# ACADEMIC PROGRAM REVIEW POLICY

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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.
SELF-STUDY REPORT

Typically, the self-study will consist of qualitative and quantitative analyses of descriptive material about the program, with emphasis on the strategies and resources needed to move forward, and should pay particular attention to the questions that will be asked of external reviewers, below (10-year reviews). The self-study should include the sections and defined below, clearly labeled in the report, followed by a documentary appendix (e.g. information and data table provided in the appendix of this document).

DEPARTMENT/PROGRAM OVERVIEW
- Describe the relationship of the mission 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**
  - Assess student learning. Explain how students demonstrate attainment of program objectives.
  - 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.
  o 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.
    • 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.
  o Rankings/Ratings
    • Evaluate national rankings/ratings (required of doctoral programs) or other measures of program quality that may be available.

• PROGRAM ENHANCEMENT PLAN
  o The plan must be clear, appropriate, and feasible.
  o Describe progress since the last review and outline goals for the next five years.
  o Indicate areas that should be maintained, strengthened, ended, or otherwise changed.
  o 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?
  o If the department recommends elimination of a current program, the self-study committee should propose a plan of action.

• INTERNAL AND EXTERNAL REVIEW

  Once the self-study is complete a copy is sent to the dean(s).

• INTERNAL REVIEW (applies to both 10-year review and 5-year update)
  o Undergraduate
    • College dean reviews and may ask for additional information.
    • College dean accepts, returns for improvement, or rejects the self-study.
  o Graduate
    • College and Graduate dean reviews and may ask for additional information or forward to the Graduate Program Review Committee (GPRC).
• GPRC reviews the self-study, may meet with the self-study committee, and recommends to the graduate dean that the draft is acceptable or needs revision.
• Graduate dean accepts self-study or returns the self-study to the program for additional information
  o Once the internal review is complete and the dean(s) has agreed the self-study is acceptable, either the process is complete (5-year review) or proceeds to appointing an external review team (10-year review).

• EXTERNAL REVIEW (External is at the 10-year review only)
  o External Team
    • One UNH faculty member selected by the college dean from a department in the college not including the program under review.
    • Normally two senior faculty members from other universities selected by the dean(s) from a list of nominees from the program under review.
    • Reviewers receive a PDF of the Self-Study no later than six weeks prior to the visit.
    • Reviewers encouraged to contact the dean’s designee in advance of the visit if there are specific visitation requests.
  o Campus Visit
    • Opening dinner with external reviewers, senior vice provost for academic affairs, department/program chair, program coordinators and dean(s)
    • Specific agenda may vary and may be for one or two days to include meetings with program faculty, students, alumni/ae if available, college dean, graduate dean, senior vice-provost, advisory committees as appropriate, staff as appropriate, and will include tours of program facilities.
    • Reviewers receive a draft visit schedule two weeks in advance of visit.
    • Exit interview(s) with external reviewers, department/program chair, program coordinators, college dean, graduate dean, and senior vice provost. GPRC is invited.
  o Final Report
    • The external team submits a written report* to the dean(s).
    • Report shared with program faculty who may provide a written response commenting on any aspect of the report, to correct any errors of fact or to provide alternative perspectives to those written by the review team.

*The external team is asked to address the following items in their final report:

• To what extent is the program central to the mission of the University of New Hampshire and the school or college and department in which it is located? What changes would be necessary to increase the program’s centrality?
• What is the quality of the program’s curriculum with respect to scope, depth, currency, and student requirements for degree completion? What changes, if appropriate, would be necessary to improve the current level of quality?
What is the quality of the program’s faculty with respect to teaching and student advising effectiveness, scholarly or creative productivity, and impact on the discipline or field? What changes, if appropriate, would be necessary to improve the current level of quality?

What is the quality of the program with respect to impact on student outcomes? For example, does the department provide information on student learning outcomes and, if so, is that information used to improve the curriculum? What changes would be necessary to improve the current level of quality?

