand that curriculum can be structured in a variety of ways, all of which can be effective, in addition to understanding a wide range of issues related to faculty roles and resource allocation. The program/department should select an objective reviewer who has no previous ties, either professional or personal, with the university or individual faculty members. Reviewers may not conduct more than one program review of a single program.

The reviewer approval request form is due by **August 15**. The form can be found on the APR website.

The following are criteria to consider when selecting a potential reviewer.
The external reviewer:
- Does not currently and has not previously worked at MSU Denver.
- Has served as a reviewer for other institutions' programs or has evaluated other programs.
- Has been active in educational and professional organizations aligned with the discipline.
- Has related work experience and exposure to different types of programs.
- Has experience at an institution similar to MSU Denver's in terms of mission and vision.

IV. External Reviewer Site Visit

After the external reviewer has been approved the Dean and the APRC, the Chair will contact the reviewer to determine general availability for the visit, which is two full days of meetings, preferably on a Tuesday and Wednesday. Prior to confirmation, dates must be cleared with the APR Coordinator to avoid scheduling overlap with other programs undergoing a review, and to verify the availability of the individuals and groups on page 1. The external reviewer is required to attend meetings over the course of two full days (approximately 16 hours). The APR Coordinator will arrange travel for the external reviewer, which is paid for by CAEPD. The APR Coordinator will also initiate the site visit itinerary, scheduling meetings with the Provost, Dean, AVP, and the APRC. The Chair will schedule the remainder of the itinerary for the site visit.

The Chair will ensure that the external reviewer has a clear understanding of the conditions of the job, which primarily consists of 2 full days of meetings and the timely delivery of a findings report evaluating the 6 key areas of focus (listed on page 3).

External Reviewer Payment

The external reviewer will not be paid until the Office of CAEPD has received the reviewer's report. The reviewer will receive a $1,500 payment (from CAEPD) for conducting the review and preparing a report, which is due within 30 calendar days following the visit. If the report is received between 31 and 45 days following the visit, payment is reduced to $1,200. If the report is received between 46 and 60 days following the visit, payment is reduced to $750. The purpose of a reduction in payment is to encourage timely completion of the report, which helps the APRC avoid a bottleneck in workflow during the concurrent review of programs. The Office of CAEPD will process all necessary paperwork for payment in accordance with university policy.

Example Site Visit Itinerary

The Chair serves as host to the reviewer for the duration of the 2-day visit. The APR Coordinator initiates the itinerary by scheduling required meetings with the APRC and senior leadership. The Chair organizes the remainder of the reviewer's itinerary which includes meetings/observations with the following:

- Dean(s) at the end of day one, and end of day two.
- Associate Vice President for CAEPD.
- Associate Vice President for Graduate Studies/program Director, if applicable.
- Provost and/or Deputy Provost.
- Students in the program.
- Classroom observations, where possible.
- Alumni, where available.
- Program faculty members, staff, advisors, and other relevant stakeholders.
- Program faculty members and staff from related programs.
- Advisory council, if applicable.
- APRC.

A reviewer's itinerary should include any meetings essential to a fully informed campus visit. Chairs should add any additional meetings necessary to create the most comprehensive visit possible.

Example itinerary:

Program: Department of _____
Program Reviewer: Dr. Jane Smith
Program Review Dates: October 7th - 8th, 2025

Tuesday, October 7th		Notes:
8:00-8:30	Coffee in the hotel lobby; walk to department building	
8:30-9:30	Tour facilities	
9:30-10:00	Meet with Department Chair	
10:00-10:30	**BREAK**	
10:30-11:30	Meet with Dean	
12:00-1:00	Lunch	CN 210
1:00-1:15	**BREAK**	
1:15-2:00	Meet with Department Faculty	
2:00-2:30	**BREAK**	
2:30-3:00	Meet with Dr. Shaun Schafer, AVP of CAEPD	
3:00-3:30	**BREAK**	
3:30-4:45	Observe Senior Seminar course	
4:45-5:15	Q & A with senior students	
Wednesday, October 8th		Notes:
9:00-10:00	Coffee meetup, members of the department	
10:00-10:30	Classroom Observation	
10:30-11:00	**BREAK**	
11:00-12:00	Meet with the APR Committee	JSSB 330A
12:00-1:00	Lunch	CN 210
1:00-1:30	**BREAK**	
1:30-2:00	Meet with Associate Chair	
2:00-2:30	**BREAK**	
2:30-3:30	Exit meeting with Chair	
3:30-4:00	Meet with Program Coordinator	
4:00-5:00	Exit meeting with Dean	

Example only. Adjust based on the needs of the program/department.

