

# PROGRAM REVIEW INSTRUMENT



Fall  
2018

University of New Mexico-Gallup

# Program Review Instrument

UNM-Gallup is committed to offering quality programs which reflect the mission and goals of the campus. In order to ensure the attainment of these goals, the faculty and administration realize the importance of program review as a means of program improvement and accountability. It is also recognized that the evaluation process may result in program changes or elimination.

## STATEMENT OF PURPOSE

The program review will be used:

- To improve teaching and learning
- As a way for the University of New Mexico-Gallup faculty to evaluate whether programs are effectively serving their missions and goals, which should reflect the missions and goals of the campus
- To promote faculty discussion about curriculum within a program and throughout the campus community
- To evaluate program support in the areas of technology, equipment, facilities, and staffing

## PROGRAM REVIEW CRITERIA AND DOCUMENTATION

The following criteria and documentation is composed of ten sections and can be tailored to specific programs. Before the process begins, the program faculty may request specific data from Student Services, an Institutional Researcher, and/or other sources. Data could be supplied from one or any combination of the following sources:

- Computer-generated data (e.g. MyReports, Banner, etc.)
- State reports (providing baseline comparisons state-wide)
- Local and/or system-wide reports and surveys
- Faculty-generated data (e.g. portfolios, course surveys, syllabi, etc.)

## Program Review Procedure

1. The Curricula Committee Chair, or their representative, will contact a program's supervising Division Chair two semesters before the completed review is due, notifying the Chair of their responsibility to provide the required program review documents.
2. A second notification will be sent to the Division Chair by the Curricula Committee's representative one semester before the completed review is due, notifying the Chair of their responsibility to provide the required program review documents.

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3. The Division Chair, ideally with the assistance of program faculty, will assemble a report for the Curricula Committee with all of the required documentation included. *No personally identifying student information should be included in this material.*
4. Program review material should be submitted to the Curricula Committee *by the sixth week of the semester in which the review is scheduled.* Any review not submitted within this timeframe or without formally making other arrangements with the Committee will be automatically and formally rejected by the Committee. The Committee will then request that the program be slated for deletion.
5. Copies of the submitted report will be disseminated to all voting members of the Curricula Committee, the Dean of Instruction, and the Zollinger Library. These copies can be circulated as either hard copies or as digital copies.
6. If requested by the Curricula Committee, program faculty, and/or the Division Chair, all parties will meet for a discussion of the submitted Program Review Report.
7. The Curricula Committee will consider the Program Review Report, discuss its contents, and take action. Program Review Reports will either be accepted or rejected, as determined by a majority vote of the Committee. The Chair of the Curricula Committee will vote only in the instance of a tie.
8. The Curricula Committee will compile a written explanation for its action on any Program Review Report. If a Program Review Report is rejected, the Committee will make clear what steps must be taken by the Division Chair and program faculty to adequately revise and resubmit an acceptable Program Review Report.
9. The Curricula Committee's written explanation will be forwarded to the Faculty Assembly President and the Dean of Instruction.

## DOCUMENTS REQUIRED FOR PROGRAM REVIEW

### Introductory Section and Background Information

This section should provide a brief introduction to the Program Review Report which includes the following elements:

- **OA:** An executive Summary that provides a one- to two-page summary/abstract of the information contained with the program review.
- **OB:** A brief description of the history of the program under review.
- **OC:** A brief description of the organizational structure and supervision of the program, including a diagram of the organizational structure.
- **OD:** Information regarding specialized/external program accreditations associated with the unit including a summary of findings from the last external review. If not applicable, indicate that the unit does not have any specialized/external program accreditations.
- **OE:** A brief description of the previous Program Review for the program. The description should note when the last review was conducted. The description should also provide a summary of the findings from the Curricula Committee's final report and how the program addressed the Committee's recommendations.

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## Document 1: Program Goals

The program should have stated learning goals and should demonstrate how those goals align with the vision and mission of the UNM-Gallup campus.

