

## Academic Program Review

### Contextual Program Information

The following questions give departments/schools the ability to provide contextual information that is relevant to their programs and will assist in the review of their program in the Academic Program Review. Each department/school can determine what information, if any, is important to contextualize their programs within the larger quantitative data collected. The purpose of the context statement is to provide relevant information specific to the program and to provide context about the program's rating on the rubric. In addition, the context statement also provides a growth-based perspective of the strengths and directions of the program in recent years. A maximum of a 1,000-word response can be submitted for both Part I and II combined. Please respond to only those items (or provide information not captured in the example questions) that pertain to your program. Programs which feel they need additional space should submit a request to submit additional contextual information to the Dean, along with their 1,000-word context statement. This request will be considered by the Dean and/or the college/school's Academic Program Review Committee.

It is recognized that UNCG is a minority-serving institution with a high percentage of Pell Grant eligible recipients, first-generation students, and students with other learning needs that require more time and attention on the part of faculty. Additionally, we understand there may be lingering effects from losses accrued from the COVID-19 pandemic or other global or state-wide based events. Therefore, please allocate your finite wordcount to department/school-or program-specific issues within your control in terms of limitations or potential areas for growth.

**Part I:** Example questions are provided for each category within the Academic Program Review Rubric. These example questions may be helpful in providing contextual information for the identified category. Answer only questions that are relevant to the program or department/school, and/or provide information that may be relevant but is not provided in an example question. The following questions are to be used as a guide in providing contextual information that is supplementary to the data collected and evaluated in the rubric. Please limit your responses to factors which are specific to your department and program.

**Part II:** Departments/schools/programs can add overall contextual data to the review that is not captured in the quantitative data of the rubric in this section. The questions in Part II can be used as a guide in providing additional contextual information about a program that is supplementary to the data collected and evaluated in the rubric. Provide responses to questions that are relevant to providing contextual information about a program or provide relevant information that is not asked about in the specific example questions.

#### Part I:

##### 1) Category 1: COST AND REVENUE OF DELIVERY

- a) What specialized roles do staff play in the department/school?

- b) What kinds of non-personnel spending is the department/school responsible for that affects its overall operation?
  - c) What requirements limit credit hour production or cost per credit hour (e.g., secondary accreditation, safety concerns, etc.)? (This item also may affect categories 2, 4, and/or 5)
  - d) Provision of cognate requirements for other departments/schools and programs
  - e) Cross listed faculty that may affect FTE in one department/school and SCH generation in a second department/school
  - f) What, if any, specialized pedagogy is required for the program that may affect cost and revenue of delivery (e.g., individualized instruction, clinical supervision or oversight, field-based experiences)?
- 2) **Category 2: ACADEMIC PROGRAM DEMAND & INSTRUCTIONAL PRODUCTIVITY/EFFICIENCY**
- a) Recent internal and/or external changes in departments/schools or programs (e.g., new programs, faculty transitions, program closures) that have affected applications, enrollment, and/or demand?
  - b) What factors affect students' completion of degree?
- 3) **Category 3: EXTERNAL CONTRACTS AND GRANTS**
- a) What are the opportunities for grants and contracts within the discipline?
  - b) Is there community engagement of staff, faculty, and students that is a result of grants and contracts?
    - i) Do the grants/contracts produce community engagement hours for staff/students?
  - c) Are there departmental/school employment expectations to obtain grants and contracts?
  - d) Describe any inter-institutional partnership grants and contracts and/or training grants and the impact these have.
  - e) What factors inhibited the expenditure of grant funds, if any?
  - f) Is the department/school primarily undergraduate, graduate, or a mix of both, and how does this affect grant funding or contracts received by the department/school?
- 4) **Category 4: STUDENT SUCCESS FOR UNDERGRADUATE PROGRAMS**
- a) What factors commonly impact the academic success of the department's/school's first-year students (class size, preparedness of UG student population, progression through tiered coursework)?
  - b) What program-based factors commonly impact UG students' graduation rates specific to the department/school (e.g., programs of discovery)?
  - c) What UG student-based factors commonly affect students' graduation rates specific to the department/school (e.g., skill proficiency, population served, etc.)?

- d) Do departments/schools provide opportunities for UG students beyond coursework that affect the quality of education (e.g., undergraduate research, research assistantships, student University service positions, internships, community service/engagement, etc.)

**5) Category 5: GRADUATE STUDENT PROGRAM SUCCESS**

- a) Number of graduate students teaching courses on campus, and/or SCH generation by graduate students
- b) Graduate students in service or support positions on campus (e.g., GAs that serve the institution or undergraduate student needs on campus)
- c) Additional impact of the program on graduate student success (e.g., research, publications, community engagement, conference proposals, securing of research funding, creative activities)
- d) Do departments/schools provide opportunities for graduate students beyond coursework that impact quality of education (e.g., undergraduate research, research assistantships, student University service positions, internships, community service/engagement, study abroad opportunities)
- e) How do graduate students enhance faculty research/creative activity productivity?

**Part II**

- 1) Other factors of the program (not listed above) that affect aspects of the criteria on the rubric during the review period.
- 2) Comparison of program to other programs (e.g., number of similar programs in the state, state or national ranking of program)
- 3) How does the program tie into the mission of the University?
- 4) Scholarly products and creative contributions of faculty and staff
- 5) The labor market and employment can be an important component of a program's demand and impact. RPK's labor market data (original category 6) will not be considered in the Program Review process, given the data was problematic. Therefore, if appropriate for your department/program, please indicate what types of jobs and positions your graduates get after they graduate from your program (e.g., please provide SOC codes where appropriate). Do you have additional data or information to reflect your program's job market value?