What is the quality of the program with respect to its teaching, research, and service obligations? What changes would be necessary to improve the current level of quality?

Are the demands for this program by prospective students and post-graduate placements indicative of a high-quality program? Is the level of demand likely to change during the next five years? What can the department do to affect demand for the program, if that seems advisable?

To what extent does the program advance the University’s goals related to diversification of UNH faculty, students, and curriculum, and implement the relevant strategic initiatives adopted in the University’s Strategic Plan? How could the program do more to further these goals and strategic initiatives?

Is the Program Enhancement Plan proposed by the self-study committee clear, appropriate, and feasible? Does the review team have recommendations for any changes to the plan?

### FINAL ASSESSMENT AND DECISIONS

On the basis of the self-study report, the report from the external review team including responses to the external reviewers’ report by program faculty, and as appropriate, the recommendation from the graduate dean, the college dean will make a final decision.

- **COLLEGE DEAN DECISION**
  - College dean consults with graduate dean if required.
  - College dean makes final decision under one of the categories below and communicates decision to department/program chair, the graduate dean as appropriate, and the Provost.
  - Copies of the dean(s) letters are sent to IR&A.

- **GRADUATE DEAN DECISION**
  - Graduate dean consults with GPRC prior to making a recommendation to the college dean using the categories below.
  - Graduate dean’s recommendation is copied to the department/program chair, Graduate Council, and the Provost.

- **CATEGORIES FOR DECISION OF GRADUATE DEAN AND COLLEGE DEAN**
  - Approval
    - Self-study and Program Enhancement Plan is accepted.
    - Dean(s) works with the department/program faculty to maintain and strengthen the program.
  - Conditional Approval
- **Program**
  - Program must address relevant issues raised in the self-study.
  - Demonstration to address the issues, normally within one year will result in the self-study and enhancement plan being approved, even if the issues are not entirely resolved. Dean(s) will notify program.
  - Failure to address issues raised in the conditional approval within one year may result in the program placed on probation or recommended for closure by the dean(s).

  - **Probation**
    - Program must address substantive issues in the self-study or program enhancement plan.
    - Dean(s) proposes specific changes in the Program Enhancement Plan and works with the department chair to incorporate these changes into the Plan.
    - Dean(s) sets the date modified Plan must be submitted. This date may be extended by mutual agreement of the dean(s) and the department.
    - Graduate dean may consult with the GPRC prior to making a recommendation on the revised plan.
    - If the review of the modified Plan is unsatisfactory, the program will be subject to closure.

  - **Program Closure**
    - A program should be phased out and necessary steps taken with respect to program deletion and programmatic displacement of faculty.
    - Applicable UNH and USNH policies must be followed as well as any applicable sections of the USNH AAUP/UNH Collective Bargaining Agreement or Lecturer CBA.
    - Decision to phase out a graduate program is subject to the appeals procedure approved by the Graduate Council in October 1998 (See below).

- **RECONSIDERATION**
  - Within two weeks of receiving the dean’s written decision, the department chair may submit a written request to the dean to reconsider her or his decision.
  - If the request for reconsideration is denied, the department chair within one week of receiving the dean’s written denial may file a written appeal to the provost.
  - Except in the case of program closure, the decision of the provost shall be final.
  - The decision of the provost to close a program must also be approved by the president and is subject to applicable policies and procedures of UNH and USNH and the terms of the USNH-AAUP/UNH Collective Bargaining Agreement or Lecturer CBA.

- **PROcedures FOR APPEAL OF RECOMMENDATIONS TO CLOSE A GRADUATE PROGRAM**

  The procedures described below provide an opportunity for appeal in the case of recommendations from the Graduate Council and the graduate dean that a graduate program be eliminated. Once the GPRC has completed a program review, it will convey its recommendations to the graduate dean. If the recommendation is to close a program, the graduate dean will consult with the Graduate
Council. If the Council supports closure and the graduate dean concurs, he or she will notify the appropriate college dean and make a formal request that the college dean take the necessary steps leading to program closure.

