

## **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 will highlight the relative merits and areas of need improvement in particular programs.

Program Review is a tool for critical reflection and change. 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. The results of the review should act as a guide to strategic decisions regarding development and 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. 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 with a 5-year update, except for accredited programs which follow the normal accreditation cycle. 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. The self-study should include the sections and defined below, clearly labeled in the report, followed by a documentary appendix.

### **I. DEPARTMENT/PROGRAM OVERVIEW**

- a. Describe the department (program) and state its mission.
- b. In case of graduate programs, describe the relationship between the graduate and undergraduate program.
- c. Identify at least 5 institutions (mix of peers and aspirants to be used as comparators in the self-study)

### **II. FACULTY**

- a. List all tenured, tenure track, research, clinical, extension faculty and lecturers assigned to the program. Highlight changes over the past 5 years. Note graduate faculty. (include CVs in the Appendix)
- b. Describe the means of evaluating teaching.
- c. Discuss advising of undergraduates
  1. List average number of advisees per faculty over the past 5 years.
  2. Indicate means of assessment of advising (surveys, problems)
- d. Discuss advising of graduate students

1. Indicate average number of advisees per faculty over past 5 years.
  2. List the number of master's theses, dissertations, or other concluding experiences chaired by each graduate faculty over past 5 years.
  3. List the number of committees on which faculty serve (non-chair).
- e. Describe mentorship of new faculty and encouragement of faculty development.
- f. Describe how the program is implementing the Strategic Plan of Inclusive Excellence in the recruitment and retention of faculty from historically underrepresented or marginalized groups.  
List faculty's participation in university service as well as Outreach, Engagement, and Public Service.

### **III. FACILITIES AND RESOURCES**

- a. Describe on and off-campus facilities; computer and technology resources; and adequacy of the University Library. What needs for space and technology exist currently?

### **IV. DEPARTMENT STRUCTURE AND GOVERNANCE**

- a. Describe department's approach to governance.

### **V. UNDERGRADUATE PROGRAM**

#### **a. Curriculum**

- i. Describe and evaluate the curriculum. (Include a standard syllabus for all courses in appendix).
- ii. Describe system of curriculum delivery: on campus, off campus, on-line, hybrid. If other than face-to-face, describe how the quality of the student experience is measured.
- iii. List requirements of the major and minor.
- iv. List courses offered to fulfill Writing Intensive, Discovery, Inquiry, and Capstone requirements. Include frequency of offering and name faculty who participated in the first-year University Dialogues program.
- v. Describe how the curriculum is integrated with research opportunities across the campus, if appropriate.

#### **b. Student Characteristics**

- i. Describe the academic profile of students; include their academic records upon entering and leaving the university. (SAT scores provided by IR&A, grade distribution available on WEBI).

#### **c. Outcome Measures**

- i. Discuss assessment of student learning including means used to measure student outcome.
- ii. Address specifically: retention of students in the major; time to graduate; placement in jobs or graduate schools; registrar's reports on grade distribution; trends in grading.

## **VI. GRADUATE PROGRAM**

### **a. Curriculum**

- i. Describe and assess the quality of the graduate curriculum. Include a standard syllabus for all courses in appendix.
- ii. Describe system of curriculum delivery: on campus, off campus, on-line, hybrid. If other than face-to-face, describe how the quality of the student experience is measured.
- iii. Doctoral students: describe and assess the requirements for doctoral students to complete the degree including coursework, candidacy examinations and research; professional development opportunities to prepare graduates for entry in to the professoriate or leadership positions in government or the private sector. (Provide representative programs of study in the appendix).
- iv. Master's students: describe and assess the requirements for master's students to complete the degree including coursework, capstone experiences and where applicable internships and field experiences. (Provide representative programs of study in the appendix).
- v. Describe how the curriculum is integrated with research opportunities across the campus, if appropriate.
- vi. Describe how students are trained in research and professional ethics and scholarly integrity.

### **b. Applicant Pool and Entering Student Characteristics**

- i. Show application trends over the past 5 years, including evidence of current and future demand for the program.
- ii. Describe academic profile of entering students, including GPAs and test scores
- iii. Describe your recruitment activities used to attract the most qualified students, including special efforts to attract students from traditionally underrepresented populations.

### **c. Financial Support**

- i. Show the average percent of students receiving financial support through the program and the number of GAs, TAs, RAs, fellowships, and scholarships and or other sources of support the program has available annually.
- ii. Teaching: describe how TAs are assigned, utilized, prepared, mentored, and evaluated, including special considerations for international TAs.
- iii. Provide any policies in place relative to the continued support of students throughout their program, including summer support.
- iv. Describe how sources of support change as students move through the program.

### **d. Student Progress and Outcome Measures**

- i. Describe procedures used to orient new students and to assign advisors.
- ii. Provide information on completion and attrition rates in the program.
- iii. Describe the integration of teaching and research assistants into program goals and requirements for degree completion.

- iv. Describe opportunities and expectations for students to participate in professional meetings and publications.
- v. Describe awards and recognitions students receive before or after graduation.
- vi. Indicate success rate of students' professional licensure/certification.
- vii. Provide information on employment and or education placement of graduates.
- viii. 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. (An on-line survey to assist in measuring students' assessment of the program is available.)
- e. **Rankings/Ratings**
  - i. Provide information on national rankings/ratings (required of doctoral programs) or other measures of program quality that may be available.

## **VII. PROGRAM ENHANCEMENT PLAN**

- a. Describe progress since last review and outline goals for the next five years. Include plans to fill vacancies.
- b. Indicate areas that should be maintained, strengthened, ended, or otherwise changed.
- c. Based on the above, the enhancement plan should include a description of resources needed, if any, and the source of these resources.
- d. If the department recommends elimination of a current program, the self-study committee should propose a plan of action.

