



MARQUETTE
UNIVERSITY

Be The Difference.

Academic Program Review

Guidelines

Updated August 2016

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Purpose of Academic Program Review

As a Jesuit Catholic university, Marquette University is committed to the pursuit of excellence in service of its educational mission. To ensure that its academic programs maintain the highest standards of excellence, the University employs a program review process that is data-driven, forward-looking, and outcomes-based. The process is also designed to help academic units align themselves with the University strategic plan.

Every program review starts with a “Provost’s Summit” – a preliminary meeting between the provost’s office, department chair, and dean. For academic support units, the director and his or her manager attend the Summit as the unit leadership. The purpose of the Summit is to identify key issues for the review including challenges and opportunities facing a program and to establish the scope for an external visit. The program review process always ends with the development of an action plan and one year follow up meeting.

To prepare for program review, units should review the set of guiding questions provided in this document as well as data such as enrollment history and trends, student outcomes, diversity history, and the program’s standing within its discipline. The strategic issues for the focus of the review may be related to growing or declining enrollment, changes in the field or discipline, impending faculty retirements, trends in the teaching and learning environment, research or scholarship goals, or the implications of student outcomes data. Academic units will use the self-study template to provide information for the external visit reviewers.

The academic unit should discuss the issues and unit data with faculty and staff including relevant internal committees in preparation for the Summit, the development of the self-study and the visit. The department chair, dean or academic support unit director will lead the review team and the unit is encouraged to identify a small group within the unit to facilitate the effort. In the case of a department under review, the dean will support the department chair’s efforts and both will represent the department.

Program reviews are designed to support long-term planning efforts for the unit, focus on areas that offer the potential for innovation, distinctiveness and preeminence, and assure the most efficient and effective use of resources. The process is designed to be institutionally consistent and yet flexible enough to accommodate the culture and goals of individual units and allow the University to adapt its review process over time.

In summary, the academic program review process:

- Promotes academic excellence, continuous improvement, and innovation in departments, colleges, and schools and academic support units
- Helps align program goals and outcomes with university strategic priorities
- Provides a program with formative and evaluative feedback on its student outcomes, performance, and effectiveness.
- Supports external accreditation processes.

Administration of the Program Review Process

The Office of the Provost manages and supports the academic program review process, and has the responsibility for insuring its consistency and effectiveness.

The Program Review Council, which reports to the Provost, has the responsibility for reviewing the self-study and related materials, meeting with the external review team, and making recommendations to the Provost. The Provost, in consultation with the unit head, makes all final decisions regarding recommendations and subsequent actions.

The Vice Provost for Academic Planning chairs the council. Its membership includes the Vice Provost for Undergraduate Programs, the Dean of the Graduate School, the Director of Institutional Research and Analysis, the Assessment Director, two deans, a faculty member chosen by the Academic Senate and at least one other faculty member appointed by the Provost. The normal term for a faculty appointee is three years. Faculty members, department chairs, and members of university leadership who have a specific expertise or experience may be asked to assist with the review process for a specific unit. A representative from the Office of Finance is also included on the Program Review Council.

Programs should involve faculty and students in the review process, particularly during the self-study and the visit stages. As appropriate, the unit may make use of the expertise of standing committees such as undergraduate and graduate curriculum committees, assessment committees, teaching and research committees as well as department chairs and program directors.

Academic Programs Subject to Review

An academic program is defined as a unit or group of units dedicated to achieving research, education, or service goals that advance the university mission. The unit of analysis for program review is typically departments or colleges and academic support units but could include clusters of programs across colleges or related academic support units.

For academic units, programs to be reviewed include:

- Degree programs, including bachelor's, master's, and doctoral
- Concentrations or majors within degree programs
- Interdisciplinary majors and minors
- Centers, service activities or outreach initiatives associated with research or educational programs.

Program reviews for units that are accredited by external bodies can vary in their scope and depth. For example, units may ask that for a program review that uses the approach and format established by its accrediting body or may request a focused internal or external study on a more narrowly defined area of concern. At a minimum, the unit will be asked to participate in a Provost's Summit, share its self-study, and will receive feedback from the Program Review Council and the Provost. The Provost reserves the right to ask for a full internal or external review if deemed necessary.