All recommendations to terminate graduate programs must be based primarily on the fundamental academic planning criteria of centrality, quality, demand, and cost.

- **ACTION BY COLLEGE DEAN**
  - If the college dean concurs with the graduate dean, plans will be developed to close the program, including notification of the Provost and President, and provision for any students who are completing degree requirements in the affected programs. It is expected that this process will occur within 12 months of the determination to close a program.
  - If the college dean does not concur and determines that closure is not appropriate, he or she will convey that decision to the graduate dean and they will collectively determine the next appropriate action.

- **APPEALS PROCESS**
  - Program faculty, through the appropriate department or program chair, formally notify the college dean within one month of receiving the dean’s determination.
  - Upon receipt of the notification of appeal, an ad hoc Review Committee made up of five members of the graduate faculty will be formed. College dean will appoint three members from within the college, and the graduate dean will select two representatives from within the University but outside of the college. These non-college representatives shall not have served on the Graduate Council at the time that a recommendation for program termination was made. Faculty from the program being reviewed shall not serve on the committee.
  - Ad-hoc Review Committee will meet with the college dean and graduate dean to review its charge. Information summarized from the Graduate Council review will be shared with the committee. The Graduate School, the college dean’s office, and the relevant department will provide other information as needed.
  - Ad-hoc Review Committee will meet with the department chair, graduate program coordinator, program faculty, the Associate Dean of the Graduate School, and a representative group of graduate students in the program, and other appropriate individuals as determined by the committee.
  - After no more than eight weeks from its initial meeting with the college dean and graduate dean, the Ad-hoc Review Committee will make one of three recommendations to the college dean and the graduate dean:
    - To retain the program in its current state with no substantive changes
    - To retain the program with the condition that certain changes are implemented and outcomes realized in a fixed period of time
    - To discontinue the program

- **FINAL DECISION**
  - College dean consults with the graduate dean and communicates the final decision in writing to graduate dean, Ad-hoc Review Committee, and program chair.
If the decision is to close a program, all applicable UNH and USNH policies must be followed as well as any applicable sections of the USNH AAUP/UNH Collective Bargaining Agreement or Lecturer CBA.

*Approved by the Graduate Council: October, 1998

- SPECIAL PROCEDURES FOR PROFESSIONALLY ACCREDITED PROGRAMS

The process for academic program review for accredited programs is modified. Each college will determine how best to handle the sequencing of professional accreditation and UNH program review (concurrent or sequential).

- ACCREDITATION REPORT
  - Copies of the accreditation self-study must be on file with the college dean, and, as appropriate, with the graduate dean, including the determination of compliance with standards, official comments on program strengths, and weaknesses, the final determination on continuing accreditation, and any materials written by the program as responses or rebuttals to the accrediting agency’s findings and conclusions.
  - The self-study prepared for the accrediting agency will serve as the basis for the University self-study.
  - The department/program should provide a cross-reference or index that indicates where in the accreditation self-study the specific items set forth in the UNH Academic Program Review Guidelines are addressed, and, if necessary, provide a separate document to address missing items, and include a program enhancement plan.

- IS NEW SELF-STUDY REQUIRED?
  - Dean(s) will determine if the accreditation self-study and Program Enhancement Plan are acceptable or if a new self-study is required.
  - If the accreditation report is focused only at the undergraduate or graduate level, then a separate self-study document for the appropriate level is required.

- DECISION
  - In all cases a final assessment by the dean(s) is required as noted in program review guidelines. At the graduate level the dean will consult the GPRC.
  - All elements of Part Five obtain.

