

University of Wisconsin – Superior

Academic Program Review – Template for Self-Study

Glossary

APR: Academic Program Review

APRC: Academic Program Review Council (which reports to Faculty Senate)

HLC: Higher Learning Commission, which accredits UW-Superior

IE: Institutional Effectiveness (Office), formerly Institutional Research

PBC: Planning and Budgetary Council (which reports to Faculty Senate)

Program: Either an entitled major or a stand-alone minor

SLO: Student Learning Outcome

Purpose of This Self-study

- A. Audience: faculty and staff in the program under review; faculty governance groups, including APRC, PBC, and Senate; campus administration; UW System; accrediting bodies (e.g., HLC).
- B. Immediate Goals: The program under review will reflect on and analyze its past performance, noting trends over the review period, including both successes and weaknesses. This will enable the program to improve its weak areas, effectively utilize and showcase its strengths, realize opportunities and address challenges through justified resource requests, and plan for future academic and budget goals. Within the context of this review, “program” is defined as an entitlement or a stand-alone minor.
- C. Work Flow and Decision-making :
- This self-study is meant to be a collaborative effort among all members of the program. All faculty and instructional staff in the program should be involved in the writing and review of this study. Below is a summary of the salient steps in the process, proceeding from this point; see the timeline on page 3 for details of all the steps.
1. Department sends self-study to APRC;
 2. APRC writes a response and sends it to PBC, as well as to the entire department;
 3. PBC provides comments or recommendations; the program is given the opportunity to address these responses in writing;
 4. The self-study with all responses and comments is sent to Faculty Senate and the Dean of Faculties and Provost for RECEPTION;
- The Provost and the Strategic Planning Core Team will use this information to inform strategic decision-making, including decisions about resource allocation, program expansion or elimination, or departmental re-organization. The Provost sends decisions based on the review (Continuation, Conditional Continuation, Elimination, or Suspension of programs) to UW System (this is a System requirement).

Preparation Guidelines

The following guidelines should be followed to ensure uniformity in the Academic Program Review documents.

Style

1. Use an academic tone and style.
2. When possible use the third person.
3. The APR should be proofread and edited for continuity.

