



INNOVATION FOR A HEALTHIER PLANET

*Office of the Provost*

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**ACADEMIC PROGRAM REVIEW  
GUIDEBOOK**

**GUIDELINES AND PROCEDURES  
For Academic Programs  
Without Specialized Accreditation**

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## ACADEMIC PROGRAM REVIEW: TIMELINE

TIME recommended*	ACTIVITY
January	<ul style="list-style-type: none"> <li>The Provost notifies Deans and Chairs/Program Directors (PDs) who are scheduled to undertake a review in the upcoming academic year.</li> <li>Associate Director of Assessment forwards the schedule, guidelines, and procedures, and offers a workshop on completing a self-study and strategic plan.</li> </ul>
By Aug 31	<ul style="list-style-type: none"> <li>Associate Director of Assessment reminds Deans and Chairs/PDs of schedule, guidelines, and procedures.</li> <li>The Office of Institutional Research (IR) provides programs with five-year trends of relevant institutional data, and assists, as needed, with market analysis relevant to current and potential future new program offerings.</li> <li>Chair/PD and/or Dean confirm and schedule external reviewer(s) for campus visit.</li> <li>Chair/PD or Dean notifies Provost and Associate Director of Assessment of external reviewer.</li> </ul>
Sept-Jan	<ul style="list-style-type: none"> <li>Programs under review collaborate with all relevant stakeholders to gather and analyze data and complete a self-study.</li> <li>Associate Director of Assessment and IR assist, as needed, programs undergoing a review.</li> </ul>
Jan-Feb	<ul style="list-style-type: none"> <li>Programs submit self-study to the Dean, who reviews and approves it.</li> <li>Chair/PD and/or Dean then send self-study to external reviewer(s).</li> </ul>
Jan-Apr	External reviewer(s) visits campus.
By May	<ul style="list-style-type: none"> <li>External reviewer(s) submits report to Chair/PD and Dean.</li> <li>Program has opportunity to write a response to external reviewer(s)'s report.</li> <li>PD/Chair meets with Dean to discuss external review and self-study findings.</li> </ul>
Sept-Oct	<ul style="list-style-type: none"> <li>Chair/PD, program faculty, and, if applicable, professional staff collaborate, consult with the Dean, and draft a strategic plan that is based on the self-study, external review, and other pertinent documents.</li> <li>Associate Director of Assessment and IR assist, as needed.</li> </ul>
By Nov 15	Chair/PD submits draft of strategic plan to the Dean.
Nov 15-Dec 15	<ul style="list-style-type: none"> <li>Provost's office schedules meeting with Chair/PD, Provost, Dean, and Associate Director of Assessment.</li> <li>Chair/PD/Dean sends self-study and strategic plan to Provost and Associate Director of Assessment.</li> </ul>
By mid-Jan	Chair/PD meets with Provost, Dean, and Associate Director of Assessment to discuss and finalize the strategic plan that derived from the review.
From January	Chair/PD/Dean implements strategic plan together with the program faculty and relevant stakeholders.
Follow-up Progress Report	
Annually, following the approval of the strategic plan	<ul style="list-style-type: none"> <li>Chair/PD/Dean meets with the Dean and Provost, if applicable, to discuss progress on the strategic plan.</li> <li>Associate Director of Assessment records the updates.</li> </ul>

*\*While the entire program review should be completed over an 18-month period, colleges may adjust the timing of the steps within the process to better suit their specific needs. A timeline will be established following a discussion.*

## **TABLE OF CONTENTS**

<b>PART I: PROGRAM REVIEW PURPOSE .....</b>	<b>4</b>
A. Program Improvement .....	4
B. Compliance .....	4
<b>PART II: SELF-STUDY .....</b>	<b>5</b>
A. Introduction, Context, and Goals .....	5
B. Evaluation of Program Quality, Viability, and Sustainability .....	6
1. Evaluation of Program Quality .....	6
2. Evaluation of Program Viability and Sustainability .....	8
C. Appendices .....	9
<b>PART III: EXTERNAL REVIEW .....</b>	<b>9</b>
A. Choosing a Reviewer .....	9
B. External Reviewer’s Preparation, Site Visit, and Report .....	10
<b>PART IV: STRATEGIC PLAN .....</b>	<b>11</b>
<b>REFERENCES.....</b>	<b>13</b>
<b>APPENDICES .....</b>	<b>14</b>
A. Strategic Plan Template.....	14
B. Program Review Checklist .....	16

## PART I: PROGRAM REVIEW PURPOSE

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.