V. Materials to be Supplied by the Chair

Chairs, with help from faculty members, will supply the following materials to the APR Director by **August 15th**:

- Up-to-date curriculum vitae for all full-time faculty.
- Strategic plan for the program/department.
- Program review self-study narrative (template and details below).
- Program marketing materials.
- Advising checklists/plans.

Materials should be uploaded to the department's "Year 7 Program Review 2025-2026" folder here: Academic Program Review Records and Reporting.

VI. Program Review Self-Study Narrative Template

Chairs, with help from department faculty members, prepare a self-study narrative that explicitly addresses the following areas below. The self-study narrative is organized by the same categories as contained in the APRC report. Please use these categories and questions as a template for the program narrative. Some questions may not be directly applicable to your program. (A Microsoft Word version of this template is available on the APR website.)

Narrative Template

Mission
A. The strengths or distinguishing features of the program as compared with other programs. In particular the narrative should identify:
1. The mission statement and program goals of the department.
2. The differences between the program and other similar programs offered on the Auraria campus and in the metropolitan area, if such others exist.
3. The interconnections and cooperation, if any, which exist between the program and other similar programs offered on the Auraria campus and in the metropolitan area.
4. If the program has an advisory council, the narrative should contain a description of the composition and functions of the council and its activities during the review period. Changes to the program that have been suggested by the advisory council might be noted.

Curriculum
B. Describe any significant changes to the curriculum since last program review, together with the rationale for these modifications. The answer to this question should include a description of:
1. Curriculum philosophy, including the role accreditation plays in shaping course design and content.
2. Changes in the curriculum that have been proposed but are not yet through the curriculum process.
3. Changes in the curriculum being considered by the program and an explanation of potential benefits of these changes. Are any of these changes the result of a systematic review of exceptions requested and/or approved by faculty?
4. The program's use of and interest in online courses.
5. How the program has integrated technology into the curriculum and plans for integrating new technologies.
6. A list of the specific general studies courses required of program majors or minors, if any. What is the rationale for these specified general studies courses? Is there any conflict or confusion with Pathways transfers? If so, please explain.

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7. Any identifiable trends in the employment/further education of graduates, and its impact on the curriculum.
8. The major changes occurring in similar programs at other institutions; that is, the changes in the curriculum of the discipline that are taking place nationwide.

Assessment
C. An analysis of assessment activities, including:
1. A clear description of the program's goals and student learning outcomes.
2. The results of a faculty review of the program's student learning outcomes. Are any revisions needed? If so, explain.
3. The usefulness of the student learning assessment data. Are any revisions needed? If so, explain.
4. Changes made in the curriculum to address concerns about student learning, e.g., changed prerequisites because students lack the prerequisite knowledge. See D.
5. How students' participation in internships, undergraduate research, field experiences, service-learning courses or co-curricular activities are connected to the program's student learning outcomes. Identify the outcomes and how the effectiveness of those experiences is evaluated?
6. How faculty members have shared assessment results with students and others, including their advisory council members, if applicable.

Faculty
D. Information about faculty turnover, strengths, and challenges. The narrative should describe:
1. Strengths or specialties of current faculty's professional development interests.
2. Changes in faculty since the last program review, i.e., who retired or resigned and who was hired, along with any changes in specialties that resulted either from the change in personnel or from retraining of current faculty.
3. Special expertise possessed by part-time faculty teaching in the program.
4. Faculty's interest in research on teaching and learning.
5. Key scholarly and intellectual outputs by faculty. Incorporate Watermark as relevant.

Students
E. Methods by which the program strives to meet the needs of students, particularly nontraditional students, including a description of the:
1. Academic and career advising and tutoring services provided to students.
2. Success of program strategies designed to improve degree completion rates. What challenges does the program face in addressing degree completion rates?
3. Extracurricular activities and/or clubs sponsored by the program for its majors and minors, and their recent activities.
4. Special scheduling needs of the department's or program's students, if any, and the method of assessment of those needs.

F. Enrollment Management. The narrative should describe:
1. Admission requirements into the program, if any.
2. Strategies the program has developed to recruit and retain students, especially activities aimed at women, minorities and non-traditional students.
3. Any special academic and/or demographic characteristics of students the program is intended to serve.
4. Any memoranda of understanding (transfer agreements) and their effectiveness in recruiting students.
5. If prerequisites are not being enforced using Banner, why not?
6. Methods the program intentionally uses, class size and other variables to manage enrollment.

