

UNIVERSITY OF WISCONSIN-SUPERIOR

**Self-Study for Continuous Improvement
Guidelines**

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Self-Study for Continuous Improvement Purpose

The primary purpose of the Self-Study for Continuous Improvement (SSCI) is to support the continuous improvement of the department as it contributes to student learning. The SSCI at UW-Superior is a major component of the commitment to excellence made by the faculty and administrative staff. The SSCI is not a process to determine program continuance or termination, but is designed to accomplish the following:

- To examine the current position of the Department in order to enhance the possibility of future development and improvement.
- To help the Department evaluate their contribution to UW-Superior academic goals of helping students learn, valuing people, understanding students' and other stakeholders' needs, measuring effectiveness and planning continuous improvement.
- To provide a process for the Department to ascertain how each program and other distinctive objectives are achieving stated goals and to reaffirm the appropriateness of those goals.
- To be a vital component of academic planning, budget review, and continuous improvement.
- To provide an opportunity for the Department to identify strengths and opportunities for improvements and to develop action strategies.
- To support the Department in an assessment of their current goals, objectives, and activities in relation to college and institution-wide goals.
- To involve faculty, staff, students, internal and external reviewers, employers and other stakeholders in a collegial improvement process of UW-Superior Department.
- To provide a basis for recommendations regarding: internal allocations of budgets, allocation of full and part-time staff, space and other resources.
- To provide a basis for recommendations regarding: policy and procedure, program changes, Department structure and other curricular issues.

Self-Study for Continuous Improvement Procedural Information

1. The SSCI is scheduled so that the Department reviews **all** of its functions at once (for example: programs, centers or institutes, external partnerships, minors, etc.). The Department will conduct their SSCI on a seven-year cycle. (Annual Strategic Plans and updates are submitted to the Provost/Dean of Faculties annually.) The SSCI should provide a significant point for the Department in the development of their long-range strategic plan.

2. The UW-Superior SSCI Guidelines should be used to develop the SSCI. Those conducting reviews should check with Faculty Senate Program Review and Planning Council (PRPC) and Web Site to ensure that they are using the most current edition of the booklet.

Self-Study for Continuous Improvement Preparation Guidelines

The following guidelines should be followed to ensure uniformity in the Self-Study for Continuous Improvement documents.

Content

1. The preferred length of the SSCI is approximately 50 pages (may be longer for a unit with multiple programs) excluding appendices.
2. Objectives and comments common to all programs, minors and distinctive objectives should be stated first, then objectives and comments unique to a particular program, minor or unique objective should be stated under the appropriate headings. Each educational activity must be addressed under the Helping Students Learn section.
3. Use charts whenever possible. Narrative explanations should be a concise summary of your findings. Place longer explanations or extended data charts in the appendices.
4. Access the Institutional Research web-site for lists of peer institutions and information from the UW-Superior Factbook.

Style

1. Use an academic tone and style. The SSCI will be read by both internal and external evaluators.
2. When possible use the third person.
3. The SSCI should be proofread and edited for continuity.
4. Your preliminary draft will be read by the PRPC Chair to ensure completeness.

Format

1. Margins—the left margin should be 1.5 inches and the other margins should be 1 inch.
2. Page Numbers—should appear centered in the bottom of the page starting on the Table of Contents (the Cover Page is not numbered).
3. Font—use 12 point Times New Roman font throughout.
4. Headings—should be bold 14 point font; sub-headings should be bold 12 point font; and sub-sub-headings should be indented and underlined 12 point font.

The Department will need a total of **six (6) copies of the final SSCI**. Six copies should be in tabbed three ring binders. An electronic version should also be provided as a Word document. Six copies and the electronic copy should be submitted to the PRPC Chair.

