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; students; 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 <u>trends</u> over the review period, including both successes and weaknesses. Future Goals: The program will then reflect on and analyze how it will 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. In addition, the Dean of Academic Affairs and the Provost contribute by providing a written response with recommendations for actions and/or resources needed for continuous improvement. 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. The 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, and the program is given the opportunity to address the APRC responses and the PBC comments/recommendations in writing;
4. The self-study with all responses and comments is sent to Dean of Academic Affairs and Provost for their review and recommendations;
5. All reports and recommendations are sent to the Faculty Senate and the Strategic Planning Core Team for consideration.

The Provost, Dean of Academic Affairs, and the Strategic Planning Core Team use the APRC information to inform strategic decision-making, including decisions about resource

allocation, program modification, program expansion, program elimination or departmental re-organization. The Provost sends a decision (i.e., Continuation, Conditional Continuation, Elimination, or Suspension) for each major based on the cumulative review to UW System annually (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.
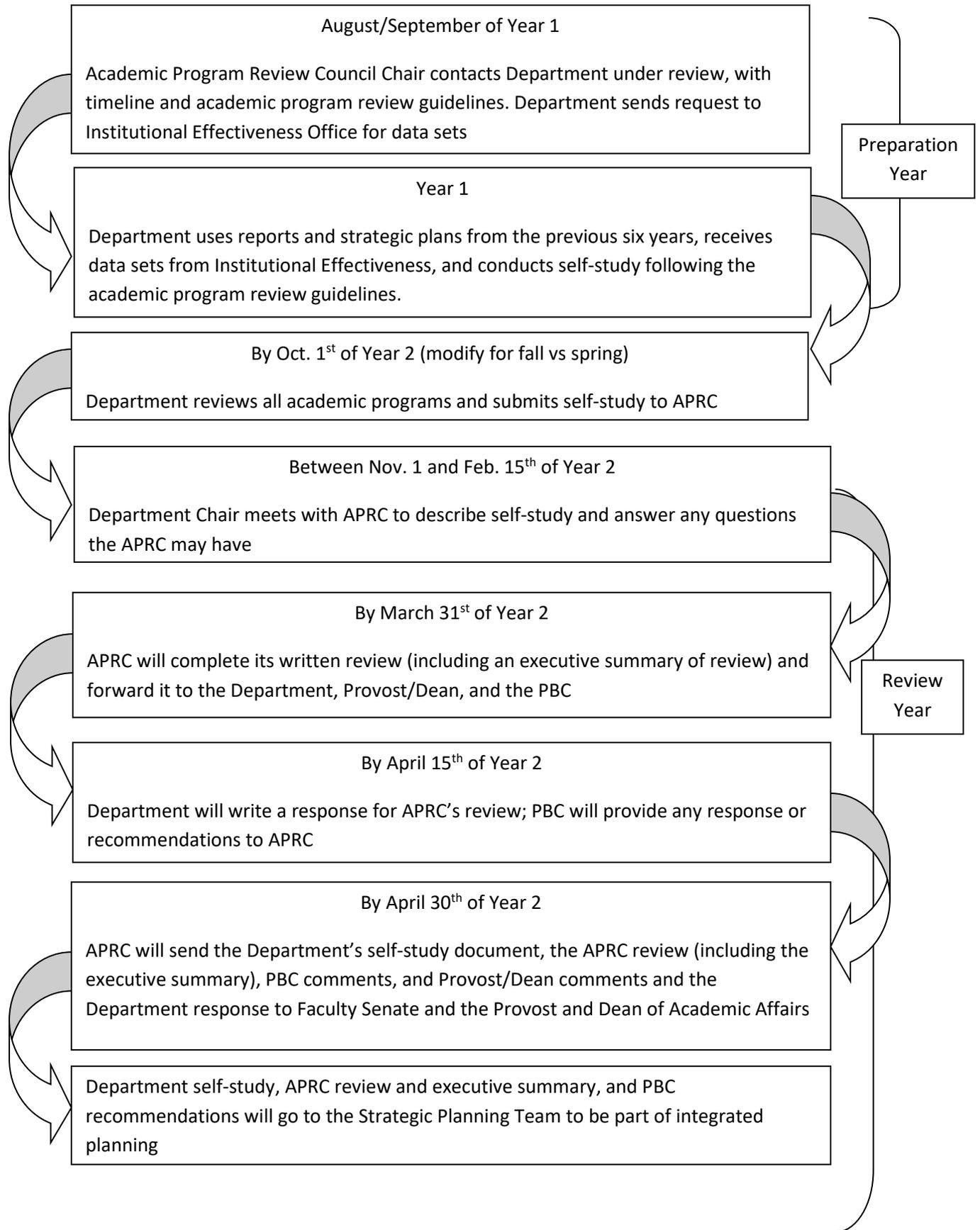
Format