## **VIII. APPENDICES**

- a. Faculty vita – highlight last five years.
- b. List faculty teaching assignments (courses and credit hours per semester – 5 years)
- c. List external grants awarded to faculty, including agency, dollar amount, and students supported (5 years)
- d. List the number of articles, books, presentations, other scholarly or creative work, and awards over the past 5 years.
- e. List thesis/dissertation titles and faculty chairs (5 years)
- f. Student enrollment figures: number of majors and number of credit hours generated annually (5 years)
- g. Program Handbook
- h. Sample programs of graduate study
- i. Student and Alumni/ae survey results (graduate)

\*The college dean's office, the Graduate School, and IR&A assist in the data collection process. 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.

Data provided by the Graduate School include:

- An admissions profile of applications received, completed, admitted and enrolled for the previous 5 years. Data include residence, gender, ethnicity, UGPAs and test scores.

- A report of all feeder institutions over the previous 5 years for enrolled students.
- Enrollment reports for the previous 5 years.
- Retention and attrition reports for all students entering for the past 10 years.
- Thesis and dissertation titles as appropriate. Major professor names are included.
- Financial reports on merit based aid for the previous 5 years.
- External assessment reports such as Academic Analytics for doctoral programs.

Data provided by IR&A include (most recent 5 years):

- First Majors and Second Majors
- Degrees awarded
- SAT averages
- U/Delaware comparative data (FTEF, cost per credit hour, cost per student FTE)
- Department Profiles data (student majors, credit hours; faculty FTE, credit hours; various ratios, annual expenditures) [http://unh.edu/ir/archive/ira\\_profiles.html](http://unh.edu/ir/archive/ira_profiles.html)
- Alumni survey data (2007 and 2005 only)
- Teacher evaluation data (link provided to access Teacher Excellence website)
- Information on retention and time to graduation.

## **INTERNAL AND EXTERNAL REVIEW**

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

### **I. INTERNAL REVIEW**

#### **a. Undergraduate**

- i. College dean reviews and may ask for additional information.
- ii. College dean accepts self-study.

#### **b. Graduate**

- i. Graduate dean reviews and may ask for additional information or forward to the Graduate Program Review Committee (GPRC).
- ii. 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.
- iii. Graduate dean accepts self-study or returns the self-study to the program for additional information

- c. Once the internal review is complete and the dean(s) have agreed the self-study is acceptable, an external review team is appointed.

### **II. EXTERNAL REVIEW**

#### **a. External Team**

- i. One UNH faculty member selected by the college dean from a department in the college not including the program under review
- ii. Normally two senior faculty members from other universities selected by the dean(s) from a list of nominees from the program under review.

#### **b. Campus Visit**

- i. Opening dinner with department/program chair, program coordinators and dean(s)

- ii. 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
- iii. Exit interview with department/program chair, program coordinators, college dean, graduate dean, and senior vice provost. GPRC is invited.

**c. Final Report**

- i. External team submits a written report\* to the dean(s).
- ii. 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:

- 1) 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?
- 2) 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?
- 3) 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, as appropriate, would be necessary to improve the current level of quality?
- 4) 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?
- 5) 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?
- 6) Is the demand for this program on the part of 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?
- 7) 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 Strategic Plan for Inclusive Excellence? How could the program do more in furtherance of these goals and strategic initiatives?
- 8) 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.

**I. Graduate Dean Decision**

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

**II. College Dean Decision**

- a. College dean consults with graduate dean if required.
- b. 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.
- c. Copies of the dean(s) letters are sent to IR&A.

**III. Categories for Decision of Graduate Dean and College Dean**

**a. Approval**

- i. Self-study and Program Enhancement Plan accepted.
- ii. Dean(s) work with the department/program faculty to maintain and strengthen the program.

**b. Conditional Approval**

- i. Program must address relevant issues raised in the self-study.
- ii. Demonstration to address the issues, normally within one year will result in self-study and enhancement plan being approved even if the issues are not entirely resolved. Dean(s) will notify program.
- iii. Failure to address issues raised in the conditional approval within one year may result in the program placed on probation or recommended closure by the dean(s).

**c. Probation**

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

**d. Program Closure**

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

#### **IV. Reconsideration**

- a. 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.
- b. 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.
- c. Except in the case of program closure, the decision of the provost shall be final.
- d. 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.

### **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).

#### **I. Accreditation Report**

- a. Copies of the accreditation self-study must be on file with the college dean, and as appropriate 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.
- b. The self-study prepared for the accrediting agency will serve as the basis for the University self-study.
- c. 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.

#### **II. New Self-study Required**

- a. Dean(s) will determine if the accreditation self-study and Program Enhancement Plan is acceptable or a new self-study is required.
- b. 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.

#### **III. Decision**

- a. In all cases a final assessment by the dean(s) is required as noted in program review guidelines. Note: at the graduate level the dean will consult the GPRC.

### **FIVE YEAR UPDATE**

All programs are required to submit a 3-5 page 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.

## **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.

### **I. Action by College Dean**

- a. 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.
- b. 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.

### **II. Appeals Process**

- a. Program faculty through the appropriate department or program chair will formally notify the college dean within one month of receiving the dean's determination.
- b. 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.
- c. 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.
- d. 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.
- e. 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:

- i. To retain the program in its current state with no substantive changes
- ii. To retain the program with the condition that certain changes are implemented and outcomes realized in a fixed period of time
- iii. To discontinue the program

**III. Final Decision**

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

\*Approved by the Graduate Council October, 1998.