Academic Program Review: 5-Year Interim Report

PROGRAM REVIEW

The primary purpose of Program Review at the University of New Hampshire is to ensure that programs are functioning at the highest possible levels of academic quality and are consistent with the mission of the University.

Program Review is a tool for critical reflection and change. It is intended to be evaluative, highlighting the relative merits and areas in need of improvement in particular programs. Through careful documentation and analysis, faculty can use the review process to assess the quality, centrality, demand, and costs associated with specific programs and subsequently develop plans for program enhancement that include concrete strategies and benchmarks for achieving improved quality. Results may guide strategic decisions regarding development, resource allocation, significant restructuring, or, in exceptional cases, program closure.

The department is the primary unit of analysis for the academic program review process for both undergraduate and graduate programs. Whenever possible, the review of both undergraduate and graduate programs located in the same department should proceed together, unless there are good reasons for conducting separate reviews. Consult the College and Graduate School deans for guidance. Interdisciplinary programs and programs not housed in a department should follow the procedures outlined for departments. Related programs may choose to conduct program reviews concurrently.

Program reviews are conducted on a 10-year cycle, which includes an external review in addition to the self-study, and a 5-year update comprised of only the self-study. An exception exists for accredited programs, which follow the normal accreditation cycle. Departments housing professionally accredited programs should refer to Part Six of the Policy. The Office of Institutional Research & Assessment maintains a schedule for reviews: http://www.unh.edu/institutional-research/program-review.

5-YEAR INTERIM SELF-STUDY REPORT

The 5-year interim self-study should include the sections and defined below, followed by a documentary appendix (e.g. information and data table provided in the appendix of this document). The 5-year interim self-study report provides both an update of departmental activity over the past 5-years and an intentional map for the next 5-years.

- DEPARTMENT/PROGRAM OVERVIEW
  - Describe the relationship of the mission and learning objectives of the department to the mission and strategic plans of the College and University.
  - Describe how the department mission is fulfilled through its program(s).
  - In case of graduate programs, describe the relationship between the graduate and undergraduate program(s).
  - Assess systems of curriculum delivery across all instructional formats.

- FACULTY
  - Assess the quality and effectiveness of faculty including credentials, teaching, delivery of overall curriculum, and mix of faculty hires within the department.
Assess the effectiveness of advising of undergraduates based on a clear description of assessment measures and data gained from those measures. Include both individual advising and thesis committee work for graduate students.

Assess the effectiveness of scholarly productivity and quality within the department.

Describe and assess mentorship of new faculty and encouragement of faculty development.

Assess the faculty’s participation in university service as well as Outreach, Engagement, and Public Service.

**FACILITIES AND RESOURCES**

- Discuss the adequacy of departmental budget; staffing; on and off-campus facilities; computer and technology resources; and University Library and Information Services. Are overall resources sufficient? What needs for space and technology exist currently? Is obsolescence adequately addressed?

**DEPARTMENT STRUCTURE AND GOVERNANCE**

- Assess the program’s approach to governance, noting any changes over the last five years.

**UNDERGRADUATE PROGRAM**

- **Curriculum**
  - Evaluate the curriculum.
  - Evaluate the requirements of the major and minor within each program in terms of overall program goals and objectives.
  - Describe the basis and processes for making changes to the curriculum. (e.g., based on student outcomes).
  - Discuss the effectiveness of courses recommended to fulfill Discovery, Inquiry, and Capstone requirements and those that fulfill the Writing Intensive requirement and support program goals for writing in the discipline.
  - Describe how the curriculum is integrated with research opportunities across the campus, if appropriate.
  - Assess the system(s) of curriculum delivery: on campus, off campus, online, hybrid. If other than face-to-face, describe how the quality of the student experience is measured.

- **Student Characteristics**
  - Assess the academic profile of entering students, including GPAs and test scores over the last five years.

- **Student Outcome Measures**
  - Provide student learning outcomes for each program/degree offered within the department.
  - Assess student learning. Explain how students demonstrate attainment of program objectives, through analysis of student learning outcomes.
  - Address the following regarding the effectiveness of serving/evaluating students: retention of students in the major; graduation rate; placement in
jobs or graduate schools; registrar’s reports on grade distribution; trends in grading (10 years).

- **GRADUATE PROGRAM**
  - **Curriculum**
    - Assess the quality of the graduate curriculum.
    - Doctoral students: Assess the requirements for doctoral students to complete the degree including coursework, candidacy examinations and research; professional development opportunities to prepare graduates for entry into the professoriate or leadership positions in government or the private sector.
    - Master’s students: Assess the requirements for master’s students to complete the degree including coursework, research, capstone experiences and, where applicable, internships and field experiences.
    - Describe how the curriculum is integrated with research opportunities across the campus, if appropriate.
    - Describe how students are presented with opportunities and trained in research, professional ethics, and scholarly integrity.
  - **Applicant Pool and Entering Student Characteristics**
    - Show application trends, including evidence of current and future demand for the program.
    - Assess the academic profile of entering students, including GPAs and test scores over the last five years.
    - Assess recruitment activities used to attract the most qualified students, including special efforts to attract students from traditionally underrepresented populations.
  - **Financial Support**
    - Assess sources of financial support for students.
    - Teaching: Describe how TAs are assigned, utilized, prepared, mentored, and evaluated, including special considerations for international TA’s.
    - Describe and assess any policies in place relative to the continued support of students throughout their program, including summer support.
    - Describe how sources of support change as students move through the program.
  - **Student Progress and Outcome Measures**
    - Assess the procedures used to orient new students and to assign advisors.
    - Discuss/explain completion and attrition rates in the program.
    - Assess the integration of teaching and research assistants into program goals and requirements for degree completion.
    - Provide student learning outcomes and describe methods by which student progress is evaluated.
    - Assess opportunities and expectations for students to participate in professional meetings and publications. How well do students take advantage of these opportunities?
    - Describe awards and recognitions students receive before or after graduation.
- Evaluate the success rate of students’ professional licensure/certification.
- Discuss employment and or education placement of graduates.
- Evaluate the effectiveness of the means by which current and former students assess the quality and relevance of their graduate education.
  - **Rankings/Ratings**
    - Evaluate national rankings/ratings (required of doctoral programs) or other measures of program quality that may be available.

**PROGRAM ENHANCEMENT PLAN**
- The plan must be clear, appropriate, and feasible.
- Describe progress since the last review and outline goals for the next five years.
- Indicate areas that should be maintained, strengthened, ended, or otherwise changed.
- Based on the above, the enhancement plan should include a description of resources needed, if any, and the source of these resources. What are the faculty needs?
- If the department recommends elimination of a current program, the self-study committee should propose a plan of action.