Programs without specialized accreditation generally undergo a program review and self-study once every three to seven years, depending on the program and its college procedures, through a combination of internal self-evaluation and external peer-evaluation.

Various levels of the institution—program, department, college/division, and university—use the program review's results to inform planning and improvement, budgeting and resource allocation, and overall quality assurance. The review process typically is completed over an 18-month period.

*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" (p. xii).*

### A. Program Improvement

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

### B. Compliance

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 ensure that there is regular and ongoing institutional oversight of its programs. In this context, the New England Commission of Higher Education (NECHE), UNE's regional accrediting body, specifies,

*"The institution develops, approves, administers, and on a regular cycle reviews its academic programs under institutional policies that are implemented by designated bodies with established channels of communication and control. Review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective. Faculty have a substantive voice in these matters" (2016, Standard 4.6).*

*“The institution integrates the findings of its assessment process and measures of student success into its program evaluation activities and uses the findings to inform its planning and resource allocation and to establish claims the institution makes to students and prospective students” (2016, Standard 8.10).*

## PART II: SELF-STUDY

The self-study should consist of a maximum 15 pages (excluding appendices). It is a **comprehensive, evidence-based, and candid inquiry and analysis** of the program since its prior review. Prepare the self-study in a collaborative effort by having all program faculty contribute to it and review it.

The self-study: (a) begins with a brief introduction of the program; (b) centers on evaluating the program quality, viability, and sustainability; and then, following an external review, (c) establishes a strategic plan for program improvement. Ultimately, the self-study and external review should serve as the foundation for the program’s strategic plan.

### A. Introduction, Context, and Goals

The self-study begins with a brief section that provides the context for the review. In contrast to the rest of the self-study, this portion is primarily descriptive and may include:

- The internal context: What substantive changes have been made in the program since the last review? What value does the program bring to the institution? How does the program support, enhance, and/or interface with other programs at the institution? How does the program support the university mission and strategic plan?
- The external context: How is the program responsive to the needs of the field, discipline, community, and/or region in which it serves? What contributions, if any, has the program provided to the larger community?

Include the program mission, vision, core values, and program learning outcomes, updating them as needed. If the program does not yet have a mission, a vision, or core values, develop them for this section. They should serve as key points of analysis that make up the core of the program review’s next section and the foundation of the program’s strategic plan (Part IV).

- The **program mission** should describe, in honest, authentic, and concise prose, the program’s present-based purpose, i.e. the reasons it exists, within the context of the UNE mission.
- The **program vision** should describe, in a concrete and concise manner, the program’s future-based, long-term ambitions and aspirations by articulating the direction and path it plans to take, the goals it seeks to carry out, the identity it wants to assume, and the impact it wishes to make on the students, the university, and the community. Situate the program vision statement within the context of the UNE vision; compose it in future tense; and organize it, if desired, into areas within the department, such as student majors and minors, and faculty research, scholarship, and service.
- The **program core values** should highlight, either in paragraph form or numbered/bullet points, the program’s set of qualitative attributes that characterize and guide its ethos, principles, and standards. The core values convey the behaviors and qualities that the program values, expects, and exemplifies, within the context of the UNE core values, and serve as the basis for decision-making. A program can value, for instance, student-centeredness, collegiality, academic excellence, health and wellness, and lifelong learning.
- **Program learning outcomes** are more specific statements that articulate what successful student majors will possess when they complete the program. They should begin with a measurable verb; state the knowledge, skills, attitudes, and/or values students will develop when they graduate; and be accompanied with direct and/or indirect measures that assess student learning.

Program mission, vision, core values, and program learning outcomes should align with each other and with the college mission, the institution mission, and the institution strategic plan.



*“The institution provides clear public statements about what students are expected to gain from their education, academically and, as appropriate to the institution’s mission” (NECHE, 2016, Standard 8.2).*

## B. Evaluation of Program Quality, Viability, and Sustainability

The bulk of the self-study entails an evidence-based analysis and evaluation of the program’s quality, viability, and sustainability. Departments should review **all** their majors, minors, and concentrations. This portion of the report uses evidence to evaluate the extent to which the program mission, vision, core values, and program learning outcomes are being met. Again, this is an **evidence-based, reflective, and candid inquiry and analysis**.

