THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE

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Statement of Faculty Senate Action:

IDC 3:

# Academic Program Review Policy

**Overview and Purpose of Program Review**

Academic program reviews maintain and strengthen existing departments and programs. The process at UNC Asheville allows an academic program to engage in critical reflection about itself, drawing on the resources of the university (and possibly outside consultants) for evaluative data and assessment. Reviews offer a comprehensive look at an academic program and guide changes in the curriculum, pedagogy, and faculty development. The primary purpose of academic review is to analyze the current state of the program and plan for improvements in the student learning experience.

The program review process is designed to explore how effectively programs achieve the following outcomes:

1. Offer a curriculum that is comprehensive, relevant, cohesive, and related to UNC Asheville's liberal arts and sciences mission
2. Maintain sufficient student enrollment to be a sustainable academic program at UNC Asheville, with reference to number of majors and minors, contributions to other disciplinary programs, and offerings for the general education curriculum
3. Offer a program in which majors can graduate within four years
4. Support and prepare majors for internships, employment, and/or further education
5. Ensure appropriate faculty staffing levels and academic support resources
6. Contribute to the broader university beyond delivery of the degree program (major service assignments, endowed professorships, grants, and other significant impacts not captured by departmental data)

Program Review is initiated by the provost, as commissioned by the chancellor. While program review will primarily serve those working within the program in their efforts to

improve it, reports will be shared with the chancellor and may be used in the accreditation process, allocation of university resources, and other activities of Academic Affairs.

**Schedule**

University programs shall be reviewed at least once every seven years. The provost, in consultation with the Office of Institutional Research, Effectiveness, and Planning (IREP), coordinates the schedule of reviews and notifies programs when they are scheduled for review.

| |
|---|
| ***Spring-Summer*** <br> · The provost confirms the program review schedule for the following year. IREP prepares program review data. |
| ***By September 15*** <br> · IREP contacts the Department/Program Chair for an initial meeting and sends the standard data set for analysis of the program. <br> · Programs resolve all data questions, discrepancies, and concerns in consultation with IREP. <br> · Programs establish a program review committee, which should include members of the department from different ranks and a student and/or recent graduate. |
| ***By December 15*** <br> · Department program review committee will report on their findings to the department. <br> · Department/Program Chair sends the name and affiliation of approved reviewer to the provost (if applicable). |
| ***By February 15*** <br> · Department/Program Chair submits draft report to the provost and copies the director of IREP, who reviews the report for completeness and notifies the program of any discrepancies within one week of receipt of the document. Once clearance is received, the provost sends the report to the approved reviewer (if applicable). |
| ***During February and March*** <br> · The external reviewer visits UNC Asheville (if applicable). |
| ***By March 15*** <br> · Department/Program Chair submits final report to the provost. |
| ***By April 15*** <br> · Program review reports are reviewed by the provost and chancellor, and their responses are communicated to the program. The provost will also share the review and responses with the Institutional Development Committee (IDC) and the Board of Trustees. |
| ***By July 1*** <br> · Chancellor submits completed program reviews to System Office |

**Budget and University Resources**

IREP will work with offices across campus to make data available for programs undergoing review. In addition, IREP can provide advice, consultation and assistance on many aspects of the program review process, including facilitating planning meetings, developing action plans, and providing assistance in survey design. If applicable, the provost's office will cover the costs associated with the visit of a possible external reviewer, which typically includes travel, accommodation, and a small honorarium.

**Review of Final Reports**

The provost and chancellor review all program reports to gain insights into each program, ensure completeness and quality of report submitted, and gather relevant information for planning and budgeting purposes. During their review, the provost and chancellor discuss the future of each program. Following the discussion, the provost sends a memo to each department chair or program director outlining their response. The memo includes commendations, concerns, and requests for additional or clarifying information. If concerns exist, the provost, in consultation with IDC, requests a remediation plan and/or interim reports(s) prior to the next scheduled review.

**Tips for the Program Review Process**

- Before the semester begins, hold a retreat with faculty to discuss the review process and program direction, priorities, and needs.
- Establish a program review departmental committee. Use a Google folder to share files and facilitate collaboration.
- Encourage transparency. Discuss progress on the review in departmental meetings.
- Be concise and objective. Reports that speak only to strengths are easy to dismiss as public relations. Use this opportunity to reflect deeply and identify areas that can be improved. Focus on the main points and stay on track with page limits.
- Seek advice. Use IREP as a resource to answer questions and provide consultation and guidance. Engage related departments or administrative units. Involve students, staff, and alumni.
- Plan ahead. This is a valuable opportunity to take a close look at ways to improve your program and ensure it remains relevant and strong in a rapidly changing environment. Don't wait until the last minute to write the report.
- Solicit student input and feedback to enrich your future planning, including alumni survey and departmental exit interview data
- If financial resources allow, and the provost approves, consider inviting an external reviewer from your discipline.

