WSU Five-Year Program Review

Self-Study

Cover Page

Department/Program:

Semester Submitted:

Self-Study Team Chair:

Self-Study Team Members:

Contact Information:

Phone:

Email:

**Brief Introductory Statement**

(Should align with or compliment the Annual Strategic Planning Report)

**Standard A - Mission Statement**

###### Elements to consider (remove this textbox from the submitted self-study):

* Expected outcomes of the program clearly defined and aligned to the mission
* Process and metrics by which these accomplishments are determined and periodically assessed
* Program mission statement must be aligned to and support the mission statements of both the college and the university
* The role of program-level strategic planning in the creation and review of the mission

**Standard B - Curriculum**

Curriculum Map

| Core Courses in Department/Program | Department/Program Learning Outcomes | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Learning Outcome 1 | Learning Outcome 2 | Learning Outcome 3 | Learning Outcome 4 | Etc… |  |  |  |
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*Notea*: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed comprehensively; these are examples, departmental choice of letters/numbers may differ

*Noteb:* Rows and columns may be transposed as required to meet the needs of each individual department

###### Elements to consider (remove this text box from the submitted self-study):

* Demonstrate/discuss how the curriculum for each degree and for any gen ed/service courses offered by the program is the result of thoughtful curriculum planning and review processes.
* How does strategic planning contribute to curricular review?
* Demonstrate the consistency between curriculum and program mission.
* Demonstrate that there is an appropriate allocation of resources for curriculum delivery that is consistent with the mission of the program, the number of graduates, the number of majors/minors, and Gen Ed SCHs produced.
* Courses to support the major/minor/Gen Ed/service programs are offered on a regular basis to ensure students are able to complete graduation requirements in a timely manner.

**Standard C - Student Learning Outcomes and Assessment**

1. Measurable Program Learning Outcomes
   1. Outcomes must be identified for every undergraduate degree or certificate offered by the program or department. List each credential and the associated outcomes separately.
   2. Outcomes are very likely shared between the credentials and well-defined in your curriculum grid.
   3. If the program has modified, added, or removed program level learning outcomes since the last review, please provide a short narrative that discusses those changes.

At the end of their study at WSU, students in this program will

1.

2.

3.

4.

5.

Etc…

###### Elements to consider (remove this text box from the submitted self-study):

* Do outcomes describe the expected knowledge, skills, and behaviors students will have achieved in each degree or certificate program at the time of completion?
* Do outcomes support the goals of the program and the constituencies served?
* Demonstrate how outcomes directly link to the program curriculum.
* Demonstrate how measures of assessment are clearly defined and appropriately applied.
* Show that defined measures or metrics are used in a systematic manner on a regular basis.
* Articulate the ways in which assessment data of mission and outcomes are used to improve and further develop the program. Is this incorporated in the strategic planning process?
* Have you looked at assessment results by disaggregated cohorts (by gender, by race/ethnicity, etc.)? If so you might want to talk about the process and findings.

1. Other programs
   1. General Education Outcomes (if applicable)

Provide a brief summary of the program’s contribution to supporting, improving, and/or revitalizing the General Education program at WSU:

###### Elements to consider (remove this text box from the submitted self-study):

* Experiences designing, using, and updating Signature Assignments (include sample SA’s in Appendix H)
* Highlighting innovative pedagogy
* Service to GEIAC
* Innovative Gen Ed courses (Honors, WSU, etc.)
* Measures of quality (student evaluations, assessment) and productivity (such as SCH, sections taught)
  1. Concurrent Enrollment (if applicable)

###### Elements to consider (remove this text box from the submitted self-study):

* Describe how concurrent programming supports the program’s mission.
* Describe practices of evaluation and assessment of concurrent courses.
  1. Other interdisciplinary work

Five/Seven-year Assessment Summary

[In this section you should provide a summary of your assessment findings and actions since your last program review. Annual assessment reports for each of those years can be found at <https://www.weber.edu/ie/Results/Department_Results.html>. Please be sure to include information from each of the four years prior to this report. If you do have data to report for the last academic year, evidence-of-learning grids can be included in appendix G.]

Assessment of Graduating Students

A narrative describing assessment processes for graduating students (at the associate, bachelor, and/or graduate level) should be provided.

**Standard D - Academic Advising**

Advising Strategy and Process

Effectiveness of Advising

Past Changes and Future Recommendations

###### Elements to consider (remove this text box from the submitted self-study):

* Describe the program’s strategy for advising major/minor, or BIS students and means of measuring efficacy of that strategy.
* Describe the assistance students receive in planning their individual programs of study.
* Describe the program’s strategies for advising students in making career decisions and in seeking placement, whether in employment or graduate school.