7. Policies on assigning evening and weekend courses, overload courses, and summer teaching.
8. Policies and practices in relation to multi-section courses and affiliate faculty. In particular, methods used to ensure reasonably uniform course expectations across different sections should be described.

G. Student achievements and collaborative activities with faculty outside the classroom. The narrative should describe:
1. The role of undergraduate research within the program.
2. Student involvement in undergraduate and graduate level research, together with details of any research outputs and presentations.
3. Significant student awards, performances, or presentations.
4. Other notable student engagement with stakeholders outside the classroom.

H. Knowledge about alumni. The narrative should describe the:
1. Actions taken or planned to ensure closer and continuing contact with alumni.
2. Achievements, awards, honors or recognition received by current students and alumni of the program. [MSU Denver awards should not be included.]

Resources
I. The program's relationship to the external community. The narrative should describe:
1. The service and engagement opportunities provided to the community that require significant personnel time or funds and the method by which the service/engagement opportunity is assessed.
2. Evidence that the services/engagement activities provided are valued by the internal and external constituencies.
3. Those community needs that the program cannot meet due to lack of resources.

J. Ways in which the program strives to effectively use its personnel and equipment resources, including strengths and areas of concern. The narrative should address the effectiveness and adequacy of:
1. Facilities, equipment, software, and databases. Needed items should be mentioned. Do you use resources at other institutions or locations (e.g., labs, libraries)? If so, please describe.
2. Alignment of faculty expertise with course scheduling/rotation to facilitate student success and completion of the degree.
3. Staff support.
4. Support given to faculty in relation to instruction, e.g., supplies.
5. Administrative support.

K. Outside support and funding. The narrative should describe the:
1. Successful attempts the program has made to receive outside funding. Grants written for the program, as well as other sources from which funds were requested, should be briefly described.
2. Gifts received by the program including their approximate value. This would include gifts of equipment as well as funding for scholarships.

Stakeholder Engagement Using Online Media (Online Presence)
L. The narrative should include information about the program's website and its overall approach to establishing an online presence:
1. Is the program's website outward facing, targeting prospective students and the student's family?
2. Is the site content current and regularly updated?

3. Is there someone within the program that is responsible for maintaining the website?
4. Does the department have enough resources (faculty or staff) to properly maintain the website?
5. Which social media or other media platforms does the program use to reach out to prospective students?

The narrative should answer as many of these topic areas as possible. Do not hesitate to add any additional comments that give a better understanding of how the program views and supports the website and other social media in promoting the program to prospective students.

VII. Dissemination of Information to the External Reviewer

Information about the program/department will be sent from the Chair to the external reviewer at least 2 weeks prior to the reviewer's visit. Among the items included are the materials submitted by the Chair (listed in section V) and an itinerary detailing meetings for the 2-day visit.

VIII. Committee Meeting with Program Faculty

Part of the APR process is an interview of faculty and staff involved with the program by the APRC. All tenured/tenure-track faculty members should attend, if possible. In addition, Category 2 faculty members usually participate. The program may want departmental staff or affiliate faculty to attend as well.

Approximately one week prior to the faculty discussion, the APR Coordinator will send written questions to the Chair, who should disseminate the information with all faculty members. The questions and their responses serve as the agenda for the meeting.

IX. APRC Report (Spring)

Four to six weeks after the faculty meeting, the committee issues a report summarizing program strengths, along with concerns and recommendations in the key areas outlined in the self-study narrative template.

X. Final Meeting with Chair (Summer)

After the APRC issues its report, the Chair, Provost, Dean(s), AVP of CAEPD, Director of APR, and the APRC Co-chairs meet to discuss the program review reports (from the external reviewer and the APRC). Prior to that meeting, the APRC prepares a memo identifying the important issues to be discussed.

XI. Executive Summary (Late Fall Term of Following Academic Year)

The executive summary presented to the Board of Trustees contains the most important information from the APRC and external reviewer's reports.

XII. 1-Year Follow-up Report

One year after the Issues meeting, the APRC will request a 1-year follow-up response from the Dean and Chair summarizing actions taken since the program review was completed. This brief statement should indicate how concerns have been addressed, whether recommendations have been followed and if any new issues have arisen. This response, along with information received from the Chair during Cycle A of progress reporting will be integrated into an update report on all programs reviewed during 2025-26 and presented to the Board of Trustees.

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