Some accredited programs may wish to use a Provost's Summit to raise issues that they believe need to be addressed before their accreditation visit. They may wish to schedule a Provost's Summit that gives them sufficient time to make changes before the accreditation visit. Others may wish to use the Provost's Summit to prepare for their accreditation visit. The dean and the Provost can determine what strategy works best for the unit. In this case, the Provost's Summit will be scheduled to accommodate the program need.

All non-accredited programs will be required to participate in periodic program reviews. Those reviews can treat a college, department, center, or set of programs as the relevant unit of analysis. The Office of the Provost publishes a calendar of required academic unit and academic support unit program reviews to be completed within a 7- to 8-year cycle, or about two reviews per semester.

At any time, the Provost, dean or department chair may request a separate Provost's Summit outside of the regular review cycle, in order to address an immediate challenge, discuss an opportunity for collaboration, or explore a cluster of related programs or interests.

Steps of Program Review

An academic program review typically spans three to four semesters. During the first semester, the Office of the Provost conducts a Summit, in order to identify key issues and establish the scope of review and the program begins its self-study. In the next semester, the unit submits its self-study, meets with the external review team and the Program Review Council. In the following semester, the unit works with the Provost to develop an action plan, and the review concludes with a one-year follow-up to discuss progress on implementation of the action plan. *Appendix I* provides a checklist and timeline.

- **Provost's Summit**

This preliminary meeting with the Provost and other selected administrators establishes the strategic focus for the review and identifies data that will be needed. The Summit could consider a wide range of potential issues—for example, opportunities for innovation or distinction in an existing or new academic area; impediments to insuring quality or performances; changes in the academic discipline or external environment that require a strategic response; possible collaborations with internal or external partners to create an interdisciplinary program; or proposals to restructure student learning experiences inside or outside the classroom. Typically, the participants in the Summit will agree upon 3 areas of strategic focus or 3 strategic issues. *Appendix II* contains a strategic issues statement that will be shared with the various review teams.

The chair of the Program Review Council and the Provost identify the reviewers and schedule the review based on the Strategic Issues.

Once the focus of the self-study and the data needed to support it have been determined, the Office of Institutional Research, the Office of Finance, and the Office of the Provost will provide any data needed beyond that which is included in the Academic Information Repository.

If surveys are warranted, the academic unit is responsible for developing the questionnaire and the Office of Institutional Research will assist with the analysis.

- **Self-Study**

The dean, department chair, unit director, or other administrative head is responsible for compiling and writing the self-study. Unit faculty and staff should participate in the process as appropriate—for example, department chairs, curriculum committees, program directors, faculty, and students. Although the self-study will include the unit's financial profile, its main purpose is to assess program quality and effectiveness, and to set strategic goals and priorities that can guide future planning and budget decisions.

Although the content of each self-study will vary slightly, units being reviewed should use the self-study template provided on the Provost's Web site to help the university maintain consistency in its program reviews. The template asks for background and descriptive data, analysis of the strategic issues and supporting data, and recommendations. The data items needed for the self-study are available in the Academic Information Repository. Normally, the self-study should be no longer than 25-30 pages, not including appendixes.

- **Reviewers and Campus Visit**

The unit helps the Chair of the Program Review Council identify as many as five possible external reviewers—typically, deans or department chairs from peer or aspirational institutions, or faculty or administrators with specific expertise related to the strategic issues. The Chair and the Provost select reviewers from this list (typically two), sends the letter of invitation, and helps the council plan the campus visit schedule. A site visit will typically last 2 to 2½ days, during which the external reviewers meet with faculty and staff, undergraduate and graduate students, various administrators, the Dean or Department Chair, and the Provost; if helpful, reviewers may also be asked to meet with alumni or community partners.

The Program Review Council conducts all internal reviews. After reviewing the self-study, the council meets with the external review team to discuss their preliminary findings while they are on campus.

After the recommendations from the review team are submitted, the Council meets with the unit to discuss the recommendations with the unit. The Council then formulates its own set of recommendations, which it forwards to the Provost.

- **Action Plan**

The final step of program review is a meeting with the Provost to discuss the recommendations made by the external reviewers and the Program Review Council. In preparation for the meeting, the unit formulates an action plan that sets goals and priorities, and describes the actions needed to achieve those goals, the metrics or performance measures that will be used to assess progress toward those goals, and the overall timeline for implementation. Although

program review is not itself a budget process, any operating or capital budget priorities that identified in the review process can be included as part of the unit's requests in the next university budget-planning cycle.