Data for Self-Study for Continuous Improvement

Faculty/Staff:

Appendix B

- * **Full-Time Faculty/Staff by Gender and Rank**
Seven Falls, by Department, full-time faculty/academic staff only, shows gender, rank
- * **Full-Time Faculty/Staff by Ethnicity and Rank**
Seven Falls, by Department, full-time faculty/academic staff only, shows ethnicity, rank
- * **Part-Time Faculty/Staff by Gender and Rank**
Seven Falls, by Department, part-time faculty/academic staff only, shows gender, rank
- * **Part-Time Faculty/Staff by Ethnicity and Rank**
Seven Falls, by Department, part-time faculty/academic staff only, shows ethnicity, rank
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- * **Annualized Degrees Granted by Major**
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- * **Student Major Comparison With Other Institutions**
Most recent report available, information from UW System reports, shows number of majors and degrees granted in field of study from Public and Private institutions.
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- * **Percentage of Student Credit Hours Taught by Full/Part Time Faculty/Academic Staff**
Seven Falls, by Department, number of lower, upper, graduate division student credit hours taught by full or part time faculty/academic staff and percentage of those taught by full time

Class Size: (tables may be re-designed)

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- * **Class Size Study**
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- * **Faculty Salary and Benefits**
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- * **Department Expenses to Student Annual FTE**
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- ** **Department Revenue Not Included in S&E Budget**
Information must be tracked by Department

Facility and Capital Resources:

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- * **Capital Equipment**

Program Information:

** Formal Program Articulations with Other Institutions
Department must track this and are responsible for maintaining

Appendix H

Strategic Plan:

Department strategic plan must be attached

Appendix I

Mentoring Plan

Department mentoring plan must be attached

Appendix J

Self-Study for Continuous Improvement Identification and Selection of External Reviewers

Academic institutions are grounded in the peer review process. As a liberal arts institution we particularly look to our peers to provide opportunities for improvement. This is best facilitated through the use of outside expert reviewers.

The Department should use the criteria below in making recommendations.

1. The Department will gather the names of prospective external reviewers from the faculty/staff in the pertinent academic Department areas, and then discuss them with the Provost.
2. The names of two reviewers, with affiliation and phone number and e-mail, for the Department should be submitted to the Provost's Office. Funding for the reviewers expenses is provided by the Provost's Office.
3. If there is any question regarding an external evaluator, the Department will be contacted and a final decision made in conjunction with the Provost.

Criteria for Selecting Reviewers

1. Credentials as scholar and teacher; currency in the discipline
2. Understanding of Public Liberal Arts universities and their environment
3. Terminal degree
4. Program evaluation/accreditation experience, if possible
5. Understanding of academic departments and has administrative perspective (leadership)
6. Evidence of a national or regional reputation in his/her field
7. Preferably the reviewer is out of state, from a peer, COPLAC or benchmark Department

Exemptions

Those departments or programs that participate in national or state accreditation and certification requirements are exempt from this process as those national associations or state agencies provide the peer review.

Self-Study for Continuous Improvement Expectations of Reviewers

1. Read and review the SSCI Guidelines booklet.
2. Read and analyze the assigned SSCI.
3. Write your comments using the form provided: SSCI Evaluation and Comments. Comments should utilize the SWOT (strength, weaknesses, opportunities, threats) analysis **based on what is presented in the materials from the Department**. Specific references to the SSCI are most helpful. The Self-Study for Continuous Improvement Evaluation and Comments form should be signed. Signatures are required and will be submitted along with your comments to the Department conducting the Self-Study for Continuous Improvement.
4. **One Evaluation and Comment sheet should be used for each program/area and academic major/minor addressed as well as for the Department as a whole.** You do not need to repeat comments that may be the same across program/major/minor.
5. Reviewers will submit their comments in writing to the Program Review and Planning Council (PRPC) Chair. These comments will be considered by the PRPC at the same time as the department SSCI submittal.
6. AQIP is the Academic Quality Improvement Program created as an alternative approach to accreditation by the Higher Learning Commission and based on the Baldrige Education Criteria for Performance Excellence.

**Self-Study for Continuous Improvement
Review and Comments**

Department

Title of Degree Program

Degrees

Major(s)/Minor(s), Name and Code

Comments and Rationale: (You should be able to expand the spaces on this page in Word or any word processing software.)

Strengths:

Weaknesses:

Threats:

Opportunities for Improvement:

Reviewer Signature

Date

(Note: This template is for use by the External Reviewers.)

Self-Study for Continuous Improvement Mini-Glossary

Other Distinctive Objective

This term describes the processes that contribute to the achievement of your Department's major objectives that complement student learning. This includes: pure and applied research and scholarship, professional and public service, institutional citizenship, service learning, centers or institutes, economic stimulation and development of the community, growth in organizational capital, creative and cultural enrichment, or any other major activities to which the Department commits substantial resources, energy, and attention. The Department may not have activities in all areas. (This references the 3rd section of the SSCI template.)