Program evaluation can be divided into two categories:

- Program quality
- Program viability and sustainability

### 1. Evaluation of Program Quality typically addresses questions about:

- a. **Students:** In what ways do the program mission, vision, core values, and learning outcomes relate to and enhance the profile of students in the program?
  - o Data might include:
    - Students’ gender, ethnicity, age, GPA, standardized test scores, previous institution, and employment status. (The Office of Institutional Research will provide five-year trends of relevant institutional data on the program.)
- b. **The Curriculum and Learning Environment:** How current is the program 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?
  - o 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 evaluations, faculty scholarship on issues of 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?

While the annual assessment reports address a few selected program learning outcomes, the program review should consider **all** the program learning outcomes and provide a summary and analysis of assessment results and the substantive changes the program has put in place since its last self-study.

- Evidence might include:
  - Annual results of direct and indirect student learning measures in the program
  - Departmental ongoing efforts to “close the loop” by responding to assessment results
  - Student retention and graduation rate trends
  - Graduate school and/or job placement rates
  - Graduating student and/or alumni satisfaction surveys
  - Employer critiques of student performance or employer survey satisfaction results
  - Disciplinary ratings of the program
  - Student/alumni achievements (e.g., community service, research and publications, awards and recognition, professional accomplishments)

*“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, 2016, Standard 8.5).*

- d. **Faculty:** What are the highlights of the faculty’s qualifications and achievements that relate to the program mission, vision, core values, and learning outcomes? How do faculty members’ background, expertise, research, and pedagogical methods contribute to the quality of the program?

- Evidence might include:
  - List of faculty specialties within the discipline and how those specialties align with the program curriculum
  - Teaching quality (e.g., peer evaluations, faculty self-review)
  - Faculty participation in development opportunities related to teaching, learning, and/or assessment
  - Record of scholarship, funding, awards, service, and/or professional practice
  - Proportion of faculty with terminal degree
  - Distribution of faculty across ranks or years at institution
  - Diversity of faculty

## 2. Evaluation of Program Viability and Sustainability

Evaluation of program viability typically addresses: the level of student demand for the program; the reasons students choose the program; the uniqueness of the program; the available faculty to support the program; and the overall relevance of the program.

Evaluation of program sustainability typically addresses: the program's strategic vision and plan; the program's internal management; the degree to which resources are allocated appropriately and are sufficient to maintain program quality and support the program in achieving its mission, vision, core values, and learning outcomes; and the extent to which the program has and will continue to have the support it needs.

- a. **Demand for the Program/Market Analysis:** What makes the program unique? Why do students choose to major/minor in the program? How does the program distinguish itself in the market? How does it compare to similar programs at other institutions? How does it compare to professional standards?
  1. Evidence might include:
    - Trends in student applications, admits, and enrollments over a five-year period
    - Trends within the profession, local community, region, and/or nation on the anticipated need for this program in the future
    - The program's effort to recruit new students
    - Internal demand for the program or the support it offers to other programs
    - Credit-hour production for the program (which includes majors and non-majors)

*"Many academic programs are necessary simply because they are required to support other programs. A high degree of interdependence exists among academic disciplines, especially because programs are designed to develop well-rounded graduates" (Dickeson, 2010, p. 74).*

- b. **Allocation of Resources:** Does the program have the support it needs? Has the program met and/or set its benchmark goals for resources? Are there a sufficient number of faculty, student support services, information and technology resources, facilities, professional staff, and/or financial resources to maintain program quality?

Evidence might include:

### 1. Student support

- Academic and career advising programs, practices, and resources
- Tutoring, supplemental instruction, and T.A. training
- Basic skill remediation
- Support for connecting program learning outcomes to general education outcomes
- Orientation and transition programs
- Financial support (scholarships, fellowships, teaching assistantships, etc.)
- Support for engagement in the campus community
- Support for non-cognitive variables of success, including emotional and psychological
- Support for research or engagement in the community beyond campus, such as fieldwork or internships

### 2. Faculty support

- FTE faculty to credits taught
- Student-faculty ratio
- Faculty workload



- Faculty review and evaluation processes
  - Mentoring processes/program
  - Professional development opportunities and resources (including travel and research funds)
  - Sufficient time for course development, research, and writing
- 3. 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
- 4. 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
- 5. Professional Staff**
- Administrative and technical FTE professional staff supporting program/departmental operations
- 6. Financial resources**
- Operational budget (revenues and expenditures) and trends over a five-year period

## **C. Appendices**

Include all relevant documentation in the Appendix. Add, for example: data from institutional research; survey results of faculty and students in the program; course syllabi; course evaluations; examples of student work; annual assessment reports of student learning outcomes; curricular flow charts; faculty CVs; and examples of faculty research.