Outcomes and Follow-Up

Program review is one of several forms of institutional evaluation. It is designed to support and complement other processes of academic strategic planning, including external accreditation or reaccreditation processes, institutional assessment of learning outcomes, annual reports, and the annual review, planning, and budget prioritization process.

The purpose of program review is to promote academic excellence and continuous improvement in student learning, organizational effectiveness and fiscal sustainability. In the service of this goal, the action plan could imagine a range of possible outcomes, including the following:

- If the review identifies opportunities for innovation that advance university priorities, are responsive to current student and market needs, and are financially viable and sustainable, the Provost may invite the unit to submit proposals for new programs or initiatives.
- If the Provost and the unit decide that new resources are needed to improve academic quality or competitiveness, the dean or unit head can be invited to include these requests in the usual annual academic planning and budgeting processes.
- If the review finds that a specific program, major, or minor is no longer viable in terms of student interest; no longer has the quality, relevance, or currency it once had; no longer serves the overarching mission of the university; or cannot be sustained at a level of academic excellence that the university can financially sustain, the Provost could recommend discontinuation.

In order to guarantee follow-up on the program review process, the Provost will invite the unit to a conversation one year after the review, to discuss progress made toward goals and priorities.

Appendix I. Program Review Checklist

Strategic Issues/Provost's Summit (Semester #1, e.g., Fall 2016)

Description	Attendees	Responsible Party	Due Date
Provost's Summit is scheduled	Provost, Vice Provost, Dean, Chair	Vice Provost Office	
Meet with faculty & students to plan for Summit and develop a set of strategic issues	Chair and Unit	Chair	
Prepare strategic issues statement	Chair	Chair	
Submit strategic issues statement to Office of the Provost	Chair	Chair	2 weeks prior to Summit
Provost Summit held	Provost, Vice Provost, Dean, Chair	Vice Provost Office	Semester preceding review
a. Strategic issues for self-study determined		Summit attendees	Summit
b. Potential reviewer names (5) provided to Vice Provost		Chair	Summit
Meet with Vice Provost to review next steps and determine if assistance is needed for self-study	Unit, Vice Provost	Vice Provost Office	
Gather information for self-study from the Academic Information Repository and other sources as needed.		Unit, OIRA, Finance	

Self-Study/External Review (Semester #2, e.g., Spring 2017)

Description	Attendees	Responsible Party	Due Date
Date is determined for Review		Vice Provost Office	As early in process as possible
Focused self-study completed using guidelines (include previous reviews and data as appropriate)		Chair	
Draft of self-study submitted to Vice Provost		Chair	4 weeks prior to visit
Schedule of visit is prepared, based on template provided by Vice Provost		Chair	4 weeks prior to visit
Office of the Provost provides feedback		Vice Provost	3 weeks prior to visit
Self-study completed and submitted to Vice Provost		Chair	2 weeks prior to visit

Self-study is distributed to Program Review Council (PRC) and external review team		Vice Provost Office	
External review team visits program, including meetings with PRC and the Provost			
External review team submits recommendations to Office of the Provost		Review Team	2 weeks after visit
Report of review is shared with the Unit		Vice Provost	
Unit meets with the PRC to review recommendations	PRC, Chair	Vice Provost Office	
PRC makes recommendations to Office of the Provost		Vice Provost	

Outcomes/Action Plan (Semester #3, e.g., Fall 2017)

Description	Attendees	Responsible Party	Due Date
Unit meets to discuss and review the recommendations; establish goals for the Action Plan	Chair and Unit	Chair	
Unit develops an Action Plan for continuous improvement with goals, objectives, timeline and responsibilities, and submits to Office of the Provost		Chair	2 weeks prior to Action Plan meeting
Action Plan meeting with Office of the Provost	Provost, Vice Provost, Dean, Chair	Vice Provost Office	

Post Review Follow-up (Semester #4, e.g., Spring 2018)

Description	Attendees	Responsible Party	Due Date
Meet one year later to discuss progress on implementation of Action Plan	Provost, Vice Provost, Dean, Chair	Vice Provost Office	

Appendix II. Guiding Questions for Strategic Issues

These questions are designed to be used by the units to help them identify strategic issues or challenges and generate a productive internal discussion. They should also be used by the Program Review Council and the external review team for their reviews.