- FIVE YEAR UPDATE

All programs are required to submit a progress report at the end of the fifth year following the conclusion of their program review. The report should address goals of the enhancement plan, successes and new challenges. This report in conjunction with the
complete program review document will serve as the basis for the next full review. It will be submitted to the dean(s) using the 5-Year Interim Report instructions as a guide. These instructions are posted on the IR&A website or available upon request. It will be reviewed by the College Dean, Graduate Dean, as appropriate. Any questions or clarifications will be remanded to the department chair. Once the dean(s) has accepted the report, it will be sent to the Provost.
APPENDIX

Information and data needed to complete the Program Review/Self-study.
Information needed is separated in 3 general sources, below:
1. The Department and College/School Dean’s office;
2. Institutional Research (IR&A);
3. Other sources on campus, including Admissions, the Registrar’s Office, UNH Research, UNH Office of Career and Professional Success, The Hamel Center for Undergraduate Research, the Graduate School, the Alumni Office, the Financial Aid Office, etc.

Admissions, enrollment, and other student data are provided after the official R+30 date in the fall in which the self-study is being written. Note that several areas of information needed may come from one, two, or all three of these areas and may be listed multiple times.
Include in an appendix all relevant information used to complete the self-study narrative.

#1

1. INFORMATION PROVIDED FROM WITHIN THE DEPARTMENT AND/OR COLLEGE/SCHOOL DEAN’S OFFICE

Information about the program
- Description of Program(s)
- Mission of Program(s)
- Provide Program Handbook if available
- Provide information on national rankings/ratings (Required of doctoral programs) or other measures of undergraduate and graduate program quality that may be available
- Identify at least comparison 5 institutions (a mix of peers and aspirants to be used as comparators in the self-study)

Information about the faculty
- List of all faculty by rank; include designation of graduate faculty
- Provide Curriculum Vitae for all faculty (limit to the last 5 years; 10 years for scholarship)
- List faculty teaching assignments (last 5 years; courses and credit hours per semester)
- Provide the average number of undergraduate and or graduate advisees per faculty (last 5 years)
- List the number of articles, books, presentations, other scholarly or creative work, and awards over the past 5 years
- List any external grants awarded to tenure track faculty, including agency, dollar amount (last 5 years)
- List the number of articles, books, presentations, other scholarly or creative work by individual tenure track faculty (last 10 years)
- List tenure track faculty’s participation in university service plus Outreach, Engagement, and Public Service
- Provide faculty summaries of student learning, if available
- Provide a summary of teaching evaluations for faculty teaching within the program
- Provide a summary of mentorship and development of new faculty
- Provide a summary of recruitment and retention procedures for new faculty, per Strategic Plan goal of Inclusive Excellence
Information about Governance
- Provide a schematic of department governance structure

Information about Facilities and Resources
- List on and off-campus facilities; describe computer and technology resources. Describe any other resources that are relevant

Information about UNDERGRADUATE PROGRAM(S)

Information about the curriculum
- Provide a representative syllabus for all courses offered (indicate undergraduate or graduate level)
- Provide the number of courses offered:
  - on campus (traditional, face-to-face)
  - off campus (face-to-face)
  - online
  - online/hybrid
- Describe requirements of major(s) and minor(s)
- List courses offered to fulfill Writing Intensive, Discovery, Inquiry, and Capstone requirements, including frequency of offerings
- Provide list of research opportunities that integrate student learning across the campus, if appropriate

Information about students
- Provide application trends, and student enrollments in major(s); include first and second declared majors (refer to sources #2, IR&A data)
- Provide academic records upon entering and leaving the university (e.g. SAT/ACT scores) (refer to sources #2, IR&A data)
- Provide departmental summaries of learning outcomes (Department Student Learning Outcomes Reports) when available (anticipated for some departments beginning in AY 2018-19)
- List number of students completing the major: graduation rate (including number of transfer students into the major) (refer to sources #2, IR&A data)
  - Provide student placement information in jobs or graduate schools (refer to sources #3)
  - Provide number of credit hours generated annually (last 5 years), grade distribution; means and standard deviations (5 years)
    (Please look for the published WEBi report “SIS55599 UG Dynamic Grade Roster Template” which is designed to report grades by Subject Code and Course Number. This document has both a mean and a standard deviation calculations for the selected Course Number. Please look for the published WEBi report “SIS20920 Course Enrollments by Campus and College” which presents the enrollments and credit hours for selected Subject Code.)
- Provide any student survey results (if available)
Information about GRADUATE PROGRAMS

