\<program title\> (UG / GR) Program Review
DUE: **Spring 2019**

(we try to apply lessons learned in each year's review cycle, so elements and questions with updates will be labeled for you as "new, ## year")
(why do we do these? In this priority:
> *Conversation among department faculty*
> *Conversation with dean*
> *"Tell the story" to help department continuity, long-term*
> *"tell the story" for accreditation documentation)*

Program Overview

> \<overview\>

Mission (Q 1, 2)

1. Provide the Program Mission statement.

> \<narrative\>.

2. Explain how the Program Mission supports the UIW Mission.

> \<narrative\>. *(brief! This is just a 'reminder' paragraph; you don't have to justify your existence here…)*

Student Engagement (Q 3)

3. How do faculty promote the culture of student engagement in and out of the classroom?

> \<narrative\>. *(this was our 2005 QEP. We've found it helpful to remind ourselves what we do here. Still keep it brief and general. NSSE references are available, if you need reminder on how to name/label what you do in your program; this remains high on UIW Strategic Priorities, "High Impact Practices".)*

Progress to Graduation (Q 4 – 5)

4. (*new in 2015)* Trends in all UIW programs show that student graduation rates are low compared to institutions that serve students with similar incoming profiles. In this section of your Program Review, at least, describe your students' progression to graduation, and overall graduation rates (data is available in DASH).

> 4a. What things do you do in courses and in advising to help your majors' progress to graduation?
> 4b. What things might you try, to improve your majors' graduation rates?
>
> <narrative>.

5. (new in 2015) For UG programs, update your sample 4-year degree plan, and attach/include it in your report.

> 5a. (new in 2017) Take some time – review the *student learning outcomes* in your syllabi. If they start with "Students will 'understand' . . ." the outcomes probably need an update. Help is available – contact David Stein, Glenn James, or Susan Hall. Our campus-wide momentum for student learning outcomes is:
> Improve wording . . . what do we want students to really <u>do?</u>
> Make more measureable . . . how will we know they can <u>do</u> it?
> Connect course outcomes to program outcomes

> 5b. (new in 2017) Also review the flow of your courses. Can students tell which courses are prereqs for others? Do the learning outcomes reflect that prerequisite flow? Can you do anything to make the program's course pathway more clear to advisees?
>
> <narrative and attachment>

Program Goals/Outcomes (Q 6 - 13)

6. (updated 2018) What are the <u>program's</u> goals? Most of them, especially the ones about student learning, should begin: "after completing this program, students will be able to…"

      6a. For each outcome, describe a method of assessment (direct and/or indirect) and measurable results.

      6b. (new in 2016) For programs also offered in School of Professional Studies (formerly ADCaP & UIW Online), Mexico City or Campus Bajío – it's essential that our reports integrate assessments of student learning at those locations. Include a discussion of assessment from all locations for your program.

      6c. If any of your outcomes or assessments come from your discipline accreditation, or are derived from some national/professional practice or standards, point out those connections. *Mostly "just" list.*

      6d. For learning outcomes support the UIW Core learning outcomes (see http://uiw.edu/coreoutcomes/), point out those connections. *Mostly "just" list.*

7. (new in 2015) <u>*In the last five years, what assessments led to what improvements in the program or in student learning*</u>?

    <narrative>. *(e.g., "we measured or observed this", "so we tried that" and "here's what happened next". It's important to be able to tell stories where we make an improvement **because** we observed a weakness.)*

8. (*new in 2015*) For undergrad programs, in this section, recall that the computer literature courses are no longer offered (see http://uiw.edu/coreoutcomes/). Describe the *media/technology* outcomes you expect of students in your program, and describe what courses and activities provide that content for students in your program.

9. (*new in 2015*) also in this section, if your program delivers <u>*core courses*</u> that serve all majors, please discuss those, and describe how we have..or how we might…measure student learning of those outcomes.***

10. (*new in 2014*) Describe where any courses in your program incorporate dimensions of Catholic social teaching, e.g., ethics, social justice, service learning. (to support Ettling Center for Civic Leadership assessment)

> <narrative>.

11. (*new in 2016*) Our QEP aims to improve undergraduate student writing. Please summarize any course or program changes you might have made to help improve the writing of students in your program. Please also note if you made any changes *because* someone in your department attended a QEP session, or the QEP Writing Academy. (this will be a big help to report the assessment of our QEP overall.)

12. How does the program gather alumni data on its graduates? Summarize any results. These might be simply anecdotal and informal; please include those too.

> <narrative>.

Faculty Resources (Q13 – 14)

13. Provide information on how many full and part-time faculty are in the program (use a chart to show the last five years). Include information on faculty rank, tenure, and degrees.

> <narrative>.

14. In the last 5 years, what assessments led to what changes in staffing numbers?

> <narrative>.

Enrollment Trends (Q15 – 17)

15. Graph program enrollment changes in the last 5 years and explain any changes (get from DASH).

> <narrative>.

16. Explain (or make your best guess) whether enrollment changes are consistent with changes in peer schools (as much as you're aware of, or you can discern looking at peer comparisons in our DASH pages for your major).

> <narrative>.

17. Describe any _trends_ in post-grad opportunities for program grads (jobs, grad school).

<narrative>.

Library Resources (Q 18 – 19)

18. How is the quality of library resources (technology, data bases, journals, etc.) available to your program? Tell us what the program _faculty_ think. Give examples of strategies used by faculty to engage the students with library resources.

<narrative>.

19. In the last 5 years, what assessments led to what improvements in library resources? (work with your library liaison to answer this one…)

<narrative>.

Continuing Ed and Non-Credit Courses

20. (_new in 2016_) If your program faculty offer <u>non-credit courses</u> to deliver professional development or continuing education, there are still some reporting requirements for accreditation and for Dept of Education. (In particular, the provost is responsible for confirming that non-credit programs are consistent with the university mission, and that advertising for those courses is fair and accurate.)

Please include a simple one-line summary of any courses or sequences you've delivered, indicate whether courses were taught by UIW faculty (full or part-time) or contracted out, and the numbers of sections and attendees for each course.

<narrative>.

Visioning for the Next Five Years – (Q 21 – 22)

21. Look ahead to the next 5 years; what changes in the program do you anticipate and indicate what measures could be used to determine successful achievement.

<narrative>.

22. What other resources might be needed to support those long-term goals?

<narrative>.