1. How well does the program serve our students, faculty, or other constituencies?
 - a. Is enrollment increasing or decreasing?
 - b. How well does the program prepare students to succeed, that is, what are the student outcomes after graduation?
 - c. Is this an important area of research for faculty or faculty and students? If so, what evidence supports this?
 - d. Does the program meet a current or emerging need for Marquette, Milwaukee, the state, for the region?

2. Is this an area of distinctiveness, growth or innovation for the university?
 - a. How does the program advance the university mission?
 - b. How does the program rank nationally using the unit's quality metrics?
 - c. Is there potential to grow the program within our current market or reach new markets?
 - d. Is there an opportunity to create an interdisciplinary program through collaboration with other units or external partners?
 - e. What is the impact of the program on the reputation of the university?

3. Is the program well-managed, properly marketed and adequately resourced?
 - a. Are we putting sufficient effort toward recruiting students for this program?
 - b. Is the program properly resourced with respect to faculty and staff, facilities, and technology?
 - c. Has the program implemented strategies for reallocating current resources to meet changes in the environment?
 - d. Does the program have sufficient operating budget and other sources of support to meet the needs of students or does it have excess capacity?

4. Is this program an effective and efficient use of resources?
 - a. How does the program compare to other academic programs within the college with respect to its financial profile? How does it compare to other programs outside the college with respect to its financial profile?
 - b. Given its quality, alignment with mission, demand for the program, and operating surplus or loss, should we grow it, maintain it or reduce in size?

Appendix III. Strategic Issues Statement

To insure that the program review process is focused on areas of opportunity and challenges, a small set of strategic issues, typically 3 or fewer, for the review will be established by the unit and the Provost. An initial version of this statement should be completed and submitted before the Provost's Summit. The strategic issues statement will be revised and finalized after the Summit and the unit will incorporate the issues into its self-study. Deans and department chairs are encouraged to engage faculty, administrators, and students in determining the strategic issues for the unit. For accredited units, these may differ from the focus of an accreditation visit, if the unit and the Provost agree on this approach.

It may be helpful for the unit to provide some brief context for the presentation of its strategic issues – strengths, weaknesses, or opportunities or relevant trend data (e.g., changes in the field, external forces, resource challenges, etc.). Appendix II contains a set of guiding questions that might be used to identify these issues based on data and trends.

The strategic issues statement should be no longer than 5 pages, excluding appendixes. Please include the following information as part of the Strategic Issues Statement:

Unit of Analysis
Dean / Department Chair
Semester of Review
Date Submitted

Strategic Issue 1
Strategic Issue 2
Strategic Issue 3

Appendix IV. Self-Study Template for Academic Units

Instructions for the Self-Study

The self-study should respond to the following questions directly and succinctly so the report is no longer than 30 pages plus the data in the appendixes. Departments with graduate programs must specifically address the graduate program(s) in each of the sections outlined in the self-study. The self-study should address the strategic issues identified at the Provost's Summit as well as provide background and context for the department profile. The self-study will also provide the data needed by the reviewers to get a clear picture of the unit's goals, priorities, and achievements. In addition, the self-study should provide the background needed for the reviewers and the Program Review Council to make recommendations regarding the strategic issues as well as providing any additional insights.

The self-study is due to the Office of the Provost four weeks before the scheduled visit and it will be given to the reviewers two weeks before their arrival on campus. Academic data are provided by the Office of Institutional Research and Analysis. Financial data are provided by the Office of Finance. Please indicate the members of the unit's program review team on the first page under "Submitted by." The self-study should include a table of contents, with page numbers. Questions can be directed to the Vice Provost for Academic Planning.

The **Title Page** should include:

Academic Unit
Dean
Department Chair
Faculty and Staff on Review Team
Semester and Year of Review
Date Submitted

Table of Contents for the Self-Study (with guidelines for number of pages per section)

Table of Contents Page, including page numbers	
Section 1:	Results of Previous Reviews (2 pages)
Section 2:	Strategic Issues Statement (2 pages)
Section 3:	Unit Priorities and Goals and Alignment with University Strategic Plan (4 pages)
Section 4:	Academic Programs – Enrollment, Student Diversity, and Degrees Conferred (6 pages)
Section 5:	Student Outcomes (6 pages)
Section 6:	Teaching and Instructional Capacity (4 pages)
Section 7:	Faculty Profile (4 pages)
Section 8:	Financial Data (2 pages)