Information about the Program/Curriculum

- Provide Handbook or overview of graduate curriculum (APPEND: All course syllabi)

Information about the faculty

- List titles of master’s theses, dissertations, or other concluding experiences chaired by each graduate faculty (last 5 years)
- List number of graduate thesis committees on which each faculty member serves (non-chair; last 5 years)

Information about Doctoral student degree requirements

- Include information about:
  - coursework
  - candidacy
  - examinations
  - research
  - representative programs of graduate study

Information about Master’s student degree requirements

- Include information about:
  - coursework
  - capstone experience/research
  - internships and field experiences, where applicable
  - representative programs of study

Information about students

- Describe the student applicant pool and provide entering student characteristics (also refer to #3, other sources, e.g. Graduate School)
  - Provide academic profile of entering students, including GPAs and test scores
  - Describe recruitment activities used to attract the most qualified students, including special efforts to attract students from traditionally under-represented populations
- Provide application trends, including evidence of current and future demand for the program
- Describe student progress assessment and outcome measures
  - Provide description of how faculty assess student progress and learning outcomes
  - Indicate success rate of students’ professional licensure/certifications, if applicable
  - Provide results of graduate student and alumni survey results
- Describe procedures used to orient new students and to assign advisors
- Provide enrollment and completion rates in the program ((also refer to #3, other sources, e.g. Graduate School)
- Provide information about the financial support of students, including:
  - Average percent of students receiving financial support through the number of GAs, TAs, RAs, fellowships, and scholarships and or other sources of support the program has available annually (also refer to #3, other sources, e.g. Financial Aid)
  - Policies in place relative to the continued support of students throughout their program, including summer support
- Professional Expectations, Scholarly Development, and Recognition
  - List opportunities made available to students to train them in scholarship, research, professional ethics and scholarly integrity
  - List opportunities and expectations for students to participate in professional meetings and publications
  - List awards and recognitions students receive before or after graduation
  - Provide success rate of students’ professional licensure/certification
  - Provide information on employment and or education placement of graduates

**Information about program assessment completed by students**
- Provide information on how current and former students assess the quality and relevance of their graduate education (Assessment by current students and alumni is required.)
- Provide student survey results (an on-line survey to assist in measuring students’ assessment of the program is available --- contact Academic Technology)
2. INFORMATION PROVIDED BY UNH INSTITUTIONAL RESEARCH (IR&A)

Information about the program

- **Data related with Ranking:** IR&A has compiled a document showing U.S. News rankings. Please contact IR&A (mary.essley@unh.edu) if you know of any ranking or rating information related to your program. IR&A can add the information into our ranking report and will send our rankings document by email to the departments as a part of the standard program review data package. (The document is available now.)

- **Information about competitor programs and student enrollment** is available upon request, through the Dean’s office. The information is available on the current dashboard called “Admissions and Competitors” created by IR&A.

Information about the faculty

- **Data related with Teacher Evaluation:** With the transition of UNH course evaluations to Academic Affairs, IR&A no longer provides teaching evaluation data. Please contact Academic Technology for TEV data.

Information about students

- **Data on applicants and enrolled students:** IR&A will provide numbers of applicants and admitted students for the past five years as a part of the standard departmental program review data package (the information is available now). Numbers of students enrolled in departments as first and second majors are currently available through our website (https://www.unh.edu/institutional-research/major).