Strategic Plan

This refers to the plans developed throughout the university. Department Strategic Plans in academic areas will tend to focus strongly on student learning. **Each program will have a separate section of their Strategic Plan titled Helping Students Learn.** One of the goals of the SSCI is to help link the academic Department to the University and to the larger academic functions of UW-Superior through planning and budgeting. Department plans should be in alignment with University plans.

SM-SP Summer – Spring, this is the academic year as defined by UW-Superior and used for certain reports.

F Refers to the fall semester and is frequently used as the representative semester for demographic reports.

Program Refers to both formal Department curricula as well as general department programs.

AQIP AQIP is the abbreviation of the Academic Quality Improvement Program, an alternative accreditation model developed by the Higher Learning Commission and based on the Baldrige Education Criteria for Performance Excellence.

Stakeholder Other stakeholders refers to groups that have a major stake in the organization's success, such as, for example, parents, alumni, board members, local and regional communities, employers, and legislators.

Self-Study for Continuous Improvement Report Outline

Cover

Table of Contents

Introduction

- I. Department Mission and Alignment**
- II. Helping Students Learn (analysis for each program)**
- III. Accomplishing Other Distinctive Objectives**
- IV. Understanding Students and Other Stakeholders Needs**
- V. Valuing People**
- VI. Department Planning Continuous Improvement**
- VII. Program Recommendations**
- VIII. Appendices**

******* Template for SSCI Begins Here *******

Department:

Title of Degree Program(s):

Degree:

Major(s) Minor(s) and Code(s):

(Note: if more than one program within the Department, provide the program related information above for each.)

Date Submitted:

Signatures of Department Chair: _____

Approval of the PRPC Chair: _____

Approval of Provost/Dean of Faculties: _____

Table of Contents

Introduction

Describe the participation of faculty, staff, students, alumni, and others in the SSCI process.

I. Department Mission and Alignment

Mission and Alignment seeks to establish the degree to which a Department and program(s) are compatible with the mission of UW-Superior.

A. Department Mission

Provide the current version of your Department's mission. When was the current mission adopted or changed? What process was used in the development of the mission?

B. Alignment of Department and Programs to the Institutional Mission

By what means do you ensure your Department's mission, expectations, practices, and objectives align with the university liberal arts mission and the academic plan?

C. Department and Program Uniqueness

1. Describe any unique aspects of your department program(s) in relation to other programs on your campus in terms of subject matter taught and students served.

Department(s)	Subject Matter	Students Served

D. Specialized Accreditations

Identify any specialized accreditations, memberships or certifications held by the Department. Why did the Department pursue this (those) accreditation(s) or memberships? If available and not pursued, why not?

E. Response to the Recommendations Made in the Previous Review

Identify recommendations from the Department's last review, assessment and strategic plan and the actions taken. If additional detail about response to recommendations is provided elsewhere, please specify where.

II. Helping Students Learn (analysis for each program)

Helping Students Learn identifies the shared purpose of UW-Superior, and is accordingly the pivot of any Department's analysis. This section focuses on the teaching-learning process, and also addresses how the entire Department contributes to helping students learn and overall student development. **Each program should be addressed separately.** Common elements, program objectives, within a program should be identified first, then specific elements for each program under the appropriate program heading.

1. How do you determine your common student learning objectives? How do you determine your specific program learning objectives? Who is involved in setting these objectives?
2. What are the common student learning objectives you hold for all UW-Superior students, that are/will be delineated in your strategic plan?
3. What are your results for common student learning objectives as well as specific program learning objectives? (Your response should be in the Helping Students Learn section of your Strategic Plan.) Specifically describe any changes in the program that are a result of assessment activities.
4. What measures of student performance do you collect and analyze regularly?
5. Looking at your results for student learning objectives (in Helping Students Learn section of your Strategic Plan), comment on the results you are most proud of and that most concern you.
6. With regard to your current results for student learning and development, how and what priorities do you set for improvement?
7. How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and other stakeholders as appropriate to the department?
8. Referring to Appendix C, as well as other data, discuss trends in your number of Department minors and program completions and any possible impact on your program in the coming five years. Discuss the efficiency of your course (educational) offerings as pertains to student's ability to graduate from the program in a four-year period.
9. Referring to Appendix F discuss the costs associated with your programs. What is there about the program that might cause it to deviate significantly from the average cost per student FTE of the University?