**Standard E - Faculty**

###### Elements to consider (remove this text box from the submitted self-study):

* Faculty size, composition, qualifications, and professional development activities that are determined through a strategic planning process.
* Ability of the core faculty to provide stability and ongoing quality improvement for the degree programs offered.
* Academic and professional qualifications of the contract/adjunct faculty.
* Attempts to achieve demographic diversity in the faculty.

Programmatic/Departmental Teaching Standards

Faculty Qualifications

Faculty Scholarship

Mentoring Activities

Diversity of Faculty

Ongoing Review and Professional Development

Use and impact of high impact educational experiences

Evidence of Effective Instruction

1. Regular Faculty
2. Adjunct Faculty

**Standard F – Program Support**

Support Staff, Administration, Facilities, Equipment, and Library

###### Elements to consider (remove this text box from the submitted self-study):

* The number and capabilities of the support staff should be adequate to meet the mission and objectives of the program.
* Facilities, equipment, and library support should be adequate to meet the mission and goals of the program.

Adequacy of Staff

1. Include evidence of ongoing Staff Development

Adequacy of Administrative Support

Adequacy of Facilities and Equipment

Adequacy of Library Resources

**Standard G - Relationships with External Communities**

###### Elements to consider (remove this text box from the submitted self-study):

* Clearly define the relationships between the program and external communities.
* Evidence of the contribution of the external relationships is demonstrated.

Description of Role in External Communities

Summary of External Advisory Committee Minutes

Community and graduate Success

**Standard H – Program Summary**

Results of Previous Program Reviews

###### Elements to consider (remove this text box from the submitted self-study):

* The program should show how recommendations from the most previous program review have been implemented and what effect those associated changes had on the program.
* If any recommendations were not implemented, the program should explain why they were not acted upon.

|  |  |  |
| --- | --- | --- |
| Problem Identified | Action Taken | Progress |
| Issue 1 | Previous 5 Year Program Review: |  |
| Year 1 Action Taken: |  |
| Year 2 Action Taken: |  |
| Year 3 Action Taken: |  |
| Year 4 Action taken: |  |
| Issue 2 | Previous 5 Year Program Review: |  |
| Year 1 Action Taken: |  |
| Year 2 Action Taken: |  |
| Year 3 Action Taken: |  |
| Year 4 Action taken: |  |

Summary Information (as needed)

Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

|  |  |
| --- | --- |
| Problem Identified | Action to Be Taken |
| Issue 1 | Current 5 Year Program Review: |
| Year 1 Action to Be Taken: |
| Year 2 Action to Be Taken: |
| Year 3 Action to Be Taken: |
| Year 4 Action to Be Taken: |
| Issue 2 | Current 5 Year Program Review: |
| Year 1 Action to Be Taken: |
| Year 2 Action to Be Taken: |
| Year 3 Action to Be Taken: |
| Year 4 Action to Be Taken: |

Summary Information (as needed)

Action Plan for Staff, Administration, or Budgetary Findings

|  |  |
| --- | --- |
| Problem Identified | Action to Be Taken |
| Issue 1 | Current 5 Year Program Review: |
| Year 1 Action to Be Taken: |
| Year 2 Action to Be Taken: |
| Year 3 Action to Be Taken: |
| Year 4 Action to Be Taken: |
| Issue 2 | Current 5 Year Program Review: |
| Year 1 Action to Be Taken: |
| Year 2 Action to Be Taken: |
| Year 3 Action to Be Taken: |
| Year 4 Action to Be Taken: |

Summary Information (as needed)

APPENDICES

Appendix A: Student and Faculty Statistical Summary   
  
(*Note*: Data provided by Institutional Effectiveness. This is an extract from the Program Review Dashboard and shows what will be sent to the Boards of Trustees and Regents)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 20xx-xx | 20xx-xx | 20xx-xx | 20xx-xx | 20xx-xx |
| Student Credit Hours Total |  |  |  |  |  |
| Student FTE Total |  |  |  |  |  |
| Student Majors |  |  |  |  |  |
| Program Graduates |  |  |  |  |  |
| Student Demographic Profile |  |  |  |  |  |
| Female |  |  |  |  |  |
| Male |  |  |  |  |  |
| Faculty FTE Total |  |  |  |  |  |
| Adjunct FTE |  |  |  |  |  |
| Contract FTE |  |  |  |  |  |
| Student/Faculty Ratio |  |  |  |  |  |

