FROM: **Academic Program Review Council**

TO: **Dr. Seelke and Natural Sciences Department**

DATE: **Dec. 15, 2011**

Recently, your department submitted a rough draft of your program review to the Academic Program Review Council. Upon examination of the submitted document, the APRC sends back the draft with the following recommendations for editing and completion. APRC will also share a review from another department (HBJD) to provide a more specific example and guidance. Since Dr. Seelke will be on sabbatical in spring term, **APRC will need to be notified of a point person** in the department.

- Please review the introduction to the *Program Review Guidelines and Template*, especially page 2 that details the purpose and benefits of Program Review. These points will help each program focus their comments and explanation.
- Instructions on page 4 are somewhat confusing, as the original document inter-mixed terminology for Departments versus Programs. Below are a few points I hope will clarify the intended approach.
  - In essence, the DEPARTMENT should write an executive summary detailing the Departmental mission and its relationship or alignment with the University Mission. The Department should also introduce key factors identified in the department-level planning for continuous improvement (strategic planning).
  - Following the Department summary and planning, each PROGRAM within the department writes its own section, including information on PROGRAM mission and its alignment to the department, and how it determines curriculum and other planning based on details within the sections:
    - 'Helping Students Learn'. This refers to program-level 'student learning outcome assessment' plans. The term 'program' refers to each major/minor program, comprehensive major program, stand-alone minor program, and credit-bearing certificate program, at both graduate and undergraduate levels.
    - 'Accomplishing other distinctive objectives'. This term describes the processes that contribute to the achievement of your program'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 program commits substantial resources, energy, and attention. The program may not have activities in all areas.

- ▪ 'Understanding students and other stakeholder needs' (student profiles);
- ▪ Valuing people (staff profiles and needs);
- ▪ Program Planning for Continuous Improvement. Program and Department Strategic Plans in academic areas will tend to focus strongly on student learning. One of the goals of the APR is to help link the academic program and Department to the University and to the larger academic functions of UW-Superior through planning and budgeting. Program and Department plans should be in alignment with University plans. This section will contain detail of strategic planning, and any recommendations for administration that the program identifies as a result.
- The 'data for self-study' listed beginning on page 5 has been modified since the first iteration of the planning document to more appropriately support departments and programs at UW-Superior. The modification was intended to more closely align the requested data with the true planning needs for the campus. Please request data from the Office of Institutional Research, which is prepared to provide the necessary information to departments and programs through fall of this year. Be prepared (for example) to discuss any issues related to how credit hours are assigned or interpreted within the programs. Provide in your text support for the application of the data in your tables (for example, class size or assignment of labs).
  - o Appendix A.   Curriculum
  - o Appendix B.   APR Data Sets
  - o Appendix C.   Technology in the Classroom
  - o Appendix D.   Department Revenue Not Included in S&E Budget
  - o Appendix E.   Capital Equipment Request for Continuous Improvement
  - o Appendix F.   Formal Program Articulations with Other Institutions
  - o Appendix G.   Department Strategic Plan
  - o Appendix H   Mentoring Plan
- Ignore page 8-11 related to the "Identification, Selection, and Expectations of Outside Reviewers". This section has been identified as unsustainable in its current form.
- The directions end with page 13, and the TEMPLATE follows. On some versions of the *Guidelines and Template* page numbers are repeated, which creates considerable confusion. Separate the directions from the template, but submit a copy of the *Guidelines and Template* used so that APRC knows which version/model of the Program Review was used.

Your draft sections begin with the section labeled *TEMPLATE for SSCI Begins Here*.

- *ALL* programs should be listed and then addressed individually below.
- All majors, minors, comprehensive majors, etc., and their codes should be listed on the first page of the Template. Each program will address its own components separately.
- More detail about the *process* should be given. Were alumni or students consulted? Are there plans for such consultation in future?

- Rather than highlight words that connect the department and campus missions, provide a summary explanation of how the overall department and its individual programs support the development of intellectual, professional and technological expertise in its students.

We hope that this more detailed explanation will help in the next draft of your Program Review. Please keep the Council apprised of your progress in completing this very important task. As Chair of APRC, I invite you to contact me with any questions, including during the winter break, as I will be on campus. I would be happy to meet with members of the department, or representatives may alternatively come to the APRC meetings for additional guidance.

Collegially,

Ms Laura Jacobs (Chair); Dr. Shin-Ping Tucker; Dr. Shevaun Stocker; Dr. Xingbo Li; Dr. Wendy Kropid
Academic Program Review Council, 2011-12