SECTION 1: Results of Previous Review

- a. *Provide the dates of the most recent previous review and a brief summary of the review, including the names and home institutions of the reviewers, the outcomes of the review and any unresolved issues from the review. If the previous review is available, the unit may include it as an optional appendix.*

SECTION 2: Strategic Issues Statement

- a. *Include 1-2 pages summarizing the strategic issues identified at the Provost's Summit.*

SECTION 3: Unit Priorities and Goals and Alignment with the University Strategic Plan

- a. *Describe the unit mission, purpose, strategic priorities, and goals*
- b. *Discuss alignment of unit goals and priorities with the Marquette mission as a Jesuit Catholic university and the University Strategic Plan*
- c. *Provide highlights of unit accomplishments and distinctiveness among peers and aspirational institutions over the past 5 years, e.g., academic reputation, rankings, research grants awarded, niche programs, faculty and student accomplishments, signature programs, high impact learning experiences.*
- d. *Discuss any current or anticipated external or internal changes that may impact the unit, referring to the Strategic Issues Statement as appropriate.*

SECTION 4: Academic Programs

- a. **Student Enrollment**
 1. *Discuss and analyze the data in Appendix I. Student Enrollment. Using Tables 1-3, identify undergraduate and graduate programs for which enrollment has experienced significant changes (increases or declines). Identify any internal or external factors (e.g., program quality and reputation, employment outlook, competition, etc.) that have or will impact enrollment trends, and any distinctive features of your program that might impact enrollment.*
 2. *Review the graduate student data in Appendix I, Tables 4 & 5. Assess the quality and quantity of the applicants and the program selectivity with respect to department research and academic goals.*
- b. **Student Diversity Profile**
 1. *Discuss and analyze the data in Appendix II. Student Diversity Profile. If appropriate, include secondary majors for undergraduate programs as well as primary majors.*
 2. *Address strategies to meet student diversity goals (undergraduate and graduate).*
- c. **Degrees Awarded**
 1. *Discuss and analyze the data in Appendix III. Degrees Awarded, Tables 1-2.*
 2. *Discuss recent trends in degrees awarded, possibly relative to other programs, internal or external.*

- d. Time to Degree
 - 1. *Review the data in Appendix III, Tables 3-5 Time to Degree in Undergraduate and Graduate Programs. Comment on the graduation rates and the time to degree. Are these in alignment with respect to department student outcome goals?*

SECTION 5: Student Outcomes

- a. Assessment of Student Learning Outcomes
 - 1. *Describe your processes for obtaining information about student learning in your programs. Refer to the Assessment Process Rating Guide provided by the University Assessment Committee (Appendix IV) and add any clarifying information.*
 - 2. *Give examples of how you have used evidence of student learning to improve teaching, curriculum, and decision-making in your program.*
- b. High Impact Learning Experiences
 - 1. *Please identify signature high impact learning experiences available to undergraduate and graduate students in the department and participation rates, if available. High impact learning experiences might include undergraduate research, service learning, study abroad, internships, student competitions, etc.*
 - 2. *Discuss and analyze the data in Appendix V. High Impact Learning Experiences. At the graduate level, High Impact Learning Experiences may include clinical practica, externships, internships, theses, dissertations, or capstone master's projects/papers.*
- c. Post-Graduation Student Outcomes
 - 1. *Briefly analyze post-graduation outcomes for undergraduate and graduate students. Please reference the data in Appendix VI. Post-Graduation Student Outcomes.*
 - 2. *For graduate students, discuss post-graduation outcomes (e.g., academic appointments, post-doctoral appointment, industry positions, community service, etc.) compared with departmental goals for graduates of the program.*
- d. Student and/or Employer Feedback
 - 1. *Discuss and analyze the data in Appendix VII. Student Survey Data. If you wish to add any additional student survey data or employer feedback, please include and discuss the results here.*

SECTION 6: Teaching and Instructional Capacity

- a. Teaching and Instruction
 - 1. *Briefly discuss the unit's teaching and instructional capacity; that is, whether or not it is properly resourced given enrollment trends or opportunities for new programs. This might include faculty teaching load, sections taught, student credit hours by major and non-majors, percent of courses taught by tenure track faculty, and trends in class size. Please reference the data in Appendix VIII. Teaching and Instructional Capacity.*