- **Data on academic profile of entering students:** IR&A will provide five years of test scores (SAT math, verbal and combined and ACT), high school class rank, and GPA (average and counts) as a part of the standard program review data package. (The information is available now).

- **Student survey data:** We will provide institutional student survey data gathered yearly. For example, National Survey of Student Engagement (NSSE) data; 1st Destination Survey data. Please note that IR&A will only provide the survey reports at the university level. Here is the link for all NSSE reports: https://www.unh.edu/institutional-research/national-survey-student-engagement-nsse.

- The link for First-Destination reports is https://www.unh.edu/institutional-research/first-destination.

- **Retention data:** IR&A is in the process of building the data infrastructure to track retention at the program level. The retention data at this point will only reflect whether students in a program leave or stay in UHN or not. The dashboard will not be available until July 2018.

- **Graduation data:** To serve the current data needs, IR&A will provide five years of completion data (how many degrees are granted each year) through our website (https://www.unh.edu/institutional-research/degrees-awarded)

- IR&A is in the process of building the data infrastructure to track graduation rates at the program level. The graduation data will only reflect whether students in a program graduate at UNH or not. The dashboard will not be available until July 2018.
- **Post-graduation status - First Destination survey results:** The Office of Career and Professional Success will provide First Destination survey results at the department level. IR&A is responsible for creating final reports for Durham and Manchester.

(You may ask for IR&A program review data by submitting the “Request for Data” form available on the IR&A website at [https://www.unh.edu/institutional-research/request-data](https://www.unh.edu/institutional-research/request-data).)

#3

3. **INFORMATION PROVIDED BY VARIOUS OTHER SOURCES,** including Admissions, the Registrar’s Office, Academic Technology- AT (re: Teaching Evaluations), UNH Research, UNH Office of Career and Professional Success, The Hamel Center for Undergraduate Research, the Graduate School, the Alumni Office, etc.

**Information about the program**
- Identify at least comparison 5 institutions (a mix of peers and aspirants to be used as comparators in the self-study)

**Information about the faculty**
- List external grants awarded to tenure track faculty, including agency, dollar amount (last 5 years)
- Provide a summary of teaching evaluations for faculty teaching in the program (data source = Academic Technology)

**Information about facilities and resources**
- List on and off-campus facilities; Computer and technology resources. Describe any other resources that are relevant

**Information about UNDERGRADUATE PROGRAM(S)**

**Information about the program/curriculum**
- Provide a list of research opportunities that integrate student learning across the campus, if appropriate
- Provide reports on number of credit hours generated annually (last 5 years), grade distribution; means and standard deviations (5 years)
  
  *(Please look for the published WEBi report “SIS55599 UG Dynamic Grade Roster Template” which is designed to report grades by Subject Code and Course Number. This document has both a mean and a standard deviation calculations for the selected Course Number. Please look for the published WEBi report “SIS20920 Course Enrollments by Campus and College” which presents the enrollments and credit hours for selected Subject Code.)*

**Information about students**
- Provide placement information in jobs or graduate schools

**Information about program assessment**
- Provide any additional student survey results (if available and in addition to departmental
Information about GRADUATE PROGRAM(S)

Information about program assessment completed by students
- Provide information on how current and former students assess the quality and relevance of their graduate education
  - Provide graduate student and alumni survey results (required). An on-line survey to assist in measuring students’ assessment of the program is available --- contact Academic Technology
- Describe student progress assessment and outcome measures
  - Provide description of how faculty assess student progress and learning outcomes
  - Indicate success rate of students' professional licensure/certifications, if applicable
- Provide information about the financial support of students, including:
  - Average percent of students receiving financial support through the number of GAs, TAs, RAs, fellowships, and scholarships and or other sources of support the program has available annually
  - Policies in place relative to the continued support of students throughout their program, including summer support
- Provide enrollment and completion rates in the program
- List awards and recognitions students receive before or after graduation
- Provide information on employment and or education placement of graduates