As the Academic Program Review Timeline indicates, once the Chair/Program Director completes the self-study and the Dean reviews and approves it, the Chair/Program Director and Dean then host an external reviewer(s) on campus to review the program.

## **PART III: EXTERNAL REVIEW**

Each program review includes an external review that typically occurs after the program completes its self-study. The external review process promotes comparison with similar programs at other institutions, provides faculty and administrators a wider perspective, and ensures that the program under review is current and is not isolated from the larger community.

*NECHE (2016) specifies, “Review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective” (Standard 4.6).*

### **A. Choosing a Reviewer**

The external reviewer should be an active and distinguished scholar/teacher/practitioner in the field and be chosen from a similar program to UNE’s program under review. It is also helpful for

the external reviewer to have had experience with program administration, have the ability to review and analyze student learning outcomes assessment and the program's assessment processes and results, and be able to carry out an impartial review.

When possible, the reviewer should reside within a reasonable distance from the UNE campus (i.e., the Northeast) to keep expenses down.

Candidates with the following potential conflicts of interest should be avoided.

- Individuals with a prior UNE faculty appointment, or who have applied for a position in the UNE program under review during the past 10 years
- Individuals with strong connection to the program faculty (e.g., co-authored publications, presentations, joint research projects, and/or grants)

To begin the process, the Chair/Program Director, in consultation with the Dean, should determine the best candidate as the external reviewer. The Chair/Program Director and/or Dean then confirms and schedules the external reviewer for a campus visit and sends the external reviewer the self-study.

## **B. External Reviewer's Preparation, Site Visit, and Report**

About thirty days before the scheduled site visit, the Chair/Program Director 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 department faculty, students, and the Dean. The reviewer is expected to submit a report to the Chair/Program Director within 3 weeks of the visit.

Some questions the external reviewer might consider for her/his report:

- What is the overall quality of the program's self-study? Does it effectively evaluate the program, and reflect on its successes and areas needing special attention?
- How current is the program curriculum? Does it offer sufficient breadth and depth of learning for this particular degree?
- How well does the curriculum align with the program mission, vision, core values, and program learning outcomes? Are the courses well sequenced and reliably available in sequence?
- Are the program learning outcomes appropriate to the level of the program? Are the measures appropriate for assessing the learning outcomes? Are students achieving the desired outcomes at the expected level? Is the program meeting student expectations?
- How well do faculty meet the needs of the program (e.g., in terms of teaching experience, areas of expertise, academic qualifications, committee and advising work)? Are pedagogical practices engaging and effective?
- How well are the department, college, and institution supporting the program? What resources might the college and/or the institution provide to strengthen the program (e.g., more classroom space, advising support, library print and electronic sources)?
- What are the program's strengths and accomplishments? What are the program's greatest opportunities and how can it best capitalize on them?
- What are the program's areas that need special attention? What strategies might the program take to address those areas?
- Are there any other observations, evaluations, and recommendations you would like to include?

Upon submission of the external reviewer's report to the Chair/Program Director and Dean, the external reviewer receives a stipend and travel expense reimbursement. The Office of the Provost

will pay the external reviewer a \$500 honorarium and cover other reasonable incidentals, such as mileage, meals, and hotel stay.

After receiving the external reviewer's report, the Chair/Program Director reads the report for factual inaccuracies and misperceptions, and, if needed, prepares a departmental response.

## **PART IV: STRATEGIC PLAN**

The self-study will conclude with an evidence-based strategic plan for the program. The strategic plan should be based on and reflect 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. The strategic plan should also align with the college mission and university strategic plan.

At minimum, the program's strategic plan should follow the structure and level of detail of the university strategic plan, including: (a) Mission; (b) Vision; (c) Core Values; (d) Strategic Priorities; (e) Prioritized Goals; (f) Initiatives/Strategies; and (g) Action Items.

Departments with more than one program may decide to create a strategic plan for each of their programs or that encompasses the entire department, or, for example, establish a common mission, vision, and core values, and separate strategic priorities, prioritized goals, initiatives/strategies, and action items.

The strategic plan should ultimately facilitate departments to agree on the future direction of their programs and the values and goals they want to fulfill. It should go beyond the components of the self-study and external review and envision future collaborations, innovations, and actions to further benefit the students, the program, the college, and the university.

