

# **UNIVERSITY OF WISCONSIN-SUPERIOR**

## **Academic Program Review**

### **Self-Study Template**

**Department:**

Program	<i>Check all that apply :</i>					<i>Degree (e.g., BA, BS, BM, BFA, MA, MSE)</i>
	<i>Compre- hensive Major</i>	<i>Major</i>	<i>Minor</i>	<i>Certificate</i>	<i>Graduate</i>	

*Date Submitted:*

*Signature of Department Chair:* \_\_\_\_\_

*Approval of the APRC Chair:* \_\_\_\_\_

*Approval of Provost/Dean of Faculties:* \_\_\_\_\_

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# Departmental Summary

## I. Executive Summary

Summarize the main findings for this Department, associated with successful completion of the APR process. Describe this in terms of current departmental strengths and opportunities (i.e., areas in need of attention) for future planning.

## II. Department Mission and Alignment

Mission and Alignment seeks to establish the degree to which this Department is compatible with the mission of UW-Superior and its strategic priorities.

### A. Department Mission

1. Provide the current version of your Department's mission.
2. When was this current mission statements adopted or revised?
3. What process was used in the adoption and/or revision of the mission statement for the department?

### B. Alignment of Department Mission to the Institutional Mission

1. Address the means by which the Department ensures that its mission, expectations, and objectives align with the University's liberal arts mission and high impact practices, as well as its Liberal Education Learning Goals.

### C. Response to the Recommendations Made in the Previous Review

1. What recommendations were made to the Department at the time of the last review?
2. How did the Department address the recommendations?
3. Did any kind of assessment and/or strategic planning take place to address the recommendations? If so, what did these entail and what actions were taken to address the recommendations? If not, explain why the recommendations were not addressed.
4. If additional response to recommendations is provided elsewhere in this document, please specify where.

### III. Department Planning for Continuous Improvement

Planning continuous improvement examines planning and assessment processes and how strategies and action plans are helping achieve Departmental mission.

1. What is the Department’s vision of what it will be like in the next 5-10 years?
2. Discuss the Department’s plan for funding projects to meet objectives.
3. What are the Department’s projected needs for 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 needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?

Statement of Need	Cost (if any)	Rationale and Method of Evaluation	Planning Processes To Secure Resources

4. What are the Department’s needs for support resources 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 needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?

Statement of Need	Cost (if any)	Rationale, Benchmark, and Method of Evaluation	Planning Processes To Secure Resources

5. What are the Department projected needs for instructional information technology 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 needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?

Statement of Need	Cost (if any)	Rationale, Benchmark, and Method of Evaluation	Planning Processes To Secure Resources

# Academic Program Review

For *<the name of the program>*

## I. Program Mission and Alignment

Mission and Alignment seeks to establish the degree to which this program is compatible with the mission of UW-Superior and its strategic priorities.

### A. Program Mission

1. Provide the current version of your Program's mission.
2. When was the current mission statement adopted or revised?
3. What process was used in the adoption and/or revision of the Program's mission statement?

### B. Alignment of Program Mission to the Institutional Mission

1. Please address the means by which your Program ensures that its mission, expectations, and objectives align with the University's liberal arts mission and high impact practices, as well as its Liberal Education Learning Goals.

### C. Unique Aspects of the Program

1. Describe the unique aspects of the Program in terms of subject matter taught and students served.

### D. Specialized Accreditations

1. Does the Program carry a specialized accreditation or membership? If so, identify the accrediting body, the lengths of time accredited and when the next accreditation review is to occur.
2. Why did the Program pursue the accreditation(s) or membership(s)? Why does the Program continue to carry the accreditation(s) or membership(s)?
3. If specialized accreditations or memberships are available and not pursued, why are they not pursued? If an accreditation has been discontinued, please explain what occurred.

### E. Response to the Recommendations Made in the Previous Review

1. What recommendations were made to the Program at the time of the last review?

2. How did the Program address the recommendations?
3. Did any kind of assessment and/or strategic planning take place to address the recommendations? If so, what did these entail and what actions were taken to address the recommendations? If not, explain why the recommendations were not addressed.
4. If additional response to recommendations is provided elsewhere in this document, please specify where.

## II. Student Learning Outcome Assessment (Helping Students Learn)

This section focuses on the teaching-learning-assessment process, and also addresses how the entire Department contributes to helping students learn in each Program and overall student development.

1. What are the Program-specific student learning outcomes? When did your Program determine these outcomes? Who was involved in setting these outcomes?
2. What sources of evidence for student learning outcomes does your Program collect and analyze regularly? Describe the methods of collection and analysis.
3. What sources of evidence for the Liberal Education Learning Goals (i.e., campus-wide common student learning outcomes) does your Program collect and analyze regularly? Describe the methods of collection and analysis.
4. Describe any changes in the Program that directly reflected the results of assessment of Program-level and campus-wide student learning outcomes.
5. Based on the findings for the current Program-level learning outcomes and the Liberal Education Learning Goals, what action priorities has your Program set for improvement? Who was involved in setting these action priorities?
6. How has your Program communicated the current state of student learning outcomes and Program improvement priorities to students, faculty, staff, administrators, and other appropriate stakeholders?
7. Referring to the data in the APR Data Sets and other sources, discuss trends in student enrollment and completion in your program and efficiency of your course offerings as pertains to student's ability to graduate from the Program in a four-year period.
8. Referring to the data in the APR Data Sets, discuss the costs associated with your Program. If the cost per student FTE of your Program deviates significantly from the average cost per student FTE for the University, discuss where in the Program plausible causes reside.
9. How has your Program determined and communicated to prospective and current students what preparation is necessary to succeed in the Program's curricula, courses, and learning?
10. How does your Program advise students? What advisement plan does your Program have? How does your Program assure the timely and effective advisement of students?
11. How has your Program determined and documented effective teaching and learning? In what ways has your Program engaged students in high impact practices? How were these pedagogical expectations communicated to full-time and part-time faculty and staff?