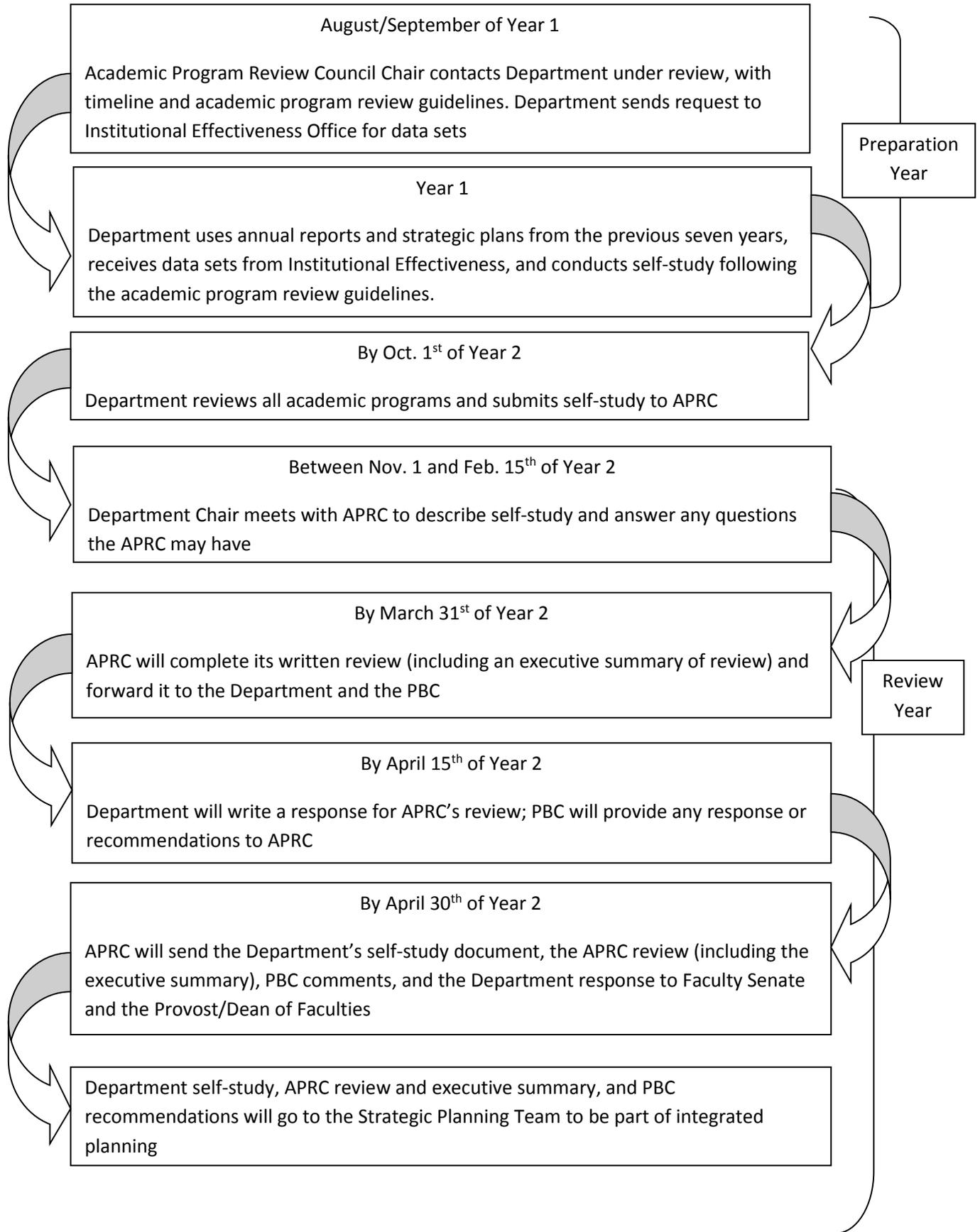
Format

1. Margins: 1-inch on all sides
2. Page Numbers: should appear centered in the bottom of the page (the Cover Page is not numbered).
3. Font: use 12 point Times New Roman font throughout.

Submission

The Department should submit an electronic copy of the final APR document to the APRC Chair, including the cover page containing the Department Chair's signature in approval of this document.

Academic Program Review Timeline



Data to be used in writing the self-study:

Dataset Description	Data Source	Exists or New?	Relevant Part of Self-Study
Part-time and full-time instructor use	IE: Dept data set, Section 1	Exists	III A 2.
Program cost/revenue data	IE	New	III A 4.
CUPA data	External: http://www.cupahr.org/surveys/results.aspx	Exists	III A 7.
Major/minor graduation data	IE: Dept data set, Section 3	Exists	IV A 1.
Program retention rates	IE: (DeptName) Ret-Grad Data 2013-14.xlsx	Exists	IV A 2.
Program enrollment data	IE: Dept data set, Section 2	Exists	IV A 3,4.
Teaching, Advising, SCH data by instructor	IE: Dept data set, Sections 7, 8	Exists	IV A 5.
Student demand for Major	External: SAT and ACT major preference results: e.g. http://www.act.org/collegechoice/13/pdf/CollegeChoiceRpt-2013-14-Part1.pdf (search for most recent reports)	Exists	IV B 1.
Employer demand for Major	External: NACE Job Outlook Report, and any other sources at discretion of program	Exists	IV B 2.
Service to General Education	IE	New if at the program level	IV C 1.
IDS/IDM contributions	IE	Exists	IV C 3.

Academic Program Review Cover Page

Department:

Please list ALL the department's programs in the table below.

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

Date Submitted:

Signature of Department Chair: _____

Approval of the APRC Chair: _____

Approval of Provost: _____

Program Review Self-Study Template

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, weaknesses, opportunities, and challenges for future planning.

I. Mission and Program Goals

- A. Provide your program's mission statement.
- B. Describe how the program mission is aligned with the mission, vision, values and strategic priorities of the department and university.
- C. Describe how your program's activities are driven by the mission.
- D. Explain the ways in which the program's mission statement is communicated. For example, is your program's mission statement published in recruitment materials, in the course catalog, or on the department or program website?
- E. Briefly describe how your program is distinct from other programs on campus: For example, what unique knowledge, skills, abilities, and career opportunities does your program offer? Or what collaborations exist between your program and other programs on campus?
- F. Refer to the previous program review and response (provided) and describe how the program addressed the recommendations made therein. If recommendations were not addressed, please explain why.

