

NHS Annual Program Progress Report 2010

Guidelines and Timeline

Report Narrative

This report is intended to support future comprehensive review by addressing progress made toward program goals. The report should be brief. Please use the following headings.

1. **Progress toward goals.** Discuss the program's progress and specific actions taken in the previous year toward accomplishing program goals. If goals have changed, please explain.
"These are the measurable and attainable goals toward which a program will direct its efforts during the next comprehensive review period. These are the "big picture" goals that address what programs will do to improve, sustain, and/or grow during the next review period." KB

Examples of program goals are:

- By 2012, the program will establish an online certificate program.
- By 2015, enrollment will increase to an average of 40 undergraduate majors.
- By 2011, the program will revise its assessment plan to include direct measures of student learning outcomes.
- The program will seek accreditation before the end of the next review period.

Examples: To address your progress toward these goals you might state

- The program has generated the list of courses, syllabi, and program requirements needed for the certificate program. In the coming year the program will follow university curriculum procedures for the approval of the program.
 - The program met with the Office of Enrollment Management and Student Access and with the Office of Admissions. Recruiters in the Office of Admissions have been trained and will represent the needs of our specific program during UNC recruitment events. A plan has been developed to participate in information fairs sponsored by area community colleges. Faculty have agreed to represent the program at these fairs on a rotating basis.
 - Faculty reviewed all student learning outcomes currently posted in TracDat and modified the outcomes as needed (see attached TracDat report – discussion is below in section #5). In the coming year, a matrix will be developed to align the student learning outcomes with the program and university goals.
 - In the coming year, a faculty committee will be selected to review the feasibility of program accreditation.
2. **Action toward Provost's Memorandum of Understanding.** *(only for those programs that have undergone comprehensive review since 2008 and have received an MOU from the Provost)*
Provide an update on the status of actions outlined in the Provost's MOU.
 3. **Response to last year's program review critiques from the Dean and PRT.**
 4. **Discussion of Program Review Institutionally-Defined Data.**
Please run the program review report for your program area. The report is located in *Insight Development, University View, Testing*, scroll to the bottom and click on *Program Review*, then click on "Program Review summary report". For parameters please select 2009/2010 through 2007/2008 so you

will have three years worth of data. Choose your program then hit “run”. The download of this report may take 15-20 minutes.

Discuss the trends that appear over the past three years for each of the following. Address known or suspected reasons for noticeable changes and how the program intends to respond to the changes.

- A. Student credit hours; upper and lower division undergraduate, graduate
- B. Student FTE
- C. Average Class Size

(NOTE: A, B, and C will be missing from the report if your program shares a course prefix with other program areas. For example, athletic training shares the SES prefix with several other program areas. Programs that are missing this information will need to run the “Enrolled Majors Using Parameters” report to get FTE of majors and credit hours produced by majors. If logical for your program area, run the “Average Class Size Using Parameters” report although this report will consolidate by prefix.)

- D. Student demographics by race/ethnicity and gender
- E. Number and FTE of majors (undergrad, master’s, doctoral)
- F. Number and type of degrees awarded
- G. Credit-bearing internships if applicable (Programs need to track and document non-credit internships, if desired, for this report)

EXAMPLE: *(identifying information has been removed) The attached example is for a program that shares courses with other program areas. A, B, and C will be missing.*

You might state:

Sections A, B, and C do not apply to this program due to the interdisciplinary nature of the course prefix.

See comments on the data sheet attached *(Note: rather than copy/paste or redo the tables in this document, you are welcome to type your comments directly onto the data sheet itself – since the tables are in Excel, I used a textbox to type comments)*

Data Collected by Program Area

Discuss the trends that appear over the past three years for each of the following. Address known or suspected reasons for noticeable changes and how the program intends to respond to the changes.

- A. Number and percent of fulltime, part-time, and total faculty by rank and tenure
- B. Number and percent of courses delivered by adjunct faculty and teaching assistants
- C. Faculty academic credentials – number and percent with doctorate, terminal degree, master’s, etc.
- D. Number of books, creative works, juried publications, and professional presentations
- E. Awards for excellence (student, faculty, staff)
- F. Acceptance ratios for graduate programs
- G. Funding support for graduate students

Data Collected by the Office of Assessment

Program areas will get the satisfaction data only if a minimum of five responses were submitted.

- A. (UCLA Survey) Student Satisfaction
- B. Alumni Satisfaction
- C. Number and amount of extramural research awards (should come from OSP – recent awards will have to be added by the program)

Recommended Data

- Average entering ACT/SAT scores
- Acceptance ratios for undergraduate programs with selective admission
- Performance on licensure/certification exams
- Professional accreditation(s)
- Number and percent of faculty holding graduate faculty status
- Number and percent of students involved in service learning, civic engagement, undergraduate research and/or study abroad
- Average GPA

5. **Discussion of Student Learning Outcomes**. Attach TracDat (or comparable) program review report or copy/paste the applicable sections of TracDat into this report.

Briefly discuss 2009/2010 applicable SLO's.

(Explanation: SLO's should be part of overall program goals and/or measures of quality. A plan should be in place to determine when data are collected for each SLO and in which year a review of each SLO will occur. Your plan could have the SLO reviews spread out over the entire comprehensive review period. For example, maybe one of your SLO's will not give you valuable information until you have three years worth of data. You would not report on this SLO until after you have collected the data.)

6. **Discussion of Program's Quality Measures (QM)**. Attach TracDat (or comparable) report or copy/paste the applicable sections of TracDat into this report.

Briefly discuss 2009/2010 applicable QM's.

(Explanation: QM's should be part of overall program goals. A plan should be in place to determine when data are collected for each QM and in which year a review of each QM will occur. Your plan could have the QM reviews spread out over the entire comprehensive review period. For example, maybe one of your QM's will not give you valuable information until you have three years worth of data. You would not report on this QM until after you have collected

7. **Discussion of resource needs**. Briefly discuss any change in program resource needs supported by the analyses in this annual report.

Timeline

Schools/Departments provide internal deadlines for submitting the annual progress report to the Unit Leader

November 8, 2010 (Monday)

Unit Leader submits final annual progress report electronically to Dean and PRT (thru Ann Bentz)

December 10, 2010 (Friday)

PRT provides feedback electronically to Dean (thru Ann Bentz)

January 18, 2011 (Tuesday)

Dean submits written feedback electronically to Unit Leader

By February 4, 2011 (Friday)

Unit Leader and Dean meet to discuss annual progress report