10. How do you determine and communicate the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?
11. How do you advise students to select programs of study that match their needs, interests and abilities? In providing this help, how are discrepancies between the necessary and actual preparation of students and their learning styles detected and addressed?
12. How do you determine and document effective teaching and learning? How are these expectations communicated to full-time and part-time faculty and staff?
13. How do you monitor the relevance and effectiveness of your curriculum? What process is in place for changing or discontinuing programs and courses?

III. Accomplishing Other Distinctive Objectives

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your Department's major objectives that complement student learning and fulfill other portions of your mission. Accomplishing Other Distinctive Objectives may include pure and applied research and scholarship, professional and public service, institutional citizenship, service learning, centers or institutes, economic stimulation and development of the community, endowed positions, growth in organizational capital, creative and cultural enrichment, or any other major activities to which the Department commits substantial resources, energy, and attention

1. What are your Department's explicit objectives in addition to Helping Students Learn?
2. By what means do you ensure your other distinctive objectives align with your mission, vision, and philosophy in Helping Students Learn?
3. How do you determine your other distinctive objectives? Who is involved in setting these objectives?
4. How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them?
5. What are your results in accomplishing your other distinctive objectives? (Your response should be in the Accomplishing Other Distinctive Objectives section of your Strategic Plan.)
6. Looking at your results for Accomplishing Other Distinctive Objectives, comment on the results you are most proud of and that most concern you.
7. How do your results in accomplishing other distinctive objectives strengthen the institutional mission? How do they enhance your relationship with the communities you serve?
8. With regard to your current results for accomplishing your other distinctive objectives, how do you set targets for improvement?
9. What specific improvement priorities are you targeting and how will these be addressed?
10. How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and stakeholders as appropriate to the department?

IV. Understanding Students and Other Stakeholders Needs

This section differs from Helping Students Learn in that it addresses issues outside of the classroom setting, such as student organizations, advising, and course scheduling/availability.

We want to know how your Department works actively to understand student, alumni, parent, employer and other stakeholder needs.

1. Discuss local/regional job markets needs, external support of the program, and stakeholder’s aspirations for each program, as appropriate to your department mission. Discuss the job opportunities for those within your programs, for which you are preparing students.

Program	Type and Number of jobs available for graduates		Source
	State	Region	

Students:

2. How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?
3. How do you build and maintain a relationship with students?
4. How do you collect complaint information from students? How do you analyze this feedback both in a formative and summative manner and select a course of action? How do you communicate your actions to students?
5. How do you determine student satisfaction? What measures of student satisfaction do you collect and analyze regularly?
6. What are your results for student satisfaction with your performance?
7. How do you improve your current processes and systems for understanding the needs of your key student and other stakeholder groups?

Other Key Stakeholders:

8. How do you identify the changing needs of your other stakeholder groups? How do you analyze and select a course of action regarding these needs?
9. How do you determine stakeholder satisfaction? What measures of stakeholder

satisfaction do you collect and analyze regularly?

10. What are your results for stakeholder satisfaction with your performance?
11. Looking at your results for stakeholder satisfaction, comment on the results you are most proud of and that most concern you.
12. With regard to your current results for understanding the needs of your key stakeholder groups, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed?

V. Valuing People

Valuing People explores the Department's commitment to the development of your faculty and staff. The efforts of all are required for UW-Superior's success.

1. What key faculty/staff orientation, enhancement and mentoring initiatives are you currently undertaking or planning to implement in the next one to three years?
2. What support do you have for faculty in their professional development, tenure and promotion process?
3. What support do you have for staff in their professional development?
4. Using data from Appendix B and Appendix E discuss faculty and staff (full and part-time) load, and average size of ug/gr classes and explain any significant deviations from the University norm.
5. How do your work processes and activities contribute to communications, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing? How do you advocate ethical practices of all employees?
6. How do you provide for workplace health and safety, if appropriate?
7. How do you pursue diversity among faculty and staff? (refer to Appendix B)
8. If faculty and staff loads exceed the norm, what processes do you have in place to insure that program quality does not deteriorate and academic standards are upheld? What assessment and planning processes do you use to determine what faculty resources your Department will need?
9. Looking at your results for valuing people, comment on the results you are most proud of and that most concern you.
10. What evidence indicates the productivity and effectiveness of your faculty and staff in achieving your goals?
11. How do you improve your current processes and systems for valuing people?

