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January

Program review serves as one of the instruments the University of New England (UNE) uses to regularly evaluate its educational effectiveness and make plans for improvement. UNE's program review process involves a comprehensive analysis to evaluate and enhance the quality and currency of each program. Various levels of the institution—program, department/school, college/division, and university—use the program review's results to inform planning and improvement, budgeting and resource allocation, and overall quality assurance.

Programs with specialized accreditation undergo regularly scheduled comprehensive accreditation reviews. However, the self-studies conducted for these reviews typically do not include the development of a strategic plan or a market analysis. Therefore, programs with specialized accreditation will develop a strategic plan in the year following their external accreditor review.

According to Wolff (2006), "If done appropriately, program review provides a singularly effective way of addressing both the need for internal improvement and external accountability" (xii).

Program review provides an internal structure and process to foster continuous program improvements that may include:

- Aligning program strategic plan with the college mission and [university strategic plan](#)
- Aligning program strategic plan to program learning outcomes

- Refining program learning outcomes for assessing student learning
- Making curricular and/or instructional changes to improve student learning and retention
- Refining, reorganizing, or refocusing curricula to reflect changes in the discipline or profession
- Refining curriculum map and/or measures for assessing student learning
- Reorganizing or improving student support systems, including advising, library services, and student development initiatives, to improve students' academic success in the program
- Designing needed professional development programs, including those that help faculty learn how to assess learning outcomes, increase pedagogical effectiveness, and improve curricular cohesion
- Reorganizing or refocusing resources to advance student learning and/or the curriculum
- Reassigning faculty/professional staff or requesting new lines
- Illuminating potential intra-institutional collaborations
- Informing decision-making, planning, and budgeting, including resource allocation
- Linking and aggregating program review results to the institution's broader quality assurance and improvement efforts

While not the primary reason for conducting a program review, the increased scrutiny on the quality, cost, and value of higher education has led to heightened federal, regional, and state regulatory oversight to

report to its accreditor, and/or recent data sent to its accreditor; and (2) an update on its strategic plan or action items from its last report.

See Part III (below) for a discussion on the strategic plan, the second step in the internal review.

(e) **Prioritized Goals:** Under each strategic priority, the program should identify and describe the goals that are most important to the program's success.

Mentoring processes/program
Professional development opportunities and resources (including travel and research funds)
Sufficient time for course development and teaching, and professional development (e.g., research, writing, and conference presentations)

Information and technology resources

Library print and electronic holdings in the program’s teaching and research areas
Resources to support information literacy outcomes
Technology resources to support the pedagogy and research in the program
Technology resources to support students’ needs

Facilities

Classroom space
Instructional and/or research laboratories
Office space
Student study spaces
Access to classrooms suited for instructional technology
Access to classrooms designed for alternative learning styles

Professional Staff

Administrative and technical FTE professional staff supporting program, departmental and/or school operations

Financial resources

Operational budget (revenues and expenditures) and trends over a five-year period

The chair/SD/AD/PD then submits the summary response, strategic plan, and any other pertinent documents to the provost, dean, and associate director of assessment.

Finally, the provost’s office schedules a meeting with the chair/SD/AD/PD, dean, provost, and associate director of assessment to discuss and finalize the summary response and strategic plan. (Programs can append their strategic plan to their annual budget proposals.)

Program reviews for programs with specialized accreditation generally occur on a seven or more years-long cycle. Thus, in the years between a program’s review, its dean3

biennial check-in. The check-in provides an opportunity for deans to regularly discuss with their chairs/SDs/ADs/PDs their strategic plans. Since programs tend to undergo changes and leadership transitions over the years, the check-in ensures that they continue working toward their goals.

The UAC recommends that each dean's office encourages its programs to regularly record the progress and modifications they have made toward their strategic plans. Each program can either create its own file, or the UAC will provide a standard spreadsheet for each program to record the updates.

The UAC recommends that each dean's office meets regularly with its programs to discuss:

- the scope of their work on their strategic plans;
- the length of time that programs need to complete each action item;
- the resources programs need to complete each action item;
- the progress they have made on each action item; and
- the modifications programs need to make on their strategic plan.

The UAC also encourages chairs/SDs/ADs/PDs to engage in regularly scheduled meetings with their faculty/department/school to discuss the work needed toward achieving their goals. The UAC will keep track of the program review schedule, and contact the deans as each program reaches its cycle and will need to undergo its next comprehensive program review.

New England Commission of Higher Education. (2021). *Standards for accreditation*. Retrieved from <https://www.neche.org/resources/standards-for-accreditation>

Suskie, L. (2009). *Assessing student learning: e #0 1 306drwill need*

[Program/Department/School] Strategic Plan, YYYY-YYYY
Completed MMMM YYYY

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- Action Item
- Action Item
- Initiative/Strategy
 - Action Item

II. Strategic Priority (Aligned with UNE Strategic Priorities # & #)

Brief description, vision statement, or statement of significance

Toward these ends, we will:

1. Prioritized Goal

- Initiative/Strategy
 - Action Item
 - Action Item
- Initiative/Strategy
 - Action Item
 - Action Item
- Initiative/Strategy
 - Action Item
 - Action Item

2. Prioritized Goal

- Initiative/Strategy
 - Action Item
 - Action Item
- Initiative/Strategy
 - Action Item
 - Action Item
- Initiative/Strategy
 - Action Item
 - Action Item

III. Strategic Priority (Aligned with UNE Strategic Priorities # & #)

Brief description, vision statement, or statement of significance

Toward these ends, we will:

1. Prioritized Goal

- Initiative/Strategy

This program review checklist includes **recommendations** of key items to address in the summary and strategic plan for programs with specialized accreditation. See Parts II and III (above) for a detailed description of the following items. **This checklist is neither comprehensive nor compulsory.** Rather, it aims to help programs put together an evaluative and reflective summary response and purposeful strategic plan.

Criteria	Yes	No	Comments
Part II: Summary Response, A: Internal Review following Reaccreditation Review			
Summary responds to the major findings from the self-study and accreditor review			
Summary response attends to items not addressed in the self-study and accreditor review			

Strategic plan includes concrete, achievable, and measurable action items the program will carry out to fulfill each related strategic priority, prioritized goal, and initiative/strategy			
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