



The Office of Curriculum, Academic Effectiveness and Policy Development is committed to supporting our faculty and staff in their efforts to improve student learning.

July 2023

Academic Program Review Guidelines Manual for Department Chairs and Program Directors 2023-24

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 Executive Vice President and Provost, Deputy Provost, Deans, the Chair/Director, 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:

- Executive Vice President and Provost;
- Deputy Provost;
- Office of Curriculum, Academic Effectiveness and Policy Development (CAEPD);
- Academic Program Review Committee (APRC);
- APR subcommittee(s);
- Dean of the program's school/college;
- Chair/Director 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 also 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 4 of the Criteria of Accreditation:

Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Component

4.A. The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.

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/initiatives are developed for each major, and progress is reported periodically during the 6-year interim between program reviews.

Using the Department of Computer Sciences 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 Computer Sciences							
2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Program Review	← 6-year interim, divided into three 2-year cycles →						Program Review
	Program Progress Reporting Cycle A		Program Progress Reporting Cycle B		Program Progress Reporting Cycle C		
	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 (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 of student learning, curriculum, faculty/staff, online presence, resources, and student satisfaction.

A program review includes several phases:

- The development of a self-study narrative by the program Chair/Director;
- 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/Director 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.

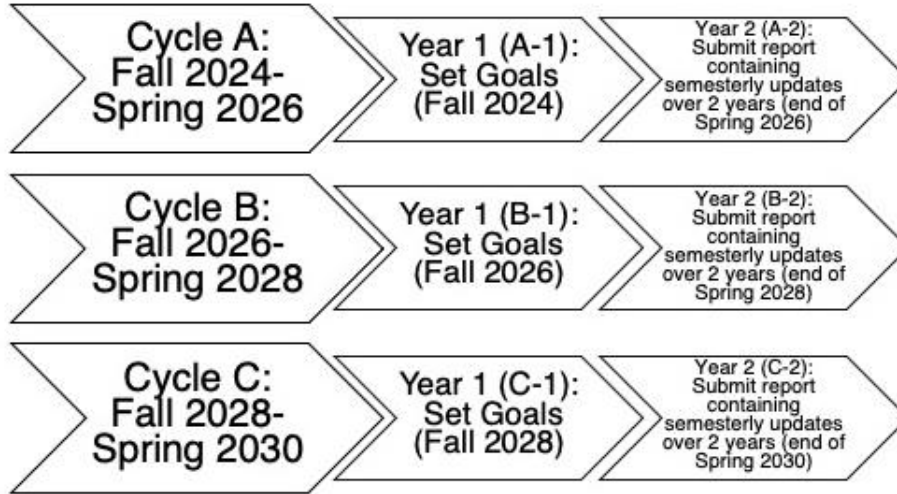
Program Progress Reporting (Interim Years 1-6):

Over the 6-year interim between each program review, the program/department participates in a cyclical program improvement process where the program sets goals/initiatives for each major, and the Chair/Director 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 2023-24, then back to cycles A, B, C.



Program Review 2030-31, then back to cycles A, B, C.

A report template containing data for each major is provided to the Chair/Director at the beginning of year 1 for each 2-year cycle (A-1, B-1, and C-1). During each cycle, goals/initiatives are identified by the program in year 1, and semesterly updates provided by the Chair/Director 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/initiatives 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 document, which can be found on the APR website, 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.

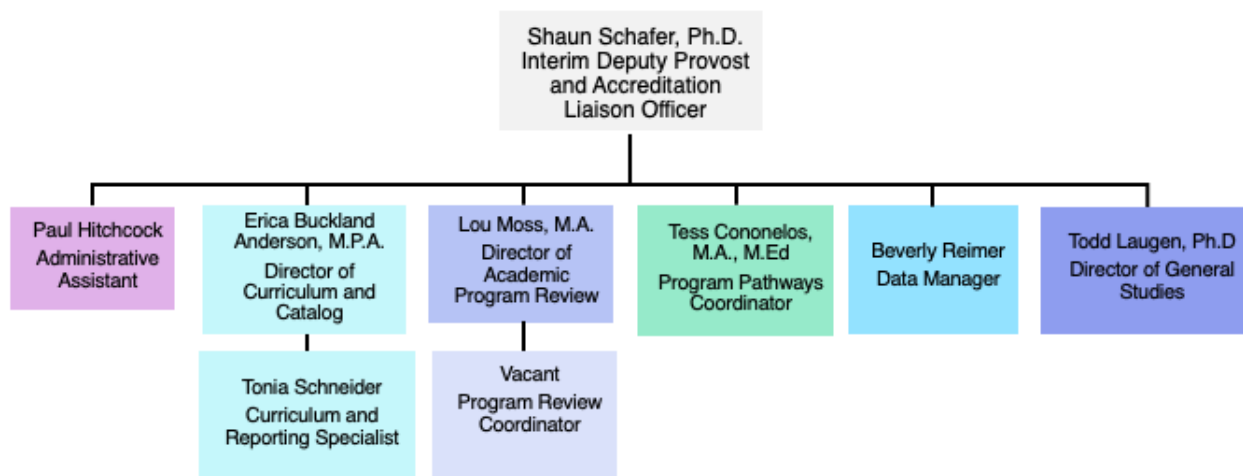
Section 4.2 Service Terms.