VI. Department's Planning for Continuous Improvement

Planning continuous improvement examines your Department's planning and assessment processes and how your strategies and action plans are helping you achieve your mission and vision.

1. Discuss strengths and opportunities for improvement of the Department's assessment plan. (Contained as part of Helping Students Learn in Department's strategic plan.)
2. What is the Department's vision of what it will be like in the next 5-10 years?
3. Discuss your plan for funding projects for your Department to meet objectives.
4. What are your projected needs, space, acquisitions, and capital equipment for the next five years? Provide any estimated cost and rationale for this projection. What method of evaluation led to this statement of need? What planning processes are in place to secure the internal and external resources necessary to meet this need?

Method of Evaluation	Statement of Need	Cost (if any)	Plan

5. What are your department and program support resources needs for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of need? What planning processes are in place to secure the internal and external resources necessary to meet this need?

Method of Evaluation	Statement of Need	Cost (if any)	Plan

6. What are your projected instructional information technology needs for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of need? What planning processes are in place to secure the internal and external resources necessary to meet this need?

Method of Evaluation	Statement of Need	Cost (if any)	Plan

7. Describe your planning processes for strategic planning, assessment, curriculum, staffing, and external funding.

8. Describe how you involve on and off campus stakeholders. (faculty, staff, students, alumni, community, employers, etc.)
9. Describe how you improve your current processes and systems for planning continuous improvement.

VII. Appendices

(Note: Institutional Research provides the information marked with an “*”. Much of the data is also available in the UW-Superior Factbook.)

Appendix A Curriculum

Attach a hard copy of Catalog Copy Sheets for each Major and Minor.

Appendix B Faculty

• **Full-Time Faculty/Academic Staff by Gender and Rank, Fall**

Rank	Gender	F	F	F	F	F	F	F
Prof	Male							
	Female							
Assoc Prof	Male							
	Female							
Asst Prof	Male							
	Female							
Inst	Male							
	Female							

* **Full-Time Faculty/Academic Staff by Ethnicity and Rank, Fall**

Rank	Ethnicity	Fall	Fall	Fall	Fall	Fall	Fall	Fall
Prof	White							
	African-American or Black							
	Hispanic or Latino							
	Asian							
	American Indian or Alaska Native							
	Native Hawaiian or other Pacific Islander							
	Two or more ethnicities							
Assoc Prof	White							
	African-American or Black							
	Hispanic or Latino							
	Asian							
	American Indian or Alaska Native							
	Native Hawaiian or other Pacific Islander							
	Two or more ethnicities							
Asst Prof	White							
	African-American or Black							
	Hispanic or Latino							
	Asian							
	American Indian or Alaska Native							

	Native Hawaiian or other Pacific Islander							
	Two or more ethnicities							
Inst	White							
	African-American or Black							
	Hispanic or Latino							
	Asian							
	American Indian or Alaska Native							
	Native Hawaiian or other Pacific Islander							
	Two or more ethnicities							

*** Part-time Faculty/Academic Staff by Gender and Rank, Fall**

Instructor	Gender	F	F	F	F	F	F	F
	Male							
	Female							

*** Part-time Faculty/Academic Staff by Ethnicity and Rank, Fall**

Rank	Ethnicity	Fall	Fall	Fall	Fall	Fall	Fall	Fall
Instructor	White							
	African-American or Black							
	Hispanic or Latino							
	Asian							
	American Indian or Alaska Native							
	Native Hawaiian or other Pacific Islander							
	Two or more ethnicities							