- b. Instructional Facilities and Technology
 - 1. *For current and for planned or potential new programs, briefly discuss the capacity and condition of the teaching and learning environment, including classrooms, labs, and technology.*

SECTION 7: Faculty Profile

- a. Faculty Profile
 - 1. *Provide an overview of the faculty, including current number of faculty by rank and type (full-time tenure track by rank, full-time adjunct, teaching assistants, etc.). Note any impending retirements and strategies for new hires and the use of graduate students in the classroom. Address the size of the faculty given enrollment trends. Discuss diversity profile and departmental diversity goals and strategies. For this section, please reference the data in Appendix IX. Faculty Profile.*
- b. Research Productivity
 - 1. *Provide an analysis of research productivity, identifying opportunities for improvement and alignment and support of university research goals. Please reference the data in Appendix X. Research Productivity.*

SECTION 8: Financial Data

- a. *Provide an overview of the financial profile of the academic unit including budget history and net revenue surplus by program, if available. Please reference the data in Appendix XI. Financial Data.*
 - 1. *Is there an opportunity to combine this program with others or merge its activities into other areas and continue to achieve its goals?*

Appendix V. Self-Study Template for Academic Support Units

Instructions for the Self-Study

The self-study should respond to the following questions directly and succinctly so the report is no longer than 30 pages plus any additional data the unit wishes to provide in appendixes.

Academic support units should include an analysis of support services of both undergraduate and graduate students, as relevant to their mission. The self-study should address the strategic issues identified at the Provost’s Summit as well as provide background and context for the academic support unit profile. The self-study will also provide the data and information needed by the reviewers to get a clear picture of the unit’s goals, priorities, and achievements and alignment with the University Strategic Plan. In addition, the self-study should provide the background needed for the reviewers and the Program Review Council to make recommendations regarding the strategic issues as well as providing any additional insights.

The self-study is due to the Office of the Provost four weeks before the scheduled visit and it will be given to the reviewers two weeks before their arrival on campus. Academic data are provided by the Office of Institutional Research and Analysis. Financial data are provided by the Office of Finance. Please indicate the members of the unit’s program review team on the first page under “Submitted by”. The self-study should include a table of contents with page numbers.

Questions can be directed to the Vice Provost for Academic Planning.

The **Title Page** should include:

Academic Support Unit

Director

Faculty and Staff on Review Team

Semester and Year of Review

Date Submitted

Table of Contents for the Self-Study (with guidelines for number of pages per section)

Table of Contents Page, including page numbers

Section 1: Results of Previous Reviews (2 pages)

Section 2: Strategic Issues Statement (2 pages)

Section 3: Unit Priorities and Goals and Alignment with the University Strategic Plan (4 pages)

Section 4: Service to Constituencies (6 pages)

Section 5: Outcomes and Assessment (4 pages)

Section 6: Infrastructure and Capacity (4 pages)

Section 7: Staff Profile (4 pages)

Section 8: Financial Profile (4 pages)

SECTION 1: Results of Previous Review

- a. *Provide the dates of the most recent previous review and a brief summary of the review, including the names and home institutions of the reviewers, the outcomes of the review and any unresolved issues from the review. If the previous review is available, the unit may include it as an optional appendix.*

SECTION 2: Strategic Issues Statement

- a. *Include 1-2 pages summarizing the strategic issues identified at the Provost's Summit.*

SECTION 3: Unit Priorities and Goals and Alignment with University Strategic Plan

- a. *Describe the unit mission, purpose, strategic priorities, and goals*
- b. *Discuss alignment of unit goals and priorities with the Marquette mission as a Jesuit Catholic university and the University Strategic Plan*
- c. *Provide highlights of unit accomplishments and distinctiveness among peers and aspirational institutions over the past 5 years, e.g., unit and individual awards and recognition, areas of excellence and distinction, innovative initiatives or practices, comparison with external benchmarks, comparison with comparable units at peer and inspirational institutions. Highlight ways in which the unit supports the University Strategic Plan Goals and Outcomes.*
- d. *Discuss any current or anticipated external or internal changes that may impact the unit, referring to the Strategic Issues Statement as appropriate.*

