ACADEMIC DEPARTMENT ANNUAL REPORT OUTLINE (2015-2016)

GENERAL DIRECTIONS:

The 2015-2016 Academic Department Annual Report:

- Completed by the person who was Chair in a given department during that period.
- Respond as completely as possible to this outline.
- May use a bulleted, short response format, except where you are being asked to provide reflection and analysis. There should be a concise, meaningful narrative response in those areas.
- Due to the Dean of Faculties on September 15, 2016;
- Submitted in an electronic format using Word. No pdf’s please, as the Dean will be commenting using track-changes.

These reports will be shared with:

- The Provost, the Chancellor, the Academic Program Review Council, the Planning and Budgetary Council, the Strategic Planning Core Team, and governance groups as requested by them.
- The initial report and the final accepted report with Dean’s comments will be posted on the same password protected shared drive where the data will be posted (see below) and may accessed by any interested faculty and instructional staff.

Report Review:

- The Dean of Faculties will provide commentary and feedback to each department in writing on the actual report using track changes and comments.
- Any incomplete report will be returned to the author(s) for additional reworking until the report is sufficient.
- The report is the foundational precursor to the departmental budget request to be submitted in October as part of the Integrated Planning and Budgetary Review Cycle.

Departmental Data Sets for 2015-2016

- Each department is being provided with data to use in developing this annual report, supporting any potential position requests, supporting October’s budget requests, and informing review processes related to academic program review and/or completion of outstanding program prioritization reviews.
- The data will be made available to you in the shared drive.
- Data includes:
  - The updated traditional data set you have received, updated with feedback and suggested improvements
  - The updated retention data set. This year Emily Zobel is offering chairs another option to working with retention data, to be explained later in the report.
  - A cost-per-credit analysis by major entitlement.
  - Five year course enrollments for all courses by program in your department,
A credit summary of content areas used in IDS/IDMs.

- In each section of the report there are specific data analysis questions to guide and aid you in thinking through how to use the data provided.

- Much of the data offers you a multiple year perspective, so you can examine your department’s progress/changes/trends/patterns over time.

- Before you go to work on your annual report, carefully examine the data sets for your department and its programs.

- If analyzing this data seems daunting, make an appointment with the Dean or with Emily Zobel and ask questions, and get feedback and support.

SECTION I: DEPARTMENT AND PROGRAM AREA DATA ANALYSIS:

A. Executive Summary for the Annual Report for 2015-2016:

Write this after writing the rest of the report so you can draw conclusions from what you put together in the report.

B. Analysis of Departmental Data by Program

1. Examine the data for your departmental programs (which includes data over multiple years) and conduct meaningful analysis and discussion of it, by program. Discuss this analysis in this section, noting strengths, trends, concerns that you discover in your examination.

2. Discuss each of the following points: how the department programs will use this data to:
   a. Revise and strengthen curriculum,
   b. Ensure your campus and Distance Learning curriculum is right-sized and fits your instructional resources,
   c. Increase enrollments and increase graduation and completion rates, and
   d. More effectively and efficiently utilize campus resources within the department and its programs?

C. Departmental Contribution to Campus Retention Efforts:

1. Discuss how each of your department’s programs have improved coordination of recruitment efforts with the Admissions Office this past year. How will your programs improve on these efforts in the coming academic year?

2. Discuss how each of your department’s programs have improved coordination of retention efforts with the Advisement Office, Student Support, Student Life, the HIPs, CETL, and/or the First Year Experience Offices in the past academic year. How will these efforts be improved upon in the coming academic year?

3. UW System says that a program must field an average of five graduates per year over five years to remain viable. Using the tables provided in section three of the traditional data set, identify whether each of your programs meets, does not meet, or exceeds this average number of
graduates in the past five years. Discuss what you believe, or even actually know, is affecting this.

4. Retention Data Discussion Options:

This year, chairs can choose one of two options: continue with the same process from last year (see option 1 below) or choose option 2 (see below)

a. **Option 1:**

Below are the current goals set in the Strategic Enrollment Management plan for retention of freshmen and transfer students. Using the retention goals provided, please discuss how your department’s programs compare. In other words, discuss the trends in your year-to-year freshman and transfer retention data and six year graduation rates. *You have an excel spreadsheet in your online folder that is called “RET-GRAD DATA 2015-2016”*. This is the comparison data for programs in your department.

If the differences between the goals set and your program retention rates are great, please discuss for each program what specific plans are being established to support enrollment growth?

b. **Option 2:**

Collaborate with the Office of Institutional Effectiveness (OIE) in order to better understand your department’s retention data. OIE will prepare a short findings document based on your data before meeting with the appropriate department members face-to-face.

