

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Ensuring the Quality of WSU Programs and Courses

Wayne State University [Board of Governors Statute 2.43.02](#) assures regular review of all academic programs and units to maintain and improve quality and to assess contributions to the university's teaching, research, and service missions. The statute is implemented through a formal process of Academic Program Review (APR) administered by the Provost.

The APR process:

- Helps maintain high-quality programs
- Facilitates productive collaboration among university programs and departments
- Encourages and supports program improvement, including highlighting program strengths and identifying opportunities for change
- Reaffirms the relationship between the mission of each program and the mission of the university

The process takes place over five phases.

1. Phase One: The pre-review/start-up process includes an academic unit orientation conducted by the APR Office and, according to [established procedures](#), selection by the Provost of two external and three internal evaluators nominated by the academic unit and the line dean.
2. Phase Two: A self-study is prepared by the academic unit following [established guidelines](#); the self-study is the foundation of the review and frames the formal evaluation.
3. Phase Three: Facilitated by the APR Office, a site visit is conducted to further inform review. Following the site visit, separate reports are prepared by [external](#) and [internal](#) evaluators and submitted to the Provost.
4. Phase Four: The academic unit and school/college dean prepare a [Dean's Strategy Report](#) (DSR), which addresses evaluator observations and recommendations. The DSR frames the post-review meeting among the Provost, the academic unit chair or director, the school/college dean, and responsible university administrators. The product of this meeting is a final Action Plan.
5. Phase Five: Post-review reporting occurs approximately 24 months following the review, at which time the academic unit provides the Provost with a formal progress update to the Action Plan.

Consistent with continuous improvement, the APR process is periodically assessed by the Associate Provost/Associate Vice President for Academic Programs and Institutional Effectiveness, the APR coordinator, and the Director of Assessment; input of school/college deans and responsible university administrators is considered.

Among actions resulting from APR:

- Curricular improvement: [Anatomy and Cell Biology](#) increased mandatory laboratory rotations in the Ph.D. program; [Sociology](#) added statistics and laboratory experience to the undergraduate curriculum and enhanced honors options.
- Process improvement: [Chemical Engineering](#) revised the Ph.D. qualifying exam and procedures to shorten time to degree.
- Strategic hiring actions: [Communication Sciences and Disorders](#) added an undergraduate advisor; [Classical and Modern Languages, Literatures, and Cultures](#) added an Associate Chair and a course coordinator for the Italian basic course sequence; [Political Science](#) added faculty specializing in Public Administration.
- Facility improvements: [Biological Sciences](#) renovated teaching laboratories.
- Marketing and recruitment: [Industrial and Systems Engineering](#) made a push for undergraduate enrollment.

APR may also be the basis for [decisions of the Board of Governors](#).

Academic programs that hold specialized or disciplinary accreditation and that undergo a periodic self-study and external review as a condition of continued accreditation are not subject to APR. Programs that are subject to APR are reviewed on a seven-year cycle. A [calendar of reviews through 2030](#) is published on the Office of the Provost website.

Information on programs with specialized accreditation, including accrediting agency, current status, and year of next review, is [compiled and reported by the Provost to the Board of Governors](#) annually. As of September 23, 2016, all but one of 127 degree-granting programs holding accreditation were in good standing, with the Doctor of Medicine degree program preparing for a follow-up review in April 2017.

In addition to APR or accreditation reviews, other practices maintain the quality of WSU's programs. Academic and co-curricular programs and student service units also participate in an annual program assessment cycle (Section 4B). Development of new programs and modification of existing programs are subject to a comprehensive review process. Specifically, academic units, through the process established in unit bylaws, are responsible for developing courses to support unit majors and minors and other university degree programs and for identifying course and program prerequisites. For service courses, the supported academic unit participates in the development process. For example, MAT 3430 and MAT 1110 are service courses supporting the Division of Engineering Technology and the College of Education.

Academic rigor is affirmed by department chair and dean approval of the [Proposal for Reinstatement or New Course](#), which includes prerequisites and co-requisites and student learning outcomes among required elements. Changes in course prerequisites and/or co-requisites are requested through the [Proposal for Change in an Existing Course](#). The document is routed through the Course Records Office to ensure that information is disseminated to University Advising, incorporated into degree audits, and integrated into the Bulletin and appropriate websites.

