**(this page will be filled out in advance for each program)**

**College:**

**Department:**

**Responder:**

**List of "programs" included in this response. May be a single degree program or a set of related programs (ie., concentrations). Will include minors and certificates which have been collected for this response. This should match the information in the list used by the Task Force.**

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**Criterion 1 – Centrality and Essentiality** Provides a brief history of the program, defines its role at UNH, provides insight into the interconnection of this program to other parts of the university and demonstrates how the elements of this program fit into the vision outlined in the strategic plan.

**1.1 List significant milestones and changes in the program during the past 5 to10 years.**

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| *Brief List [Maximum 150 words]* |

**1.2 Program objectives from the Comprehensive Curriculum Assessment Plan submitted to the University Assessment Committee, updated by program.**

Objective 1:

*Provided to program*

Objective 2:

Objective 3:

**Comment on any modifications to these objectives:**

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**1.3 Describe the key functions of the program (for example, serving majors/minors, providing university core courses, providing courses to other specific programs ). Include any collaborations of significance that demonstrate demand for the courses and related services offered by the program faculty**.

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| *Narrative Statement [Maximum 150 words]* |

**1.4 *UNH 2020 Vision, aims to develop, strengthen and expand the University in accordance with the three strategic pillars of*** [***UNH 2020 Vision***](http://www.newhaven.edu/about/148807/)***. Response should focus on these 3 strategic planning pillars:***

1. ***Academic Quality and Distinction***
2. ***Transformational Experience Through Student Engagement***
3. ***Technological Advancement***

**How does the program advance the institution in the context of the Strategic Plan?**

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| *Please use an outline or list format – ½ page* |

**Criterion 2 –Demand** Provides evidence of the level of demand from students, the UNH community and the broader community for the courses and other services offered by the program. Includes enrollment trends and discussion of regional competition, anticipated growth in fields that employ graduates, etc.

|  |  |  |  |  |  |  |  |  |  |  |  |
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| **2.1 Admissions Data – Full year (Fall & Spring for UG, Fall, Winter, Spring for Grad)** | | | | | | | | | | | |
|  | | 2010 | | 2011 | | 2012 | | average | College Avg | UNH Avg | |
| Applicants | | Data provided to program by Institutional Research Office | |  | |  | |  |  |  | |
| Admits | |  | |  | |  | |  |  |  | |
| Newly Enrolled | |  | |  | |  | |  |  |  | |
| % Yield | |  | |  | |  | |  |  |  | |
| % enrolled as FT | |  | |  | |  | |  |  |  | |
| **Geographical Breakdown of Newly Enrolled Majors** | | | | | | | | College Avg | UNH Avg |  | |
| % CT | |  | | Data provided to program by Institutional Research Office | |  | |  |  | Mutually exclusive | |
| % Region | |  | |  | |  | |  |  | Region includes MA, ME, NH, NJ, NY, PA, RI, VT | |
| % other US | |  | |  | |  | |  |  |
| % non US | |  | |  | |  | |  |  |  | |
| **Enrollment (registrar’s office) Data – Fall Census Data (Combined 1st, 2nd, 3rd major)** | | | | | | | | | | | |
|  | 2008 | | 2009  Data provided to program by Institutional Research Office | | 2010 | 2011 | 2012 | average | Data is from Fall census for each year. Includes the count of all students who list this major, whether listed as primary, secondary, etc. | | |
| Majors |  | |  | |  |  |  |  |
| Certificate 1 |  | |  | |  |  |  |  |
| Certificate 2 |  | |  | |  |  |  |  |
| **Degrees/Minors.Certificates Awarded – data for full academic year starting Fall of year shown** | | | | | | | | | | | |
|  | 2008 | | 2009 | | 2010  Data provided to program by Institutional Research Office | 2011 | 2012 | average |  | |  |
| Major |  | |  | |  |  |  |  |  | |  |
| Minor |  | |  | |  |  |  |  |  | |  |
| Certificate |  | |  | |  |  |  |  |  | |  |

You may comment **BRIEFLY** on the data, including any update of the trends based on current year data.

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| --- | --- | --- | --- | --- |
| **2.2 Internal Demand for courses offered by program faculty – Registrar’s Data** | | | | |
|  | 2010-11 | 2011-12 | 2012-13 | average |
| Total Student Head Count  Head count, SCH & % Lab/Studio provided by Institutional Research Office |  |  |  |  |
| Student Credit Hours |  |  |  |  |
| % SCH that are lab/studio/recitation |  |  |  |  |
| Line below to be estimated by program responder |  |  |  |  |
| % SCH taught as “service” (please estimate) |  |  |  |  |