- (a) **Mission:** The mission statement should describe, in honest, authentic, and concise prose, the program's present-based purpose, i.e. the reasons it exists, within the context of the UNE mission.
- (b) **Vision:** The vision statement should describe, in a concrete and concise manner, the program's future-based, long-term ambitions and aspirations by articulating the direction and path it plans to take, the goals it seeks to carry out, the identity it wants to assume, and the impact it wishes to make on the students, the university, and the community. Situate the program vision statement within the context of the UNE vision; compose it in future tense; and organize it, if desired, into areas within the department, such as student majors and minors, and faculty research, scholarship, and service.
- (c) **Core Values:** The core values should highlight, either in paragraph form or numbered/bullet points, the program's set of qualitative attributes that characterize and guide its ethos, principles, and standards. The core values convey the behaviors and qualities that the program values, expects, and exemplifies, within the context of the UNE core values, serve as the basis for decision-making, and underpin the program mission, vision, strategic priorities, prioritized goals, initiatives/strategies, and action items. A program can value, for instance, student-centeredness, collegiality, academic excellence, health and wellness, and lifelong learning.
- (d) **Strategic Priorities:** The program's strategic priorities are a collection of overarching areas of focus that should include a brief description and vision statement, like the UNE strategic priorities, and align with and be mapped to the UNE strategic priorities where possible. Reference the number of each of UNE's strategic priorities that aligns with the program's strategic priorities (see Appendix A for template). The program can also include other priorities that do not directly map to UNE's strategic priorities, if needed.

- (e) **Prioritized Goals:** Under each strategic priority, the program should list measurable short-term (1-2 years) and long-term (3-5 years) prioritized goals.
- (f) **Initiatives/Strategies:** Under each goal, the program should list various initiatives and/or strategies it will implement to achieve the related goal.
- (g) **Action Items:** Then, under each initiative/strategy, the program should list concrete, achievable, and measurable action items that it will carry out to fulfill (d), (e), and (f).

Sections (d), (e), (f), and (g) of the strategic plan should address all concerns identified in the self-study, including program quality, viability, and sustainability, and by the external evaluator.

The Chair/Program Director then submits the self-study, external reviewer's report, departmental response (if any), 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/Program Director, 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.)

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## APPENDIX A: STRATEGIC PLAN TEMPLATE

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

*\*Format the program strategic plan the same way as the [UNE strategic plan](#). The departmental strategic plan does not need to mimic the language of the [UNE strategic plan](#). It should be department-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 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

**3. Prioritized Goal**

- Initiative/Strategy
  - 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

### **2. Prioritized Goal**

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

## APPENDIX B: PROGRAM REVIEW CHECKLIST

This Program Review Checklist includes **recommendations** of key items to address in a self-study and strategic plan for programs without specialized accreditation. See the *Academic Program Review Guidebook: Guidelines and Procedures for Academic Programs without Specialized Accreditation*, Parts II, III, and IV, 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 self-study and purposeful strategic plan.

Criteria	Yes	No	Comments
<b>Part II: Self-Study, A: Introduction, Context, and Goals</b>			
Self-study includes a clear overview of the program's internal and/or external context since the program's last review			
Self-study includes the program mission, vision, core values, and learning outcomes			
Program mission, vision, core values, and learning outcomes align with each other			
Program mission, vision, core values, and learning outcomes align with the college mission			
Program mission, vision, core values, and learning outcomes align with the university mission and strategic plan			
<b>Part II: Self-Study, B: Evaluation of Program Quality, Viability, and Sustainability</b>			
Self-study amply evaluates <u>program quality</u> by using evidence from, for example, the profile of students, the curriculum and learning environment, student learning and success, and/or faculty contributions			
Self-study evaluates <b>all</b> the departmental majors, minors, and concentrations			
Self-study evaluates assessment of <b>all</b> the program learning outcomes			
Program uses robust direct, indirect, quantitative, and/or qualitative tools to measure and assess student learning			
Program has established benchmarks/target goals for each learning outcome			
Program identifies and evaluates its strengths using sound evidence from student learning measures			
Program identifies and evaluates its areas for improvement using sound evidence from student learning measures			
Program "closes the loop" on assessment by incorporating findings from its assessment process for ongoing improvement			
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			
<b>Part III: External Review</b>			
Program review includes an external review			
<b>Part IV: Strategic Plan</b>			
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			