**Report Format**
The program review report should demonstrate a critical review of the current effectiveness of the program. The primary audience for the initial draft of the report is the program itself. The external reviewer, if applicable, is a secondary audience. In addition, the provost and chancellor also serve as an audience for the final draft of the report. Departments are encouraged to strive for brevity; reports are typically 10-20 pages, not including optional appendices and external reviewer's report. The components of the report include:

1. Background – Program Context

2. Program Data (Required by UNC Policy Manual 400.1)
   a. Current and projected student demand, as measured by enrollments in the majors and degrees produced

   b. Current and projected workforce demand, as measured by projected job growth and existing data on student employment outcomes

   c. Student outcomes, including persistence, graduation, time to degree, and, where possible, results of senior exit interviews and/or post-graduation success

   d. Program costs and productivity, including research, scholarship, and creative activity and student credit hours produced compared to the number and cost of faculty and staff

   e. The contribution of the program to professions that are critical to the health, educational attainment, and quality of life of North Carolinians

3. Peer Benchmarking

4. Optional External Review Report

5. Future Plans

6. Appendices

# ACADEMIC PROGRAM REVIEW

*Note: This form may be changed by Academic Affairs in consultation with IREP and IDC.*

**Program:**
**Date:**

## I.   Background – Program Context

**Official Program Description (catalog copy):**

**Department Values Statement:**

**Program Student Learning Outcomes:**

**Status of the Discipline (National Trends):**

**Curricular or other changes made in the last seven years:**

**Contributions of the members of the department to the broader university beyond the delivery of the degree program:**

**Additional Context:**

## II.   Program Data
### A. Current and projected student demand

Data about your majors and graduates for the last seven years, not including the current academic year, provided by IREP. Majors are counted at the end of term. Summer graduates are included in Spring data.

|  | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | | Year 7 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | FA | SP | FA | SP | FA | SP | FA | SP | FA | SP | FA | SP | FA | SP |
| **Declared Majors** | | | | | | | | | | | | | | |
| **Declared Minors** | | | | | | | | | | | | | | |
| **Degrees Conferred** | | | | | | | | | | | | | | |

Comment on trends in majors and graduates in the last seven years. What are your future plans for enrollment management?

## *B. Current and projected workforce demand*

A report on projected job growth and student employment outcomes, generated by IREP using data from the Bureau of Labor Statistics, Lightcast, and NC Tower.

Comment on projected workforce demand. Are there implications for your curriculum or student recruitment efforts?

## *C. Student Outcomes*

For students who declared majors during the academic year, report persistence and graduation rates as of the most recent spring semester. Data provided by IREP.

|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Major declarations** |  |  |  |  |  |  |
| **Persistence to Year 7** |  |  |  |  |  |  |
| **Graduation by Year 7** |  |  |  |  |  |  |
| **Time to degree** |  |  |  |  |  |  |

Consider graduate school enrollment for students graduating in the last seven years according to the National Student Clearinghouse (provided by IREP).

| # Graduates | # Enrolled in Grad Prog | % Enrolled | # Completed | # Still Enrolled | # Enrolled and Exited |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

From the most recent alumni survey, consider the results for graduates in your program, both overall and from the last ten years (provided by IREP).

|  | **Average Income** | **Satisfaction with Education** |
|---|---|---|
| **All Responses** |  |  |
| **Graduates within last 10 years** |  |  |

Reflecting on this data, comment on your student outcomes and your plans for the future to support student success after graduation:

## *D. Resources and Productivity*

The following data is provided by IREP. Because resources are allocated to departments rather than to programs, this data includes all faculty and expenditures in the home department, even if there are multiple programs in that department.

**Faculty Roster (immediately prior year)**

| Name | Rank | Tenure Status | FTE | Courses Taught | SCH in the discipline | SCH out of the discipline | Total SCH |
|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **TOTAL** | na | na |  | na |  |  |  |

## Aggregate Departmental Costs and SCH

| Year | FTE | SCH in the discipline | SCH out of discipline | Salaries and Benefits | Operating Expenses (including E&T) | Total Department Expenses |
|------|-----|-----------------------|-----------------------|-----------------------|-----------------------------------|---------------------------|
|      |     |                       |                       |                       |                                   |                           |
|      |     |                       |                       |                       |                                   |                           |
|      |     |                       |                       |                       |                                   |                           |
|      |     |                       |                       |                       |                                   |                           |
|      |     |                       |                       |                       |                                   |                           |
|      |     |                       |                       |                       |                                   |                           |
|      |     |                       |                       |                       |                                   |                           |

**Physical Resources:**

Comment on the physical spaces allocated to this program, including offices, classrooms, laboratories, and studios.

Add content on research, scholarly productivity, and creative activity (TBD)

## III.    Peer Benchmarking

Consider similar programs at BOG Peer Institutions (Christopher Newport, Mary Washington, Massachusetts College of Liberal Arts, Minnesota-Morris, New College (Florida), Ramapo (New Jersey), St. Mary's (Maryland), SUNY-Geneseo, SUNY-Purchase, UVA-Wise, Furman, and College of Wooster).

For each institution that has a similar program:

| University Name: | |
|------------------|---|
| What similarities exist between UNC Asheville's program and the institution? | |
| What differences exist between UNC Asheville's program and the institution's? | |
| What is the average faculty salary? | |

| University Name: | |
|---|---|
| What similarities exist between UNC Asheville's program and the institution? | |
| What differences exist between UNC Asheville's program and the institution's? | |
| What is the average faculty salary? | |

**Comparative average Faculty Salary data (provided by IREP from CUPA data for the prior year):**

| | Professor | Associate | Assistant | Lect/Inst |
|---|---|---|---|---|
| **BOG Peers** | | | | |
| **UNC Asheville** | | | | |

## IV.    *External Reviewer Report (Optional)*
*Note: An external reviewer is not required, and will be funded by the Provost only with prior approval.*

## V.    *Future Plans*
Based on all of the above information, what conclusions do you draw? What do you plan to do in future years to support and improve your program?

## VI.    *Appendices*
Suggested appended information may include the following:
- SLO assessment reports
- Curriculum revision documents
- Professional development initiatives
- Brief summaries of faculty service, scholarship, and creative activities
- Relevant data or reports not included above