**2.3** **Discuss the level of competition for this program in the local, regional, and national market, and on-line programs. Include any apparent trends. How is the program faculty responding to these trends?**

|  |  |  |
| --- | --- | --- |
| *Narrative Statement [Maximum 150 words]* | | |
| **Top 3 universities selected by accepted students for this program who do not matriculate to UNH (***this data is available from IR for undergraduate programs only, graduate program responders may fill it in, if known***)** | | |
| Data provided to program by Institutional Research Office |  |  |

**2.4 Occupational Outlook for careers available to graduates from programs of this type (see** [**Bureau of Labor Statistic**](http://www.bls.gov/) **projections for relevant fields and/or use information from relevant professional societies)**

|  |  |  |
| --- | --- | --- |
| **Career Area** | **Data Source** | **Projection** |
| Help is available from the Career Development Office for using BLS and similar data. |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| *Narrative Statement [Maximum 150 words]* | | |

**Criterion 3 – Quality** Includes information about the qualifications of incoming and leaving students, processes used by the program to assure academic quality, student progression, the level of interdisciplinary and experiential activity in the program, achievements of graduates and other indicators of quality.

**3.1 Quality of Inputs, Students: (available data provided by IR for program. Specific data depends on pgm)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **3.1 Admissions Data – Fall Only** | | | | | | |
|  | 2008 | 2009 | 2010 | 2011 | 2012 | average |
| SAT (or converted ACT) | Data provided to program by Institutional Research Office. SAT is shown for undergraduate programs, UG-GPA is shown for graduate programs. TOEFL for all |  |  |  |  |  |
| undergrad GPA |  |  |  |  |  |  |
| TOEFL |  |  |  |  |  |  |

**Quality of Inputs, Faculty – Registrar’s Data, Data Reported to Delaware Study (at level of discipline – not pgm)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2011-12 | College avg | UNH avg | DE Study |
| % of SCH taught by Full-Time Faculty | Data provided to program by Institutional Research Office |  |  |  |
| % of SCH taught by PTF |  |  |  |  |
| Ratio of student FTE/faculty FTE |  |  |  |  |
| Ratio of Majors to FT Faculty |  |  |  |  |

**Briefly discuss the qualifications of the faculty to deliver this program**

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| ***Narrative Statement [Maximum 150 words]*** |

**Teaching Effectiveness: Briefly discuss faculty teaching effectiveness, including the use of innovative pedagogical methods and instructional technology, awards received, etc**. **Use a 5 year time frame.**

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| ***Narrative Statement [Maximum 100 words]*** |

**Teaching – Discuss the use of student evaluations to improve teaching and any other processes for mentoring faculty (FT or PT) to improve teaching. Use a 5 year time frame.**

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| ***Narrative Statement [Maximum 100 words]*** |

**3.2 Quality of Processes – Curriculum, Assessment and Related Activities**

Faculty are responsible for the academic quality of the program to assure student intellectual development. This includes maintenance of up-to-date curriculum, assuring that graduates of the program are well-prepared for work and/or further education, or that clients of the program receive quality courses or other services. These should tie directly to the programs objectives and outcomes. Assessment is the process by which faculty regularly evaluate and improve the educational process for their students.

**What is the status of the program's assessment plan? Assessment Plan Submitted? \_\_ yes \_\_ no Implementation Status: \_\_ not at all \_\_ minimal data \_\_ mature process**

**Is the program accredited by an external organization, other than the state of CT and NEASC?**

**\_\_\_Yes \_\_\_No If yes, identify the organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**How does the program provide experiential education opportunities for students?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Required? | Offered? | Assessed? | Comment on student participation |
| list "**R**" if required, "**C**" if the item is one choice for satisfying a requirement | | | | |
| Internship/CO-OP or similar work experience |  |  |  |  |
| Study Abroad |  |  |  |  |
| Student Research/Scholarly Activity |  |  |  |  |
| Service Learning Courses |  |  |  |  |
| Graduate Student Project or Capstone Requirement |  |  |  |  |
| Explain how it is used: | | | | |
| Other Hands-on and applied experiences (explain): |  | | | |

**In the space below, comment briefly on the policies and procedures in place to assure that the program is of high quality. Include a summary of the processes used and any recent results and changes made.**

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| ***Narrative Statement [Maximum 150 words]*** |

**3.3 Quality of Outputs – Student Performance (not all of these may apply to your program)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2010-11 | 2011-12 | 2012-13 | Comment |
| Ratio of Degrees Awarded to Students Enrolled | Data provided to program by Institutional Research Office for first two items. Other data from the program |  |  |  |
| Average number of years to complete degree |  |  |  |  |
|  |  |  |  |  |
|  | 2007 | 2012 | Comment | |
| Graduates Employed in relevant position within 1 year of degree |  |  |  | |
| Attending graduate or professional school |  |  |  | |
|  | 2010-11 | 2011-12 | 2012-13 |  |
| Professional Certification – if applicable (Licensing Exam % pass, etc.) - explain in comment column |  |  |  |  |

**Briefly comment on performance of students and graduates, summarize any outcome measures.** **List notable achievements of students. Use a 5 year time frame.**

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| ***Narrative Statement [Maximum 150 words]*** |

**Quality of Outputs – Faculty Performance**

**Briefly discuss the scholarly activity of the faculty relevant to the program as well as extraordinary service to students, program, college, university, community and profession. Use a 5 year time frame.**

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| ***Narrative Statement [Maximum 150 words]*** |

**Criterion 4 – Productivity, revenue, cost and resources** – Includes financial measures, other benefits to the university and direct costs of the program along with measures of productivity.