Prerequisites and co-requisites are communicated to students through the Bulletin, the online course schedule, and course syllabi. The Banner student registration system prevents students from enrolling in classes for which prerequisites and/or co-requisites are unmet. Students may request approval for a waiver, which is subject to approval by the instructor or department.

Proposed new academic programs are subject to a [comprehensive internal and external review process](#). Major proposal components (detailed in the [process for undergraduate programs](#)) include program rationale, objectives, description, standards, assessment, administration, resources, and costs. Prior to review and consideration by the Associate Provost for Academic Programs, a proposal must first be approved by departmental faculty and chair, the school/college faculty governing body, and dean. In addition, new general education course proposals are [subject to review by the General Education Oversight Committee](#). Following review and acceptance by the Associate Provost for Academic Programs, the proposal is submitted to the Board of Governors for final approval. External approvals at appropriate points in the review include the [Academic Affairs Committee of the Michigan Association of State Universities](#) and the Higher Learning Commission.

All courses are supported by qualified faculty and a comprehensive array of learning resources, as described in Sections 3C and 3D.

[Dual enrollment programs](#) are required to meet the same standards as those delivered on campus and must include similar learning outcomes. The university offers dual enrollment classes to

several high schools, as determined in collaboration with each school's administration, and are open to juniors and seniors with a minimum grade point average of 3.0. Dual enrollment classes are predominantly GenEd courses, which would apply toward student degrees upon enrollment in a post-secondary institution after high school graduation. High school-based courses are taught by university faculty who are selected and assigned by the departments. Classes are scheduled through Educational Outreach according to procedures followed by extension centers. High school students may also enroll in courses taught on main campus or at any university extension center, providing they meet all course requirements.

The university offers no dual credit programs.

Transfer Credit

Consistent with [Statute 2.34.04](#), university policy for transfer credit promotes broad access to higher education for all students who have initiated studies at other colleges and universities. Three primary considerations guide transfer of credit:

1. Educational quality of the institution from which the student transfers
2. Comparability of nature, content, and level of earned credit proposed for transfer; and
3. Appropriateness and applicability of credit earned and proposed for transfer to the student's educational goals.

As detailed in the [Bulletin](#) (page 77), the university accepts transfer credit from all accredited institutions of higher education, both community colleges and baccalaureate-granting colleges and universities. [University policy](#) standardizes courses across the university in terms of credit hours awarded relative to course schedule types (e.g., lecture, lab, internship) and contact hours.

Incoming students submit official transcripts to the [Office of Transfer Credit Evaluation](#). Incoming students who present international exam records/transcripts are referred to a university-recognized, third-party foreign transcript evaluation service for a Catalog Match Evaluation. The evaluation determines whether the credit was college-level, the number of equivalent U.S. credit hours awarded, the equivalent U.S. grade earned, and the Wayne State University-equivalent course.

The university ensures that all credit by examination posted to a student's academic record has been credentialed and evaluated. The [Bulletin](#) and the Transfer Credit Evaluation website convey mechanisms through which students may obtain credit and/or advanced placement by examination for college-level studies, including College Board Advanced Placement (AP) tests, the College Level Examination Program (CLEP), and International Baccalaureate (IB) examinations; threshold scores are recommended by academic departments, reviewed by schools/colleges, and approved by the Office of the Provost. No more than 32 credit hours by examination may be applied toward an undergraduate degree.

Course equivalencies are recommended by academic departments, reviewed by schools/colleges, and approved by the Office of the Provost. Following establishment, equivalencies are maintained by Records and Registration and aggregated in Master Course Equivalency Tables,

which are accessible to transfer students through a web-based tool searchable by institution name, state, and country. Equivalencies are also incorporated into 38 program-specific [articulation agreements](#) with seven Michigan community colleges, which are updated as requirements to ensure transferability of credit and uninterrupted continuity of the student's program. Agreements are available on the Transfer Credit Evaluation website.

The university is a party to the [Michigan Association of Collegiate Registrars and Admissions Officers \(MACRAO\) transfer agreement](#); a MACRAO-certified transcript from a Michigan community college automatically fulfills the university's general education requirement.