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 2023-24

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/Director 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 will be virtual for 2023-24, using Microsoft Teams to hold a series of meetings 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 2023-24:

- Chicano/a Studies
- Computer Sciences
- Exercise and Sport Sciences
- Gender Institute for Teaching and Advocacy
- History
- Mathematics and Statistics
- Music
- Physics

Timeline, Responsibilities, and Report Template

I. Process Timeline..... 7

II. Responsibilities for Program Review Process 7

III. External Reviewer Selection..... 9

IV. External Reviewer Site Visit 9

V. Materials to be Supplied by the Program Chair/Director 11

VI. Program Review Self-Study Narrative Template 11

VII. Dissemination of Information to the External Reviewer 15

VIII. Committee Meeting with Program Faculty 15

IX. APRC Report 15

X. Final Meeting with Chair/Director 15

XI. Executive Summary 15

XII. 1-Year Follow-up Report..... 16

I. Process Timeline

Below is a table of regular program review activity, beginning in summer 2023, with associated deadlines.

Activity	Deadline or Occurrence
CAEPD Data Manager provides data for all programs.	August 1
APRC members assemble.	August 23
Chair/Director to submit the program/department's self-study narrative, final updates to most recent 2-year reports (if not already submitted), faculty CVs (formatted and submitted together), and advising materials used for each program.	Sept 15
Chair/Director to submit external reviewer approval request form. (Available on APR website.)	Sept 15
Program Chair/Director and APR Director finalize reviewer site visit dates. (Note: 8 programs/departments are being reviewed in 2023-24 and site review dates cannot overlap. Check schedules before confirming dates with 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/Director and faculty/staff members of the program/department to discuss questions developed by the committee after reading the site reviewer's report and the program's self-study narrative.	October through December
APRC completes a final draft of the program review report. Distributes relevant individuals or groups.	December to March
The APRC Co-chairs draft questions for the program Chair/Director, which will be discussed at the review wrap up meeting.	March to May
The APRC Co-chairs, Deputy Provost and/or Provost, Dean, Chair/Director, and AVP of CAEPD meet to discuss concerns discovered during the review/wrap up.	May to July
APRC completes an executive summary for the Board of Trustees. The summary is made available to all stakeholders.	May to July
The program's Dean provides a 1-year update to the Board of Trustees.	Following December

II. Responsibilities for Program Review Process

Semester	Program Chair/Director	Dean	CAEPD / APRC Co-Chairs	APRC
Summer 2023	Select external reviewer.	Approve external reviewer.	Approve external reviewer.	
	Write self-study narrative; supply materials (see page 10).		Collect and review submitted self-study narrative and supplemental	

			materials from Chair/Director.	
Fall 2023	Prepare external reviewer itinerary for site visit. All meetings to be set via MS Teams. Coordinate with APR Director to confirm visit dates work for all (Provost, Dean, APRC, etc.).	Assist Chair/Director with itinerary.	Assist Chair/Director with itinerary.	Review data packet and program materials.
	Facilitate site visit. Program Chair/Director serves as host of meetings/visit.	Meet with external reviewer during site visit.	AVP and Provost and/or Deputy Provost to meet with external reviewer during site visit. APRC Faculty Associate to write faculty discussion questions.	Meet with external reviewer during site visit.
Fall 23 – Spring 24	Host faculty discussion with APRC.			Develop questions for meeting between faculty and APRC.
	Respond to faculty discussion questions.			
Spring 2024 - Summer 2024	Attend review wrap up meeting. (Provost, Dean, AVP, APRC Co-chairs.	Attend wrap up meeting with other stakeholders. Answer program questions, if needed.	Coordinate wrap up meeting and supply questions/comments for Chair/Director.	Prepare APRC final report.
Fall 2024		Join Board meeting/discuss executive summaries provided by APR.	Provide executive summaries to the Board for discussion.	
Fall 2025		Provide 1-year follow-up to APRC, who collects/formats updates from all programs and submits to Board in one file.	Provide Board with 1-year follow-ups for all programs in a combined file.	

Fall 2024- Spring 2030	2-Year Program Progress Reports.	2-Year Program Progress Reports.	CAEPD/APR Director/ Program Review	
(6 Years Between Program Reviews)	See APRC website for schedule, forms, and information.	See APRC website for schedule, forms, and information.	subcommittee manage 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, Student Satisfaction/Experience, 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 **September 15**. The form can be found on the [APR website](#).