II. Teaching and Learning

- A. Student Learning Outcomes
 1. Provide the current student learning outcomes (SLOs) for the program.
 2. Describe the relationship of the program SLOs to the program mission statement. (Maximum 200 words)
 3. How has the program communicated its student learning outcomes to students and other stakeholders? (E.g., are the program SLOs published on the program's website? On course syllabi?)
 4. Explain the process by which the program's SLOs are reviewed and revised, including how new SLOs are developed. Discuss the roles of the program faculty and instructional staff; professional organizations; employers; and other stakeholders.
- B. Curriculum
 1. Provide a curriculum map showing where each SLO is introduced, reinforced, and demonstrated within the program's required or elective courses.
 2. Referring to the map above (question B1), describe how the structure of the curriculum supports the program's SLOs. (Maximum 200 words)
 3. How does your program's curriculum compare to similar programs at other institutions? Explain significant differences. (Maximum 500 words)
 4. Describe any additional factors that have driven curricular design in the program.

5. Describe any redundancy in course content compared to the curriculum of other programs on campus, and if such redundancy exists, explain why this redundancy is justified or how it can be resolved. (Maximum 500 words)

C. Assessment

1. List the SLOs that were assessed during the review period.
2. Describe the trends (successes, areas of concern) in program assessment results during the review period. (Maximum 500 words)
3. Discuss how the assessment results have either supported the value of current practices, or led to changes in the program (curriculum, delivery, resource allocation, etc.). (Maximum 500 words)

D. Teaching Effectiveness

1. Discuss the instrument(s) used in the program for student evaluation of courses.
2. Does the program utilize peer evaluation of teaching? If so, describe the process; if not, why not?
3. In what other ways (besides student and peer evaluation) does the program monitor the effectiveness of instructors?
4. What university resources does the program utilize to promote effective teaching? (E.g., CETL, OPID, development grants, etc.)
5. Has the program used the results of teaching effectiveness evaluations (e.g. peer evaluation or student evaluation; see questions 1,2 above) to inform program changes during the review period? If so, describe the process.

E. Advising Effectiveness

1. How does your program assess the overall effectiveness (across all advisors) and quality of the advising of students in your program?
2. Summarize the results of advisement assessment. Based on these results, what actions has the program taken to improve advising (e.g., professional development, standardized advising tools, reassignment to other duties within the program)?

III. Program Resources

A. Faculty and Staff

1. List the current program faculty and staff members. Explain departures and new hires since the last review (Data sources: personnel files, HR).
2. Describe the use of part-time instructors vs full-time instructors/faculty. If the program regularly uses part-time instructors, explain whether this use is sustainable and why it is necessary.
3. What program-level support is provided to faculty and staff for professional development, retention, tenure, and promotion process? (Include program financial resources; mentoring; and revision of departmental tenure/promotion criteria in bylaws since the last program review.)
4. Using the data set provided on program cost/revenue, discuss the overall cost effectiveness of the program (or department, if no program level data).

- Summarize the characteristics of faculty and teaching staff supporting the program in the table provided.

Name	Classification (faculty, adjunct)	Degrees completed	Years of teaching experience	Gender	Ethnicity	Other relevant data (e.g. licenses, certificates, etc)

- Referring to the table in Question 5, describe trends in the diversity characteristics of the program faculty and staff members. Discuss the relative success of the program in attracting, retaining, and promoting faculty and staff of color and of diverse origins. (Maximum 200 words)
- Referring to CUPA data (<http://www.cupahr.org/surveys/results.aspx>), and additional data relevant to the program (discretionary), discuss whether the program faculty and staff are receiving competitive pay and benefits, and if not, how they fare with the current labor market salary reports.

B. Facilities

- Explain whether the classroom facilities and labs typically used by the program are adequate for the program course offerings.
- Explain whether the office facilities for program faculty and staff are adequate for their needs (with respect to number, size, furnishings, and equipment).