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| --- | --- | --- | --- | --- | --- |
| **4.1 estimates of productivity, revenue and cost** | Program Undergrad | Program Graduate | College | All UNH | DE Study Comparison |
| Net Revenue Generated by faculty activity (NRF) *at level of course prefix* | Note to Pilot Responders concerning Criterion 4:  Data for most of these metrics WILL NOT be available in time for the pilot study. Skip all questions in Criterion 4. |  |  |  |  |
| NRF / per FTE Faculty |  |  |  |  |  |
| Net Revenue Generated by students in program (NRS) *at degree code level* |  |  |  |  |  |
| NRS per FTE faculty |  |  |  |  |  |
| NRS per FTE Student |  |  |  |  |  |
| SCH generated per FTE faculty |  |  |  |  |  |
| Cost per SCH |  |  |  |  |  |
| Cost per FTE Student |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4.2 allocation of faculty resources** | 2010-11 | 2011-12 | 2012-13 | 3 yr average |
| Number of Full-Time-Equivalent Faculty (24 assigned credits) |  |  |  |  |
| Full Time Faculty – Tenure & Tenure Track Teaching Credits | Data provided to program by Institutional Research Office |  |  |  |
| Full Time Faculty – Non- Tenure Track Teaching Credits |  |  |  |  |
| Full Time Faculty - Scholarly Activity Credits |  |  |  |  |
| Full Time Faculty - Administrative or Service Credits |  |  |  |  |
| Part Time Faculty (Teaching Credits) |  |  |  |  |
| Total Credits |  |  |  |  |

*For units with multiple programs, use teaching and service fractions to apportion faculty;(apply same % to apportion research credits)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4.3 Expenses** | 2010-11 | 2011-12 | 2012-13 | 3 yr average |
| FT Faculty Expenses |  |  |  |  |
| PT Faculty Expenses | Data provided to program by Institutional Research Office |  |  |  |
| Other Employee Expenses (clerical, admin, technical) |  |  |  |  |
| Student Worker Expenses (bursary, work-study, grad assistants, etc.) |  |  |  |  |
| Non-Personnel Expenses |  |  |  |  |
| Total Expenses for Program |  |  |  |  |
| **4.4 Other significant revenue sources** (itemize and comment) | 2010-11 | 2011-12 | 2012-13 | 3 yr average |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4.5 Other significant expenditures** (itemize and comment) | 2010-11 | 2011-12 | 2012-13 | 3 yr average |
|  |  |  |  |  |
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**4.6 Contribution Margin Ratio**

|  |  |
| --- | --- |
| SCH generated by pgm faculty / total UNH SCH  pgm budget / total UNH Academic Budget | *Provided by IR* |

**Criterion 5 - Opportunity analysis of the program** What barriers currently exist that prevent program improvements? What new initiatives could the faculty propose that would benefit the university in the near future (1 to 5 years) if additional resources were made available?

**5.1 What factors affecting the institution might also affect the program? How might the program respond to both new opportunities and perceived threats?**

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| ***Narrative Statement [Maximum 150 words]*** |

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| **5.2 Capacity Study** | If responding for a program that primarily serves its own majors, think in terms of the number of students enrolled in the program. If responding for a program that provides significant service for students in other programs, respond in terms of increasing the number of service course sections. | | |
|  | Enrolled majors | Number of sections offered | Comments |
| Current annual level |  |  |  |
| Capacity for expansion with no new resources |  |  |  |
| Resources required for 10% increase, if currently at or above capacity |  |  |  |
| General comments on program capacity: | | | |

**5.3 What opportunities exist for increasing enrollment, enhancing the quality of the program or creating a new program given the existing resources?** (e.g., restructuring, consolidation, re-organizing, partnering, distance learning, new models of delivery, new pedagogies, revised content, etc)

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| ***Narrative Statement [Maximum 150 words]*** |

**5.4 What opportunities exist for increasing enrollment, enhancing the quality of the program or creating a new program if additional resources are provided?** Consider new models of delivery, new pedagogies, revised content, etc. Specify all resources needed (faculty, staff, facilities, equipment, etc). Describe any other ideas for the program to generate additional revenue.

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| ***Narrative Statement [Maximum 150 words]*** |