This meeting will help frame your data as it relates to your students and work. This option is newly designed to assist department chairs with interpretation and analysis. Please email ir@uwsuper.edu before April 30th, 2016 if you elect to utilize this option.

<table>
<thead>
<tr>
<th>Category</th>
<th>2015-2016 Goal</th>
<th>2025-2026 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention from 1st to 2nd Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students</td>
<td>72%</td>
<td>74%</td>
</tr>
<tr>
<td>Retention from 2nd to 3rd Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students</td>
<td>56.4%</td>
<td>70%</td>
</tr>
<tr>
<td>Retention from 3rd to 4th Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students</td>
<td>49.1%</td>
<td>65.1%</td>
</tr>
<tr>
<td>Six-year Graduation Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students</td>
<td>47.0%</td>
<td>56.0%</td>
</tr>
</tbody>
</table>

D. Contributions to General Education and Service to Other Departments:

*Using the data provided on general education contributions by your departmental programs (tables in section five of your traditional data set), the course catalog, and the five year course enrollment data set,* please answer these questions for each general education course offered in 2015-2016 by each departmental program.

Then do the same for the service course offerings by program.
You can format the response as you will as long as you are touching on all questions for each course.

**General education Courses offered in 2015-2016 by the (______________) Program**

<table>
<thead>
<tr>
<th>General Education Courses Offered by Program (# /title / credits)</th>
<th>General education category in which this course fits.</th>
<th>Is this general education offering filling to capacity? Are you offering too many seats/sections or too few?</th>
<th>How often is this course offered? Rationale for frequency.</th>
<th>Enrollment cap for this course? Explanation if course has cap of less than 25.</th>
</tr>
</thead>
</table>

**Service Courses Offered in 2015-2016 by the ( ) Program**

<table>
<thead>
<tr>
<th>Service Courses Offered by Program (# /title / credits)</th>
<th>For what programs is this a service course?</th>
<th>Is this course offering filling to capacity? Are you offering too many seats/sections or too few?</th>
<th>How often is this course offered? Rationale for frequency.</th>
<th>Enrollment cap for this course? Explanation if course has cap of less than 25.</th>
</tr>
</thead>
</table>

**SECTION II: DEPARTMENT AND PROGRAM INSTRUCTIONAL CONTRIBUTIONS**

**A. Faculty and Staff Statistics**

1. Please list any retirements, resignations, sabbaticals, new faculty or other staff, tenure decisions, and promotions which occurred in 2015-2016?

2. Did your department or its programs conduct any search and screens for new faculty/instructional staff during 2015-2016?
   - Which were successful and which did not result in a hire?
   - If there was no hire made at the end of a search process, can you describe specifically what you know about why not?

**B. Departmental Contribution to Inclusive Excellence**

1. Using the tables in the traditional data set in section one on FT and PT faculty by gender and position and FT and PT faculty by ethnicity and position, discuss the trends in the data; discuss the efforts your department is making to attract and retain faculty persons from underrepresented groups.

2. Using the tables in the traditional data in sections eleven through fourteen on international students by major, study away by major, average age by major, and ethnicity and gender by major, please discuss the trends in the data and discuss the efforts your department is making to attract and retain students from diverse and underrepresented groups.
3. Please offer a reflective discussion about how, specifically, each departmental program is **currently** integrating Inclusive Excellence into its curricular offerings.

C. Departmental Participation in the Liberal Arts High Impact Practices:

1. For each department major and minor, please identify which of the six HIPs (Writing Across the Curriculum, FYE/FYS, Academic Service-Learning, Global Awareness, URSCA, and Senior Year Experience) were chosen per the strategic plan for integration into the curriculum (to occur in the 2016-2017 academic year). Comprehensive majors are to have identified three HIPs, majors two HIPs, and minors one HIP.

SECTION III: DEPARTMENT/PROGRAM DEVELOPMENT

A. Changes: Please note by Departmental Program:

1. Any major curricular changes/proposals that have gone forward in 2015-2016
2. New course(s) approved in 2015-2016
3. Course(s) discontinued in 2015-2016
4. Outside grants received in 2015-2016.

B. What curricular decisions is each Program in the department making to reduce reliance upon adjuncts and/or overloads?

C. What new initiatives (majors, minors, tracks, concentrations, and so forth), if any, are being discussed planned within any of the department's programs?

D. What, if any, innovation proposals supported by the department are moving forward for 2016-2017?

SECTION IV: ASSESSMENT

See attached assessment notice and planning template.