Instructional Load

Faculty		F/Spr	F/Spr	F/Spr	F/Spr	F/Spr	F/Spr	F/Spr
Name	Teaching							
	Non-Tch							

Faculty		SM	SM	SM	SM	SM	SM	SM
Name	Teaching							
	Non-Tch							

Appendix C Student

*** Student Majors, Fall**

Program Code	Major Code	Major Description	Degree	F	F	F	F	F	F	F
Total										

*** Student Major Comparison With Other Institutions, Fall**

Institution	Major	F	F

*** Annualized Degrees Granted by Major**

Prog Code	Mjr Code	Mjr Description	Degree	SM-SP	SM-SP	SM-SP	SM-SP	SM-SP	SM-SP	SM-SP	Ratio Enrl Mjrs/Grads
Total											

**** Technology in the Classroom** (Please indicate if you are including part-time faculty in your numbers.)

Technology	Number of Faculty Who Regularly Use	Number of Faculty Who Would Use If Available
Overhead		
VCR/DVD		
Slide Projector		
Integrate tech. equipment (digital cameras, laptops, handheld computers, etc.)		
Computer lab		
Multimedia presentations by faculty		
Multimedia presentations by students		
Internet use in classroom presentations		
Online syllabi		

Internet assignments		
Chat rooms for student interaction		
Online bulletin boards/discussion boards		
Online quizzes or exams		
Online lecture notes or handouts		
Faculty has web page		
Resource links provided to students		
Wireless network		
D2L		
Electronic Reserves		
Other (identify)		

Appendix D Credit Hours/Sections

*** Credit Hours by Department/School**

Class	SM-SP	SM-SP	SM-SP	SM-SP	SM-SP	SM-SP	SM-SP
Lower Division							
Upper Division							
Grad							
Total							

*** Faculty/Academic Staff Qualifications by Credit Hour**

Degree	Full-Time	Part-Time
Doctorate/Terminal		
Masters		
Bachelors		
Other		
Total		

*** Sections Taught by Full-Time/Part-Time Faculty/Academic Staff, Fall**

	F	F	F	F	F	F	F
UG FT							
UG PT							
UG % FT							
GR FT							
GR PT							
GR % FT							

*** Student Credit Hours Taught by Full-Time/Part-time Faculty/Academic Staff, Fall**

	F	F	F	F	F	F	F
UG FT							
UG PT							
UG % FT							
GR FT							
GR PT							
GR % FT							

Appendix E Class Size

*** Class Size Study by Program Code**

Year	Program Code	Average Class Size	Frequency <11	11-20	>20

***Average Size UG\GR Classes, Fall**

	F		F		F		F		F		F	
	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.
UG												
G												
Mix UG/G												
Ind Stdy												
Total												

***Average Size UG\GR Classes, Spring**

	SP		SP		SP		SP		SP		SP	
	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.
UG												
G												
Mix UG/G												
Ind Stdy												
Total												

***Average Size UG\GR Classes, Summer**

	SU		SU		SU		SU		SU		SU	
	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.
UG												
G												
Mix UG/G												
Ind Stdy												
Total												

Appendix F Budget

*** Faculty/Academic Staff Salary and Benefits**

	FY	FY	FY	FY	FY	FY	FY
Faculty Salary							
Faculty Benefits							
Academic Staff Salary							
Academic Staff Benefits							

*** Academic Department/School Expenses to Student Annual FTE**

Department	FY	FY	FY	FY	FY	FY	FY	7 Year Change	% Change
Direct Costs									
FTE									
Cost/FTE									

**** Department/School Revenue Not Included in S&E Budget**

Source	FY	FY	FY	FY	FY	FY	FY

Appendix G Facility and Capital Resources

Capital Equipment

Helping Students Learn Objective	Capital Equipment	Item Cost

Appendix H Program Information

Formal Program Articulations with Other Institutions

What type of Agreement	Other Institution	Date of Most Recent Signing	Evaluative Comment	Name of UW-S Contact

Appendix I Strategic Plan

The Department Strategic Plan serves several functions. It provides a report, to the Provost and the Dean's office, on the accomplishments of the past year and provides a plan for the coming three to five years. The report on past year's activities also serves as the assessment report that is reported to the appropriate System Office. The plan for the future is intended to become part of the University's plan and the associated budget.

The SSCI serves as self-assessment that should help the Department in the development of its strategic plan. Please attach a copy of the current strategic plan.

Appendix J Mentoring Plan

Include your Department Mentoring Plan.