The university awards four transfer credit hours for [service in the U.S. military](#) to veterans, reservists, National Guard, and active-duty service members; submission of a valid DD Form 214 (Certificate of Release or Discharge from Active Duty) is required. In addition, up to 12 additional credits hours may be awarded for training documented on the Joint Service Transcript of military training. Award of credit hours is based on the Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American Council on Education.

Students who wish to take courses elsewhere during the summer session or through concurrent enrollment during the academic year must obtain approval to take the course from an academic advisor/dean/chair or program Director before enrollment for the coursework to transfer to the university.

Graduate Success

The university monitors and evaluates several student success indicators, which may vary by academic unit and program. At the undergraduate level, career outcomes data are collected from several sources, including annual exit surveys, LinkedIn, and ORCID. The Career Services Office (CSO) conducts a bi-annual survey of graduates and publishes [an annual report](#) including employment rates, location of employment, future educational plans, volunteer service (e.g. Peace Corps, etc.), and more. These data are made available to the public online.

The Graduate School in 2014 implemented a [doctoral alumni census](#), which tracks the career progress of university Ph.D. recipients for a period of 15 years or more. Current data from the 2015 census identified more than 85% of the more than 2,900 Ph.D. recipients from this period. These data are stored in a Salesforce® database, structured to support the National Institutes of Health-funded BEST (Broadening Experiences in Scientific Training) and REBUILD (Research Enhancement for Building Infrastructure Leading to Diversity). Outcomes are published via a [dashboard](#). The university also uses information from the National Science Foundation Survey of Earned Doctorates.

Many professional schools are required to track, monitor, and report student job placement and acceptance into postgraduate training programs for program accreditation. The College of Nursing conducts end-of-program assessments for both the Bachelor of Science and Master of Science in Nursing programs. Both degree programs include Overall Learning, Overall Effectiveness, and Professional Standards as indicators of success, with a goal of 75% used to indicate that standards have been met. The BSN program also tracks successful completion of

the registered nurse licensing examination (NCLEX), which is a prerequisite for licensure as a registered nurse. The [School of Medicine](#) tracks where its graduates complete their residencies, and surveys institutions to assess graduate preparedness, among other predictors of success. The [Law School](#) tracks student employment in various categories, including type, length, and whether a law degree is a position requirement.

Appendix H of the Federal Compliance Filing reports additional information on university processes for evaluating the success of its graduates.

Sources

- Academic Program Review Nomination Information Form
- Academic Program Review Self-study Guidelines
- Approval process for new academic programs - Office of the Provost
- APR Action Plans and Updates
- APR Action Plans and Updates (page number 4)
- APR Action Plans and Updates (page number 13)
- APR Action Plans and Updates (page number 17)
- APR Action Plans and Updates (page number 23)
- APR Action Plans and Updates (page number 26)
- APR Action Plans and Updates (page number 32)
- APR Action Plans and Updates (page number 36)
- APR Calendar
- APR Dean's Strategy Report Template
- APR in BOG Actions Examples
- APR Procedures for Writing the External Evaluator Report
- APR Procedures for Writing the Internal Evaluator Report
- Career Services Annual Report 2015-2016
- Community College Articulation Agreements
- Dual enrollment - Admissions - Wayne State University
- General Education Course Designation
- Graduate School Data Dashboard
- Graduate School Doctoral Alumni Census
- Guidelines for Preparing New Academic Programs
- Law School - Graduate Employment Survey Results - 2011-2015
- MACRAO - The MACRAO Transfer Agreement
- MASU - Review of Academic Program Proposals - Revised 2016_06_02
- Office of Military and Veterans Academic Excellence Acceptance Information
- Proposal for Change in an Existing Course
- Proposal for Reinstatement or New Course
- School of Medicine - Residency Match Evaluations - 2012-2016
- Status Report on Accreditation - Report to BOG - 2016_09_23
- Transfer Credit Evaluation - Website Homepage
- University Policy 14-1 Course Schedule Types, Credit Hours and Delivery Modes
- WSUCA Statute 2.34.04 Transfer Students

- WSUCA Statute 2.43.02 - Program Review
- WSUCA Statute 2.43.03 - General Education Program