C. Technology, Library, and Other Resources

- Discuss the technology and associated support used by the program on a regular basis. Explain whether the existing technology and support services are adequate for the program.
- Evaluate the adequacy of library resources supporting the program.
- State and evaluate the adequacy of other resources supporting the program.

IV. Program Productivity

A. Graduation, Retention, Enrollment, and Credit Hour Production

- System policy requires that a major/minor must sustain an average of five graduates per year over a five-year period to remain viable. Review your graduation data (provided) and discuss whether your major/minor meets, does not meet, or exceeds this average. Additionally, for any majors or minors that do not meet this average, describe what actions the program is taking or planning to take to increase graduation rates.
- The university has set Strategic Management Enrollment Goals for retention (provided in Department Annual Report). Review these goals and your program retention rates. Does the retention rate for your major/minor program meet or exceed the university's goals? If not, what actions is the program taking to increase retention rates? If your program

exceeds the goals for retention, describe your successes in implementing retention strategies.

3. Review the overall program enrollment data for the review period and discuss the trends.
4. Using the five-year course enrollment data provided, identify those courses that on average enroll fewer than the minimum number of students per section recommended by campus administration (currently 10 students per section minimum). For each such course, explain why the course is sustainable with such low enrollment, or any changes being made to the curriculum to eliminate/consolidate low-enrolling sections.
5. Summarize the faculty and staff teaching and advising since the last review:

Name	Classification (faculty, adjunct)	Teaching FTE (average per year)	Re-assignment FTE & type (average per year)	Student Credit Hour Production (average per year)	Avg # of advisees per year

6. Referring to the response to Question 5 above, discuss inequities in faculty and staff student credit hour production and advisees. What is being done to create a more equitable load?
7. Discuss other responsibilities carried by program faculty and staff, particularly those resulting in overtime, whether paid (overload) or unpaid. Explain why this overtime is necessary and whether it is sustainable.

B. Demand Analysis

1. Review the national SAT and ACT summaries of major preference and other relevant sources. Analyze the projected student demand for the majors/minors in your program.
2. Use the NACE Job Outlook Report and other relevant sources to provide analysis of the expected external demand among employers for the degrees offered in your program.

C. Service to General Education and Other Programs

1. Refer to the table (provided) listing course number, title, credits, and requirement category for all general education courses offered by your program. How often are these general education courses offered? Are these general education offerings filling to capacity? If not, discuss the rationale for the frequency of offering, in light of enrollment concerns; or discuss plans to adjust the frequency of offering so that courses reach capacity.
2. List the courses in your program, including general education courses, that act as service courses to other majors/minors (list each course number, title, credits, and which major/minor uses the course). Is this service load sustainable?
3. Review the summary of how many IDS/IDMs have used content areas from your program. What criteria has your program established to approve IDS/IDM requests?

D. Additional Contributions

1. Discuss in narrative format the notable service contributions that the faculty and staff in your program have made to the students, program, department, university, or discipline/profession since the last review period. (Maximum 300 words)

2. Briefly describe any grants, fellowships, and other external funding awarded to faculty/staff in the program since the last review period. (Maximum 200 words)
3. Describe notable achievements among program faculty and staff in research, scholarship, and creative activities since the last review period. (Maximum 200 words; you may provide an appendix if you wish to include more detailed information)

V. Synopsis and Future Planning

A. Retrospective review:

1. What were the program's challenges, strengths, weaknesses, and opportunities during the review period?
2. How has the program addressed its challenges and weaknesses during the review period?
3. How has the program utilized its strengths and identified opportunities?

B. Projection:

1. Summarize the program's outlook and plans for the next review period, including goals, measurable outcomes, and anticipated challenges.

C. Resource Implications and Requests:

Referring to the Projection above,

1. Discuss whether any program resources (personnel, technology, infrastructure, etc.) will become redundant or unnecessary.
2. If additional positions are needed, indicate the needs and provide justification for hiring additional faculty and staff.
3. If classroom facilities and labs are not adequate, indicate what would be necessary to fully meet the program needs.
4. If office space for program faculty and staff is not adequate, indicate what would be necessary to fully meet their needs.
5. Explain what additional library resources the program needs and justify their acquisition.
6. Explain what other additional resources the program needs and justify their acquisition.
7. Describe possible funding sources for the resource needs identified above.