



ACADEMIC AFFAIRS GUIDELINES

Section 4:	Program Review and Accreditation	
Title:	Comprehensive Program Review Guidelines	
Number (Current Format)	Number (Prior Format)	Date Last Revised
4.1.C		08/2022
Reference:	BOR Policy 2:34 – Board of Regents Academic Program Evaluation and Review AAC Guideline 4.1 – Program Evaluation and Review Guidelines AAC Guideline 4.1.A – Annual Program Health Analytics Evaluation Guidelines AAC Guideline 4.1.B – Mid-Cycle Program Evaluation Guidelines AAC Guideline 4.1.D – Program Accreditation Review Guidelines AAC Guideline 4.1.E – Program Productivity Review Guidelines AAC Guideline 4.1.F – New Program Evaluation	
Related Form(s):		

1. Year-Six (6) Comprehensive Program Review

The review is conducted by the University on a six-year cycle. This Year-Six Comprehensive Program Review includes quantitative data provided to the University. Additionally, the University completes a self-study that adds robust qualitative data to the quantitative data. Campuses may include additional campus generated quantitative data. The self-study is reviewed through an Internal Review and/or External Review process.

2. Objective

This review is a process to assist institutions in the continuous improvement of educational program quality through the involvement of multiple stakeholders and the analyzing of performance data to inform future decision-making. The review process should integrate strategic planning, academic quality, financial health, external and internal demands for the university, regional and specialized accreditation processes, and student-learning outcome assessment.

Institutions may elect to include multiple programs in the same report as appropriate given the administrative structure of the institution (i.e., departments with multiple programs can submit program review as a single unit).

3. Communication

The institution shall establish an appropriate framework and process for the Six-Year (6) Comprehensive Program Review to ensure the appropriate faculty and staff are aware of the program review requirement, purpose of the program review, availability of the data, their role in the program review process, institutional goals for the program review, and future program review requirements.

4. Metrics Available

Several data metrics will be available in the APS (Academic Performance Solutions) System. While not intended to be an all-inclusive list, a few are inserted as examples.

4.1. Student Demand

4.1.1. Department and Enrollment Headcount

4.1.2. Major and Service Interdependencies

4.1.3. Major Headcount

4.1.4. Program Migration

4.1.5. First-Year Enrollment Trends

4.1.6. Retention Trends

4.2. Student Success

4.2.1. Credit Hour Completion

4.2.2. Degree Completion

4.2.3. Time to Completion

4.3. Course Efficiency

4.3.1. Section Size

4.3.2. Section Fill Rate

4.3.3. Unserved Student Demand

4.4. Instructional Staff

4.4.1. Instructional Staff Headcount

4.4.2. Instructional Student Generated Hours

4.4.3. Instructional Workload

4.5. Financial Efficacy

4.5.1. Department Student Generated Hours

4.5.2. CIP (Classification of Instructional Programs) Student Generated Hours

4.5.3. Instructional Expense Per Credit Hour

4.5.4. Instructional Revenue Per Credit Hour

4.6. Other

4.6.1. Campuses may provide additional quantitative data not available in APS.

5. Six Year (6) Comprehensive Program Overview, Scope, and Reporting

5.1. Overview

This program review involves the comprehensive and intensive examination of the undergraduate and/or graduate majors as scheduled by the institution. The review or self-study should include (if applicable), research, scholarship and creative activity, and the

service/outreach components associated with the department or academic unit. Qualitative and quantitative data are useful in evaluating the program and determining areas for improvement. Individual institutions maintain their own processes for completing institutional program reviews and questions regarding the process should be directed to the university provost or designee.

All majors are subject to program review requirements. Individual institutions may elect to review multiple majors within an individual academic unit (e.g., department, college) concurrently as part of a single program review. If a concurrent review is conducted, data and discussion for all majors included in the review must be integrated comprehensively into self-study. Majors at the associate, baccalaureate, master's, education specialist, and doctoral levels are considered part of program review. However, this does not include emphases, specializations, certificates, and minors.

Beginning in 2019-20, program reviews shall include identification of undergraduate cross-curricular skill requirements as part of programmatic student learning outcomes and a review of assessment methods and outcomes.

5.2. Scope

Program reviews shall occur at least once every six years for all undergraduate and graduate majors that are not subject to specialized accreditation or nationally recognized review processes. If the annual and three-year (3) mid-cycle evaluations identify program needs, the university may require an ad hoc review on any major prior to the six-year (6) requirement.

Universities may use national accreditation reviews to satisfy the requirement for periodic program review. In such cases, the timing of the review will be determined by the cycle of specialized accreditation. Accredited undergraduate majors and non-accredited graduate majors in the same discipline should be reviewed at the same time when possible.

The Institutional Program Review Report to the Board of Regents Form is illustrative of procedures, processes, and documentation used at individual Regental institutions for program review. Individual institutions determine the internal procedures and forms used on their respective campus. All system forms are in the Forms tab.

5.3. Institution Comprehensive Report

Campuses will complete their Comprehensive Report and retain according to the State of South Dakota records retention policy. All reports shall be available for the Board of Regents. This comprehensive form will be unique to the institution and major program.

5.4. Board of Regents Summary Report

The Comprehensive Program Summary Report is prepared as an informational item for the Academic Affairs Council (AAC) and the Board of Regents and is submitted by the university academic affairs office to the system academic affairs office.

Institutions shall submit the Comprehensive Program Summary Report form to the Board Office no later than the conclusion of the academic year in which the peer review report is received by the university. An institution may submit multiple Comprehensive Program Summary Reports at the same time.

All Comprehensive Review documentation will be submitted to the Board of Regent academic staff following submission of the Comprehensive Program Summary Report. The reports will be securely filed. System academic staff will monitor and communicate with the institution if a report is missing.

6. Schedule

The Six-Year (6) Comprehensive Program Review shall be conducted during the schedule cycle by the institution and in alignment with expectations articulated in the policy and procedure. Effective September 2022 the data will be available in the APS System. The six-year (6) cycle will begin in the Fall of 2022 with the first report to be compiled by April 2023.

SOURCE:

AAC August 2022.