Appendix B:

###### Faculty (note: we need to report the previous 5 years – if this has not been included in your biennial assessment report, please provide that information here – one table for each of the 5 previous years)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Tenure and tenure-track** | **Contract** | **Adjunct** |
| **Number of faculty with Doctoral degrees** |  |  |  |
| **Number of faculty with Master’s degrees** |  |  |  |
| **Number of faculty with Bachelor’s degrees** |  |  |  |
| **Other Faculty** |  |  |  |
| **Total** |  |  |  |

**Most recent completed year; contract/Adjunct Faculty Profile**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Rank | Tenure Status | Highest Degree | Years of Teaching | Areas of Expertise |
|  |  |  |  |  |  |
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Summary Information (as needed)

Appendix C: Staff Profile

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| --- | --- | --- | --- |
| Name | Job Title | Years of Employment | Areas of Expertise |
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Summary Information (as needed)

Appendix D: Financial Analysis Summary

(This information will be provided by the Office of Institutional Effectiveness)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program Name** | | | | | |
| **Funding** | **10-12** | **12-13** | **13-14** | **14-15** | **15-16** |
| Appropriated Fund | $$$ | $$$ | $$$ | $$$ | $$$ |
| Other: | 00000.00 | 00000.00 | 00000.00 | 00000.00 | 00000.00 |
| Special Legislative Appropriation |  |  |  |  |  |
| Grants or Contracts |  |  |  |  |  |
| Special Fees/Differential Tuition |  |  |  |  |  |
| Total |  |  |  |  |  |

Note – with this information and the student information, we will calculate a ‘cost per fte’ as part of the financial summary

Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations

|  |  |
| --- | --- |
| Name | Organization |
|  |  |
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|  |  |

Appendix F: Site Visit Team (both internal and external members)

|  |  |  |
| --- | --- | --- |
| Name | Position | Affiliation |
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Appendix G: Evidence of Learning Courses within the Major  
 (use as a supplement to your five-year summary, if needed. Be sure to delete the sample text before using)

| Evidence of Learning: Courses within the Major | | | | | |
| --- | --- | --- | --- | --- | --- |
| Measurable Learning Outcome  Students will… | Method of Measurement  Direct and Indirect Measures\* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Learning Outcome 1.A: | Measure 1: (Ex. A set of 10 multiple choice questions from Exam 1) | Measure 1: (Ex. 85% of students will score 80% or better on 10 questions) | Measure 1: (Ex. 93% of students scored 80% or better on 10 questions) | Measure 1: (Ex. Students successfully demonstrated interpretation skills) | Measure 1: (Ex. No curricular or pedagogical changes needed at this time) |
| Measure 2: | Measure 2: | Measure 2: | Measure 2: | Measure 2: |
| Learning Outcome 2.A: | Measure 1: (Ex. Results of standardized test) | Measure 1: (Ex. 85% of students will score at or above the national average) | Measure 1: (Ex. 90% of students scored above national average) | Measure 1: (Ex. Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly | Measure 1: (Ex. Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review |
| Measure 2: | Measure 2: | Measure 2: | Measure 2: | Measure 2: |

Evidence of Learning: General Education Courses   
 (use as a supplement to your five-year summary, if needed)

| Evidence of Learning: General Education | | | | | |
| --- | --- | --- | --- | --- | --- |
| Measurable Learning Outcome  Students will… | Method of Measurement  Direct and Indirect Measures\* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Learning Outcome 1.A: | Measure 1: (Ex. A set of 10 multiple choice questions from Exam 1) | Measure 1: (Ex. 85% of students will score 80% or better on 10 questions) | Measure 1: (Ex. 93% of students scored 80% or better on 10 questions) | Measure 1: (Ex. Students successfully demonstrated interpretation skills) | Measure 1: (Ex. No curricular or pedagogical changes needed at this time) |
| Measure 2: | Measure 2: | Measure 2: | Measure 2: | Measure 2: |
| Learning Outcome 2.A: | Measure 1: (Ex. Results of standardized test) | Measure 1: (Ex. 85% of students will score at or above the national average) | Measure 1: (Ex. 90% of students scored above national average) | Measure 1: (Ex. Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly | Measure 1: (Ex. Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review |
| Measure 2: | Measure 2: | Measure 2: | Measure 2: | Measure 2: |

\*At least one measure per objective must be a direct measure. Indirect measures may be used to supplement evidence provided via the direct measures.

Appendix H: sample Signature Assignments

Additional Summary Information (as needed)