- **1A:** Provide a brief overview of the vision and mission of the program and how the program fits into the vision and mission of the UNM-Gallup campus.
- **1B:** Describe the relationship of the program's vision and mission to the University of New Mexico's vision and mission.
- **1C:** List the overall learning goals of the program.
- **1D:** Explain the manner in which learning goals are communicated to students. Please provide specific examples.
- **1E:** Describe the program's primary constituents and stakeholders.
- **1F:** Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the program. These could include activities such as colloquia, conferences, speaker series, performances, community service projects, etc. Provide an assessment of these activities in relation to the program's educational objectives.

## Document 2: Teaching and Learning – Curriculum

The program should demonstrate the relevance and impact of its curriculum.

- **2A:** Provide a detailed description of program curricula. Include a description of the general education component (if applicable) and program-specific components. Provide a brief justification for any credits required for program completion above the standard 60 credits.
- **2B:** Describe the contributions of the program to other units/programs within UNM-Gallup, such as offering general education core courses, offering courses that fulfill pre-requisites of other programs, offering cross-listed courses, or supporting/complementing the work of other technical programs.
- **2C:** Describe the modes of delivery used for teaching courses.

## Document 3: Teaching and Learning – Continuous Improvement

The program should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program's assessment plan(s) and program assessment records/reports.

- **3A:** Describe the program's assessment process and evaluation of student learning outcomes by addressing the questions below:
  - What skills, knowledge, and values are expected of all students at the completion of the program (refer to learning goals outlined in Document 1)?
  - What are the student learning outcomes for the program?
  - How have the student learning outcomes been changed or improved?
  - How are the student learning outcomes clearly defined and measurable?
  - How are the student learning outcomes communicated to faculty and students?

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- What current direct and indirect assessment methods are used to evaluate the extent to which students are meeting the student learning outcomes?
- How have the program's assessment methods been changed or improved?
- **3B:** Synthesize the impact of the program's annual assessment activities by addressing the questions below:
  - How have the results of the program's assessment activities been used to support quality teaching and learning?
  - How have the results of the program's assessment activities been used for program improvement?
  - Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?
  - How does the program monitor the effects of changes?

## Document 4: Students

The program should have appropriate structures in place to recruit, retain, and graduate students.

- **4A:** Provide information regarding student recruitment and admissions.
- **4B:** Provide an analysis of enrollment trends, persistence, and graduation trends.
- **4C:** Provide a description of program advisement for students.
- **4D:** Describe any student support services that are provided by the program.
- **4E:** Describe any student success and retention initiatives in which the program participates.
- **4F:** Describe where graduates of the program are typically placed (including transfers to other institutions). Describe efforts to measure the success of program graduates and the results of those measures.

## Document 5: Faculty

The faculty associated with the program should have appropriate qualifications and credentials. They should be of sufficient number to cover the curricular areas of the program and other research and service activities.

- **5A:** Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program.
- **5B:** Provide information regarding professional development activities for faculty within the program.
- **5C:** If applicable, provide a summary and examples of scholarly/creative work of faculty members within the program.
- **5D:** Provide an abbreviated vitae (2 pages or less) or summary of experience for each faculty member.

## Document 6: Resources and Planning

The program should have sufficient resources and institutional support to carry out its mission and achieve its goals.

- **6A:** Describe how the program engages in resource allocation and planning. If the program has an advisory board, describe the membership and charge and how the board's recommendations are incorporated into decision making.
- **6B:** Provide information regarding the program's budget including support received from the institution as well as external funding sources.
- **6C:** Describe the composition of the staff assigned to the program (including titles and FTE) and their responsibilities.
- **6D:** Describe the library resources that support the program's academic initiatives.

## Document 7: Facilities

The facilities associated with the program should be adequate to support student learning as well as scholarly and research activities.

- **7A:** Describe the facilities associated with the program, including, but not limited to, classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc.
- **7B:** Describe any computing facilities maintained or used by the program.

## Document 8: Program Comparisons

This program is of sufficient quality when compared to relevant peers.

- **8A:** Provide information on the distinguishing characteristics of the program. Discuss the program in comparison to other programs such as number of faculty, student characteristics, etc. Pay special attention to:
  - Parallel programs at peer institutions
  - Regional and national comparisons of academic programs

## Document 9: Future Direction

The program should engage in strategic planning and prioritization in order to achieve its mission and vision.

- **9A:** Provide a summary of strengths and challenges for the program.
- **9B:** Describe the program's strategic planning efforts.
- **9C:** Describe the strategic directions and priorities for the program.