GUIDELINES FOR ACADEMIC PROGRAM REVIEW
OFFICE OF THE PROVOST
NORTHEASTERN UNIVERSITY
DECEMBER 2022

As one step in ensuring the continued high quality of Northeastern's academic programs and its ongoing pursuit of excellence, a review of each college's academic programs will be undertaken, usually on a five- to seven-year cycle. Theses reviews are designed to provide the faculty, the Deans and the Provost with independent and authoritative evaluations of each college's programs in order to assist with the long-term academic planning efforts for the unit. A successful review will provide, for each of the college's programs, a summary of key performance indicators established to measure the quality of that program, comparative performance and quality of the program among institutional peers, where the program can improve, and opportunities to enhance the reputation of the program.

The process includes both self and peer (external) reviews and is aimed at fostering academic programmatic excellence, to determine how to raise and/or maintain the quality of the college's programs, and to provide guidance for administrative and budgetary decisions in support of continuous improvement. The review will provide the college with the information needed to assess whether their programs are cohesive, coherent, effective, and aligned with the unit's and university's strategic goals.

The Office of the Provost in collaboration with the dean of the college to be reviewed will determine the timeline for that college's program review. This includes a schedule for program review at network campuses with regional accreditation requirements. The Office of the Provost will provide key performance metrics for each program, and oversee the process of appointing both the internal and external reviewers.

Goals of Program Review:

- Ensure quality of degree programs
- Assess progress toward achieving previously-defined objectives for programs individually and in aggregate
- Gain external perspective through peer/aspirant analysis and external review committee
- Evaluate strategy for meeting program objectives
- Develop future goals for the next 5-7 years

Timeline for Department Review

September of review year.
- Office of the Provost (OTP) coordinates with/notifies college whose programs are to be reviewed and notifies University Decision Support (UDS) and Office of Institutional Assessment and Evaluation (OIAE) regarding the need for key performance metrics and assessment/evaluation data.

October of review year.
- OTP meets with college dean to discuss issues/concerns regarding review, and recommendations regarding members of the internal and external review committees.
- OTP and Dean agree on 2-3 external review committee nominees and dean secures agreement from external reviewers to serve on the committee
- Due dates confirmed for self-study report submission and completion of external committee review (see below)

February 1 of review year.
- Self-study report due from college to OTP.

March-April of review year.
- External committee visit takes place (as needed; could be conducted virtually if appropriate).
- Preliminary report provided at end of visit, and full report within 2-3 weeks.

June of review year.
- Dean reviews external committee report with college leadership (associate deans, department chairs, program directors, etc.) and submits summary with actionable items to the Provost.
- As appropriate, results of program review are shared internally and externally

Self-Study

The self-study document should adhere to the following outline.

1. Short history and background on the college
2. Information on all academic programs (those associated with degrees and certificates). Information for each program should not exceed 5 pages, including the following for each program:
   - Executive summary of the program (format same as Board of Trustees periodic report)
     - Includes instructional/delivery innovation, alignment with college and university strategic plan, successes and challenges
   - Program Effectiveness
     - Narrative related to data in appendix
   - Student profile and success
     - Description of advising system
     - Narrative related to data in appendix
   - Faculty profile
     - Narrative related to data in appendix
     - Challenges and needs
   - Summary of assessment, evaluation, and continuous improvement processes
     - Including changes made to the program during the past 5 years
   - Curriculum overview, including unique features, regulatory or discipline specific accreditation standards, interdisciplinary programs
   - Resources: Support facilities (if appropriate), technology, human and financial support
     - Description of facilities
3. Strategic plan for the program in the next 5 years (Reflection and action items – appraisal and projections)
      Goals for the program (innovations, improvements, reputation enhancement)
      Challenges related to achieving those goals including competitive threats

4. Appendices
      Key performance indicators on program quality for all programs
   - Students: admissions, success during matriculation (years to graduation, graduation rate, etc.), student satisfaction survey results, post-matriculation accomplishments, student debt-to-salary ratio, placement data
   - Program Effectiveness: External and internal demand, competitive analyses, course enrollment, fill rates, credits generated, co-op and employer perspective
   - Faculty:
     - List of all current faculty members, indicating academic rank, academic age (years since terminal degree), current workload distribution % teaching/scholarship/service), and any changes in rank during the past 5 years (e.g., hiring, promotion, tenure award).
     - Teaching: Summary of Student Evaluation of Instructors, additional approaches of measuring teaching effectiveness, including teaching assistants, training and mentoring to improve teaching
   - Assessment of Program Learning Outcomes:
     - Provide program learning outcomes and curriculum map for all programs and concentrations, 5- year assessment plan,
     - Relevant assessment metrics summary, including disaggregated data by modality, campus and student characteristics