1. Margins: standard
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

August/September of Year 1

Academic Program Review Council Chair contacts Department under review, with timeline and academic program review guidelines. Department sends request to Institutional Effectiveness Office for data sets

Preparation Year

Year 1

Department uses reports and strategic plans from the previous six years, receives data sets from Institutional Effectiveness, and conducts self-study following the academic program review guidelines.

By Oct. 1st of Year 2 (modify for fall vs spring)

Department reviews all academic programs and submits self-study to APRC

Between Nov. 1 and Feb. 15th of Year 2

Department Chair meets with APRC to describe self-study and answer any questions the APRC may have

By March 31st of Year 2

APRC will complete its written review (including an executive summary of review) and forward it to the Department, Provost/Dean, and the PBC

Review Year

By April 15th of Year 2

Department will write a response for APRC's review; PBC will provide any response or recommendations to APRC

By April 30th of Year 2

APRC will send the Department's self-study document, the APRC review (including the executive summary), PBC comments, and Provost/Dean comments and the Department response to Faculty Senate and the Provost and Dean of Academic Affairs

Department self-study, APRC review and executive summary, and PBC recommendations will go to the Strategic Planning Team to be part of integrated planning

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 4.
Major/minor graduation data	IE: Dept. data set, Section 3	Exists	IV A 1.
Program retention rates	IE: Dept. data set (DeptName) Ret-Grad Data (year).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/content/act/en/research/college-choice-report.html (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 University Studies	IE	New if at the program level	IV C 1.
IDS/IDM contributions	IE	Exists	IV C 2.

Academic Program Review Cover Page

Department:

Please list ALL of the department's programs in the table below. Add rows as needed..

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 Dean of Academic Affairs: _____

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. ~~w~~What collaborations exist between your program and other programs on campus?
E. 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. 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. Describe any additional factors that have driven curricular design in the program.
   4. 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, describe steps that have been taken to resolve it, or how it can be resolved. (Maximum 500 words)
   5. What criteria have your program established to approve IDS/IDM requests?

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. Provide the instrument(s) used in the program for student evaluation of courses.
   2. In what other ways (e.g. peer evaluation) does the program monitor the effectiveness of instructors?
   3. Describe how the program utilizes university resources to promote effective teaching. (E.g., CETL, OPID, development grants, etc.)
   4. 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.

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. Note the ratio of part-time to full-time instructors, and explain why this ratio is or is not appropriate to ensure the quality of the program. 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. 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
   1. Explain whether the classroom facilities and labs typically used by the program are adequate for the program course offerings (separate from technology – see below).
   2. 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
   1. Discuss the technology and associated support used by the program on a regular basis. Explain whether the existing technology and support services are up-to-date and adequate for the program. What other technology/resources would enhance your ability to enroll and retain students?
   2. Evaluate the library resources supporting the program.
   3. Describe and evaluate the other resources supporting the program. For example, has the program had success/lack of success in applying for ClassMod or LabMod? Have special software programs been considered and their availability extended into labs (including library) for student use?

IV. Program Productivity

A. Graduation, Retention, Enrollment, and Credit Hour Production
   1. 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, for any majors or minors that do not meet this average, discuss and describe what actions the program is taking or planning to take to address this.
   2. 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 declared majors and/or minors 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, 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, Instructional Academic Staff, 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 (ex: Career Services Survey of Graduates) to provide analysis of the expected external demand among employers for the degrees offered in your program.

C. Service to University Studies and Other Programs
1. Refer to the table (provided) listing course number, title, credits, and requirement category for all University Studies courses offered by your program. How often are these University Studies courses offered? Are these University Studies 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, courses used in IDS/IDM, etc.), that act as service courses to other majors/minors (list each course number, title, credits, and which major/minor uses the course). How does this service load affect (negatively or positively) the program's other responsibilities: for example, courses required for majors/minors, or program administration?

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.
    2. What collaborations or interdisciplinary programs are in planning?

 Is the program developing any new majors, minors, or certificates? If so, describe the rationale and research leading to these plans.
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.