SECTION 4: Service to Constituencies

Part 1. Constituency Data, Benchmarks and Standards

- a. Identify the major internal and external constituencies of the unit, that is, the groups that the unit serves
- b. Describe major current cross-functional relationships and ways in which the unit partners with other units across the University, including Advisory Boards, cross-unit initiatives, support of academic programs and learning outcomes
- c. Discuss the unit's community engagement, that is, how the unit serves the local, national, and global communities
- d. Describe how the unit demonstrates accessibility to diverse populations
- e. Identify any service benchmarks and standards for the unit's area or field that the unit uses as a performance indicator
- f. Describe any trend data used by the unit that documents constituency satisfaction compared with goals

Part 2. Analysis of Constituency Data

Using the data and information provided in Part 1, items a-f, provide an analysis of the unit's service to constituencies including: assessment of outcomes for constituencies served compared to unit goals, external benchmark data, or peers, connections with and support of academic unit goals, service to external constituencies, accessibility to diverse student populations, and review of any student or faculty feedback data available

SECTION 5: Outcomes and Assessment

Part 1: Student Outcomes and Assessment Data

- a. Student outcomes that are supported by the unit (e.g., learning, co-curricular, high impact learning experiences)
- b. Data on achievement of student outcomes
- c. Unit assessment plan including operational outcomes or program outcomes
- d. Utilization data for the past 5 years, if applicable
- e. Description of best practices in the field and discipline
- f. Demonstration of equal access and inclusiveness with respect to programs, services and facilities

Part 2: Analysis of Learning Outcomes and Assessment Data

Using the data in Part 1, items a-f, provide an assessment of the unit's achievement of and support of student learning outcomes. Show how the unit uses assessment data to make improvements in the delivery of services and student outcomes. Describe any best practices or innovations employed by the unit to improve student learning outcomes. Discuss how the unit demonstrates equal access and inclusiveness.

SECTION 6: Infrastructure and Capacity

Part 1: Infrastructure and Capacity Data

- a. Briefly describe the academic support unit's environment including space for personnel, technology and equipment, and special facilities for services and activities
- b. Describe any capacity constraints that limit the unit's ability to serve students and faculty currently or in the future including physical space, access to technology or staff.

Part 2: Infrastructure and Capacity Analysis

Using the information provided in Part 1, items a-b, discuss any infrastructure issues related to delivering quality services to constituencies. Include any future plans to address capacity constraints if this is an issue for the unit.

SECTION 7: Staff Profile

Part 1. Staff Data and Information

- a. Provide an overview of the academic support unit staff including full time and part time staff, graduate assistants, student workers, and student interns
- b. Describe any impending retirements or anticipated changes in staff
- c. Discuss the diversity profile of staff members and plans to achieve diversity goals
- d. Describe the professional development opportunities for staff with respect to multicultural competency
- e. Describe opportunities for staff development and advancement

Part 2. Analysis of Staff

Using the information from Part 1, items a-e, describe the general level of staff contributions to achieving unit goals and priorities. Identify any concerns regarding the staff's ability to serve constituencies or to meet any future challenges (e.g., a changing student population, serving additional student groups, incorporating new technologies, etc.

SECTION 8: Financial Profile

Part 1. Financial Data

- a. Five year financial profile provided by the Office of Finance
- b. Five year history of external sources of funding (e.g., endowments, grants, gifts, etc.)

Part 2. Analysis of Unit Financial Data

Using the data from Part 1, items a-b, provide an overview of the financial profile of the academic unit including budget history and net revenue surplus by program, if available. Do the expenditures match with University and support unit priorities and goals? Are there any contingency plans in case grants or other sources of external funding are reduced? Using data peer or aspirational universities or benchmark data for the field or discipline, how does the unit compare with other units with respect to resource utilization?

Appendix VI. Outcomes and Action Plan

The following set of recommendations from the Program Review Council, the external review team, and actions steps from the Provost are agreed upon by the dean or department head and the Provost.

Academic Unit or Academic Support Unit
Dean / Department Chair or Director
Semester and Year of Review
Date Submitted

- I. Strategic Issues Statement
- II. External Review Team Recommendations
- III. Program Review Council Recommendations
- IV. Outcomes and Action Plan

The action plan will be created by the Provost and the unit and the recommendations will be integrated into the annual planning process, as appropriate. Please fill out one table for each strategic issue and the relevant recommendations.

Strategic Issue:

Recommendation	Action	Responsible	Date Completed