The following are criteria to consider when selecting a potential reviewer. The reviewer:

- has been a program review reviewer for other institutions' programs or has evaluated other academic programs;
- has served on an accreditation team that evaluated an institution's program;
- has been active in an educational/curricular group within a professional organization aligned with the discipline;
- has worked at several different institutions, with exposure to varying types of programs;
- has written articles covering curricula of the discipline;
- is familiar with both undergraduate and graduate level distinctions, if applicable.

IV. External Reviewer Site Visit (Virtual)

After the external reviewer has been approved the Dean and the APRC, the Chair/Director will contact the reviewer to determine general availability for the visit, which is two full days of meetings via Microsoft Teams. Prior to confirmation, dates must be cleared with the APR Director to avoid scheduling overlap with other programs undergoing a review, and to verify the availability of the individuals and groups on page 1.

The Chair/Director 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). The Chair/Director should send the external reviewer's contact information to the Director of APR (or confirm that the information listed on the reviewer approval form is the preferred form of contact, as CVs and approval forms often have varying email, phone, and physical addresses) after the external reviewer has committed to following the process and has accepted the terms of payment.

External Reviewer Payment

The external reviewer will not be paid until the APRC 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 to the APRC 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 8 programs in 2023-24. The Office of CAEPD will process all necessary paperwork for payment in accordance with fiscal rules.

Example Site Visit Itinerary

The Chair/Director serves as host to the reviewer for the duration of the 2-day visit. Working with the APR Director, the Chair/Director organizes 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 Directors, 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/Directors should add any additional meetings necessary to create the most comprehensive visit possible.

Example Itinerary:

Program: School of Education <ul style="list-style-type: none"> • Department of Elementary Education & Literacy • Department of Special Education, Early Childhood Education, and Culturally and Linguistically Diverse Education • Department of Secondary Education, K-12 Education & Educational Technology Program Reviewer: Dr. Lia Plakans Program Review Dates: November 14 th -15 th , 2022		
Monday, November 14th		Notes:
9:00-10:00	Associate Vice President for CAEPD (Dr. Shaun Schafer)	Teams link embedded in Outlook invite
10:00-11:00	Department of Elementary Education & Literacy	Teams link embedded in Outlook invite
11:00-12:00	Office of Clinical Experiences and Partnerships (OCEP) Team	Teams link embedded in Outlook invite
12:00-1:00	BREAK	
1:00-2:00	Current Students	Teams link embedded in Outlook invite
2:00-3:00	Academic Program Review Committee (APRC)	Teams link will be sent by Lou Moss. SOE does not attend this one.
3:00-4:00	Provost Tatum	Teams link will be sent by Lou Moss. SOE does not attend this one.
4:00-5:00	BREAK	
5:00-6pm	SOE Associate Dean	Teams link embedded in Outlook invite
Tuesday, November 15th		Notes:
9:00-10:00	Department of Special Education, Early Childhood Education, and Culturally and Linguistically Diverse Education	Teams link embedded in Outlook invite
10:00-11:00	Associate Vice President for Graduate Studies (Dr. Inge Wefes) & SOE Graduate Program Director (Dr. Kara Halley)	Teams link embedded in Outlook invite
11:00-12:00	Department of Secondary Education, K-12 Education & Educational Technology	Teams link embedded in Outlook invite
12:00-1:00	BREAK	
1:00-2:00	College of Letters, Arts and Sciences Teacher Education Faculty	Teams link embedded in Outlook invite
2:00-3:00	School of Education Administrative Staff	Teams link embedded in Outlook invite
3:00-4:00	BREAK	
4:00-5:00	Alumni	Teams link embedded in Outlook invite
5:00-6:00	SOE Associate Dean & Dean	Teams link embedded in Outlook invite

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

V. Materials to be Supplied by the Chair/Director

Chairs/Directors, with help from faculty members, supply the following materials to the APR Director by **September 15**. Materials can be sent via email, however due to large file size, the Chair/Director may want to consider creating a folder on SharePoint and sharing a link to the files.

- 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.

VI. Program Review Self-Study Narrative Template

Chairs/Directors, with help from 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](#).)

Self-Study 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.
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 are 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 the:

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 assure 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 Director of APR to the reviewer approximately 2 weeks prior to the reviewer's visit. Among the items included are the materials submitted by the Chair/Director (listed in section V) and program data from the office of CAEPD (which is also provided to the Chair/Director).

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 two weeks prior to the faculty discussion, the APR Director will send written questions to the Chair/Director, who is encouraged to share these questions 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/Director (Summer)

After the APRC issues its report, the Chair/Director, Provost, Dean(s), AVP of CAEPD, and APRC Co-chair meet to discuss the program review reports (from the external site reviewer and the APRC). Prior to that meeting, the APRC prepares a review culmination meeting 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 review culmination meeting, the APRC will request a 1-year follow-up response from the Dean and Chair/Director 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/Director during Cycle A of progress reporting will be integrated into an update report on all programs reviewed during 2023-24 and presented to the Board of Trustees.