

Academic Program 5-Year Review Outline (2024-2025)

A 5-year program review is an opportunity to reflect on how well a program has met its mission and goals. The self-study is an important part of the program review process. In the self-study, a program analyzes and reflects upon its curricular offerings, student success, adequacy of resources, faculty expertise, and current strengths and challenges.

Some of the questions to be addressed in the program review are open to interpretation by the department. If for any reason a department is unable to answer a question, kindly provide an explanation as to why this is so.

I. Executive Summary (This should be completed after Sections II – VI have been written.)

- What are some of the program’s notable highlights, strengths, or accomplishments from the five-year review period?
- What are the areas in need of improvement?
- What are the opportunities for growth over the next 5-years?
- What are the potential threats the program faces?
- Based on the reflections provided in Sections III-V, what are the program’s plans and goals for the next 5-years?

II. Program Goals (Learning & Operational)

- What are the program’s mission, learning goals, and operational goals?
- In the following tables, show how the program’s mission and goals align with the University’s mission and strategic goals.

Utica University Mission	Department Mission
We empower learners to achieve their life and career goals	
Through personally enriching experiences	
And outstanding educational pathways	

Strategic Goals	Department Goals

III. Curriculum

- Describe how the curriculum has changed over the 5-year review period and explain what evidence and/or assessment findings *informed* these changes.
- Address any over-enrolled or under-enrolled courses in your program. How do these under-enrolled courses impact students achieving the program's learning outcomes? What is impacting the under-enrollment/over-enrollment of these classes?
- A curriculum map shows the extent to which the curriculum provides students with the opportunity to achieve the program's learning goals. It also indicates how a curriculum is scaffolded—i.e. how it helps students grow from foundational skills and knowledge to achieve proficiency.
Does your current curriculum provide sufficient opportunities for students to achieve the learning goals? Explain. (Append an updated curriculum map to the self-study report.)
- Describe the extent to which the program's curricular offerings support general education and/or requirements in other majors outside the department.
- Describe how the curriculum includes diverse perspectives and addresses issues relevant to diversity initiatives.
- What experiential or co-curricular opportunities does the program provide for its students (e.g. student-faculty research, clinical experiences, internships)? How many students participated in these experiences during the 5-year review period?

IV. Students & Student Success

- How has enrollment in the program changed over the 5-year review period?
- How has the department and its faculty responded to the major events over the last 5 years that greatly impacted student performance?
- What are the difficulties the department experiences retaining students? How has the department addressed these difficulties? What resources, if any, might be needed to improve student retention in your program?
- Are there any specific courses that have high withdrawal rates? What are these courses and what are the likely reasons for these high rates of withdrawal? What are the plans to address this issue?
- Are there any specific courses that have high failure rates? What are these courses and what are the likely reasons for these high rates of failure? What are the plans to address this issue?
- Review the results from student learning assessments conducted by the department during the 5-year review period. What trends has the faculty observed with respect to student performance? (Include the evidence that shows these trends.)
- How did the program use assessment findings to improve student learning, curriculum, and pedagogy? How did the program use assessment results to showcase its strengths?
- How were results shared with relevant stakeholders and used to inform prospective students about the institution?

V. Faculty

- Explain whether or not the number of faculty is sufficient to achieve the program's mission and goals.
- Were there any assessment findings that highlighted faculty development needs? Explain.
- Adjunct faculty
 - Describe how the program utilizes adjunct faculty.
 - What is the ratio of adjunct to full-time faculty in the program?
 - Are there concerns about the number of adjunct faculty needed for the program to meet its mission and goals?
 - Are there concerns about the number of adjunct faculty and its impact on student success?
 - How does the department ensure that its adjunct faculty have the expertise to teach in the program?
 - How does the department ensure that the educational quality is the same in course sections taught by adjuncts?

VI. Resources

- What resources will be needed during the next 5 years that have not been identified previously in the self-study?