12. How does your Program monitor the relevance and effectiveness of its curriculum? What process is in place for changing or discontinuing the Programs and courses?

### **III. Other Distinctive Objectives**

Other Distinctive Objectives addresses the processes that contribute to the achievement of your Program's major objectives that complement student learning and fulfill other portions of your mission. These 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, creative and cultural enrichment, or any other major activities to which the Program commits substantial resources, energy, and attention.

1. What are your Program's distinct objectives that complement student learning and/or fulfill other elements of the Program, Departmental, or University Mission?
2. How does your Program determine your other distinctive objectives? Who is involved in setting these objectives?
3. 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?
4. What are the results in accomplishing these objectives? Looking at your results for Accomplishing Other Distinctive Objectives, comment on the positive results as well as those in need of improvement.
5. What specific improvement priorities is your Program targeting and how will these be addressed?
6. How does your Program communicate the current results and improvement priorities to students, faculty, staff, administrators, and stakeholders?

## **IV. Understanding Students and Other Stakeholders Needs**

This section addresses issues outside of the classroom setting, such as student organizations, advising, and course scheduling/availability. Explain how your Program works actively to understand and address student, alumni, parent, employer and other stakeholder needs.

1. Discuss local/regional/national/global job markets needs, external support of and stakeholder's aspirations for your Program. Explain the sources of evidence used in these discussions.

### Students

2. How does your Program identify the changing needs of student groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.
3. What process does your Program have for students to report complaints? How does your Program analyze students' feedback both in a formative and summative manner and select a course of action? How does your Program communicate those actions to students?
4. What measures of student satisfaction does your Program collect and analyze regularly?
5. What are the results for student satisfaction with your Program?

### Other Key Stakeholders

6. How does your Program identify the changing needs of other stakeholder groups? What is the process for analyzing and selecting a course of action regarding these needs? Provide some examples of actions taken since the last review.
7. What measures of stakeholder satisfaction does your Program collect and analyze regularly?
8. What are the results for stakeholder satisfaction with your Program?
9. With regard to the needs of your Program's key stakeholder groups, how are the targets for improvement set?
10. What specific improvement priorities is your Program targeting and how will these be addressed?

## **V. Valuing People**

**(Complete at the Department or Program level as appropriate)**

Valuing People explores commitment to the development of faculty and staff.

1. What key faculty/staff orientation, enhancement and mentoring initiative are currently being undertaken or planned for the next one to three years?
2. What support is provided to faculty for the professional development, retention, tenure, and promotion process?
3. What support is provided to staff for their professional development and retention?
4. Using data from the APR Data Sets, discuss faculty and staff (full and part-time) load. Explain any significant deviations from expected University standard load. Explain any load reassignments and the process used to determine them.
5. Using data from the APR Data Sets, discuss the average size of undergraduate and graduate classes. Explain any class that on average enrolls less than 10 students (undergraduate) or 8 students (graduate).
6. Using data from the APR Data Sets, discuss student credit hour production among and across faculty/staff.
7. If faculty and staff credit loads are higher than the University standard, what processes are used to insure that Program quality does not deteriorate and academic standards are upheld?
8. How does the work environment contribute to civil and open communication and promotion of cooperation, innovation, and skill sharing?
9. Using data from the APR Data Sets, discuss how diversity among faculty and staff is advanced and supported.
10. What assessment and planning processes are used to determine what faculty resources the Program will need?
11. What is the process for analyzing and selecting a course of action for improving current processes and systems for valuing people? Provide some examples of actions taken since the last review.

## VI. Program Planning for Continuous Improvement

Planning continuous improvement examines planning and assessment processes and how strategies and action plans are helping achieve the Program mission.

1. Summarize the main findings for the Program associated with successful completion of the APR process. Describe this in terms of current program strengths and opportunities (i.e., areas in need of attention) for future planning.
2. What is the Program’s vision of what it will be like in the next 5-10 years?
3. Discuss the plan for funding projects for your Program to meet its objectives.
4. What are the Program’s 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 needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?

Statement of Need	Cost (if any)	Rationale and Method of Evaluation	Planning Processes To Secure Resources

5. What are the Program’s needs for support resources 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 needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?

Statement of Need	Cost (if any)	Rationale, Benchmark, and Method of Evaluation	Planning Processes To Secure Resources

6. What are the Program’s projected needs for instructional information technology 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 needs? What planning processes are in place to secure the internal and external resources necessary to meet these needs?

Statement of Need	Cost (if any)	Rationale, Benchmark, and Method of Evaluation	Planning Processes To Secure Resources

## Appendices

### Appendix A. Curriculum

*<Attach a hard copy of Catalog Copy Sheets for all programs (i.e., majors, minors, and credit-bearing certifications).>*

### Appendix B. APR Data Sets

*<Attach a hard copy of the APR data sets provided by the Office of Institutional Research.>*

### Appendix C. Technology in the Classroom

Note: 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. Academic Department Revenue Not Included in S&E Budget\***

Source	FY						

\*This includes revenue from such sources as 136 funds (for course/lab fees, distance learning support, remedial tuition), foundation accounts, and grants.

**Appendix E. Capital Equipment\* Request for Continuous Improvement**

Requested Capital Equipment	Cost	Rationale

\* This refers to anything costing more than \$5,000 that has a useful life of more than one year.

**Appendix F. 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 G. Strategic Plan**

*<Attach a hard copy of the current Department strategic plan.>*

**Appendix H. Mentoring Plan**

*<Attach a hard copy of the Department mentoring plan.>*