

January	<ul style="list-style-type: none"> • Provost’s office notifies deans of their programs that are scheduled to undertake a review in the upcoming academic year. The email includes the guidebook and an offer of a workshop from the assessment office for completing a self-study and strategic plan. • Deans forward the message to their chairs/academic directors (AD)/program directors (PD).
By Aug 31	<ul style="list-style-type: none"> • Assessment office reminds deans of schedule and guidelines, which the deans then forward to their chairs/ADs/PDs. • Office of Institutional Research and Data Analytics (OIRDA) provides programs with five-year trends of relevant institutional data. • Assessment office provides a market analysis, as needed, on current and potential future new program offerings. • Chair/AD/PD and/or dean select and schedule external reviewer. • Chair/AD/PD or dean notifies provost and assessment office of external reviewer.
Sept-Jan	<ul style="list-style-type: none"> • Programs under review collaborate with all relevant stakeholders to gather and analyze data and complete a self-study. • Assessment office and OIRDA assist, as needed, programs undergoing a review.
Jan-Feb	<ul style="list-style-type: none"> • Programs submit self-study to the dean, who reviews and approves it. • Chair/AD/PD and/or dean then send self-study to external reviewer.
Jan-Apr	<ul style="list-style-type: none"> • External reviewer reviews program.
By May	<ul style="list-style-type: none"> • External reviewer submits report to chair/AD/PD and dean. • Program has opportunity to write a response to external reviewer’s report. • Chair/AD/PD meets with dean to discuss external review and self-

- Data might include:
Students' gender, ethnicity, age, GPA, standardized test scores, previous institution, and employment status. (OIRDA will provide five-year trends of relevant institutional data on the program.)

- b. **The Curriculum and Learning Environment:** How current is the program's curriculum? Does it offer sufficient breadth and depth of learning for the degree? How well does it align with the program mission, vision, core values, and learning outcomes? Are the courses well sequenced and reliably available in the sequence? How does the program compare to external stakeholders' feedback and/or similar programs?
 - Evidence might include:
A curriculum map and description of the ways in which the curriculum addresses the program learning outcomes
A comparison of the program's curriculum with curricula at other institutions and with disciplinary/professional standards
Measures of teaching effectiveness (e.g., course teaching observations and evaluations, faculty scholarship on teaching and learning, formative discussions of pedagogy among faculty)
Other learning experiences that are relevant to program learning outcomes (e.g., internships, research experiences, study abroad, community-based learning), and the number of students who participate in those experiences
A narrative on the ways in which the faculty's pedagogy responds to various learning modalities and student learning preferences

- c. **Student Learning and Success:** To what degree are students achieving the program learning outcomes at the expected level of learning? How are the outcomes measured and evaluated? What changes have been made in response to the assessment results? Are students being retained and graduating in a timely fashion? To what degree are they being prepared for advanced study or the profession?

“Because student learning is a fundamental goal of any academic program, student learning assessment should be a primary component of the program review process” (Suskie, 2009, p. 14).

“A meaningful program review process...should include information about student learning as a basis for review and planning” (Walvoord, 2010, p. 40).

“The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, employing external perspectives including, as appropriate, benchmarks and peer comparisons” (NECHE, 2021, Standard 8.5).

d. **Faculty:** What are the highlights

Around thirty days before the scheduled review, the chair/AD/PD and/or dean should send the self-study to the external reviewer.

The reviewer's visit typically lasts 1-2 days, during which time the reviewer meets with program/department/school faculty, professional staff, students, and the dean. The reviewer is expected to submit a report to the chair/AD/PD within three weeks of the visit.

The reviewer should comment on all aspects of the program under review.

The external reviewer might consider the following questions for her/his/their report:

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- Based on the evidence, does the program adequately prepare its students for the profession

mission, vision, and core values, and separate strategic priorities, prioritized goals, initiatives/strategies, and action items.

The strategic plan should ultimately facilitate departments/schools to agree on the future direction of their program and the values and goals they want to fulfill. It should go beyond the components of the self-study and external review and

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

Program reviews for programs without specialized accreditation generally run on a seven-year cycle. Thus, in the years between a program's review, its dean's office, in collaboration with the UAC, will regularly check in to get updates on its strategic plan.

Throughout their seven-year review cycle, programs should regularly evaluate their strategic plan. For various unforeseen reasons, they might need to add, revise, or remove a component of their strategic plan. For instance, after a year or more of implementing its strategic plan, a program might need to change direction, remove one of its strategic priorities, and/or add a different one. That process thus might involve revising the prioritized goals, initiatives/strategies, and action items that fall under each strategic priority. Or, a program might keep its strategic priorities, but revise its action items.

The UAC will check in with the dean's office

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

Completed MMMM YYYY

**Format the program strategic plan the same way as the [UNE strategic plan](#). The program/departmental/school strategic plan does not need to mimic the language of the UNE strategic plan. It should be program-/department-/school-specific but aligned to UNE's strategic plan.*

Mission:

Vision:

Core Values:

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

Brief description, vision statement, or statement of alignment with UNE Strategic Priorities

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

Self-study evaluates <u>program viability and sustainability</u> by using evidence from, for example, demand for the program and/or allocation of resources			
Program uses evidence to ultimately evaluate the extent to which it meets its mission, vision, core values, and learning outcomes			
Part III: External Review			
Program review includes an external review			
Part IV: Strategic Plan			
The strategic plan is based on and reflects on the findings derived from the self-study, the external review, programmatic and institutional data, relevant market analysis, and discussions with and feedback from other relevant stakeholders.			
Strategic plan states the program's mission, which aligns with the UNE mission			
Strategic plan states the program's vision, which aligns with the UNE vision			
Strategic plan articulates the program's core values, which align with the UNE core values			
Strategic plan states the program's strategic priorities, which align with the UNE strategic priorities			
Strategic plan maps the program's strategic priorities with the UNE strategic priorities, where applicable			
Strategic plan lists measurable, short- and long-term prioritized goals the program will take to fulfill each related strategic priority			
Strategic plan lists the initiatives/strategies the program will take to fulfill each related strategic priority and prioritized goal			
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			
Strategic plan addresses all concerns identified in the self-study, and/or by the external reviewer			