

## AGENDA

### UW-GREEN BAY FACULTY SENATE MEETING NO. 8

Wednesday, May 14, 2008, 3:00 p.m.

**ALUMNI ROOM AB**, University Union

Presiding Officer: Kevin Roeder, Speaker

Parliamentarian: Professor Clifford F. Abbott

1. **CALL TO ORDER**
2. **APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 8, April 16, 2008** [page 2]
3. **CHANCELLOR'S REPORT**
4. **INTRODUCTION OF INTERIM PROVOST**
5. **CONTINUING BUSINESS:**
  - a. Code change on course responsibilities (on the Table), presented by the Speaker [page 4]
6. **NEW BUSINESS**
  - a. Election of Senate Speaker for 2008-09
  - b. Resolution on U-Pass, presented by SGA representative Ricky Staley [page 5]
  - c. Requests for future Senate business
7. **PROVOST'S REPORT**
  - attachment on MLLO project, presented by Heidi Fencil [page 6]
8. **COMMITTEE REPORTS**
  - a. Academic Affairs Council [page 8]
9. **UNIVERSITY COMMITTEE REPORT**
  - attachment on student "non-payers" in summer courses, presented by Chair Dean VonDras [page 9]
10. **OPEN FORUM** on Program Reviews
  - attachment on proposed revision [page 10]
11. **MOVE TO CLOSED SESSION** pursuant to Wis. Statutes, Sec. 19.85(1)(f) for discussion of Honorary Degrees
12. **ADJOURNMENT**

**MINUTES 2007-2008**  
**UW-GREEN BAY FACULTY SENATE MEETING NO. 8**

Wednesday, April 16, 2008  
Phoenix Room B, University Union

Presiding Officer: Steven Meyer, Interim Deputy Speaker of the Senate  
Parliamentarian: Clifford Abbott, Secretary of the Faculty and Academic Staff

PRESENT: Lucy Arendt (BUA), Scott Ashmann (EDUC), Kathleen Burns (HUD), Matthew Dornbush (NAS), Susan Gallagher-Lepak (NUR), Stefan Hall (HUS), Catherine Henze (HUS), Curt Heuer (AVD), Tian-you Hu (NAS), Steve Kimball (EDU alternate), Kaoime Malloy (AVD), Daniel Meinhardt (HUB), Steven Meyer (NAS-UC), Thomas Nesslein (URS), Kim Nielsen (SCD), Illene Noppe (HUD-UC), Debra Pearson (HUB), Laura Riddle (AVD-UC), Ellen Rosewall (AVD), Meir Russ (BUA), Jolanda Sallmann (SOCW alternate), Denise Scheberle (PEA), Bruce Shepard (Chancellor, *ex officio*), David Voelker (HUS), Dean VonDras (HUD-UC), Jill White (HUD)

NOT PRESENT: Sue Hammersmith (Provost, *ex officio*), Vladimir Kurenok (NAS), Terence O'Grady (AVD-UC), Timothy Meyer (ICS), Kevin Roeder (SOCW-UC).

REPRESENTATIVES: Dan McIver (Academic Staff Committee), Ricky Staley (Student Government)

GUESTS: Tim Sewall, Scott Furlong, Donna Ritch, Kathy Pletcher, Leanne Hansen, Melinda Gushwa

**1. Call to Order.** With a quorum present, Interim Deputy Speaker Meyer called the Senate to order at 3:05 p.m.

**2. Approval of Minutes of UW-Green Bay Faculty Senate Meeting No. 7, March 12, 2008.** With one minor correction by the SOFAS, on a motion by Senator Rosewall (second by Senator Malloy) the minutes were **approved by voice vote.**

**3. Chancellor's Report.** The Chancellor covered three topics. On the state budget there was nothing new. On personnel actions the Chancellor remarked on how he has never in his years here come even close to questioning faculty recommendations on promotions. He then announced his approval of promotions to associate professor for Scott Ashmann, Stefan Hall, Mark Kiehn, Kris Vespia, Denise Bartell and to full professor for Regan Gurung. The Senate broke into applause. The Chancellor then announced that he had been seeking advice on the Provost position. An interim is likely to be named soon and he'd like to have a job description ready and a search firm identified to begin a regular search by August. In response to questions about Growth Agenda positions, the Chancellor reiterated his support for the principle of no growth without funding and for a strategy of dealing with budgetary shortfalls by protecting Growth Agenda allocations already made.

**4. Continuing Business.**

a. Code change on emeritus status (second reading). The Speaker introduced this proposal and recognized Senator Riddle who conveyed some doubt in the University Committee about whether we have adequately explored all the implications of this proposal. She then moved approval of the motion and it **died for lack of a second.**

b. Code change on course responsibilities (second reading). The Speaker introduced this Code change with language slightly different from that distributed in the written agenda. The agenda included the sentence in 53.05 A 2 "The chairperson has leadership responsibilities to approve, schedule, and staff courses, subject to negotiation with relevant disciplines and programs." The Speaker revised this to "**The chairperson has leadership responsibilities to approve the scheduling and staffing of courses, subject to negotiation with relevant disciplines and programs.**" This latter revised version along with the other language changes as distributed was moved by Senator VonDras (second Senator Heuer). The Speaker then reported a discussion in his unit (NAS) about sharing staffing responsibilities for a mathematics course between NAS and Interdisciplinary Studies (which may have been Extended Degree at the time). There was a discussion of what did happen or should have happened in this example. The discussion was characterized by claims made by several Senators that met with fairly active non-verbal expressions from guests and other Senators of head nodding, frowns, and confused looks. Senator Henze (Senator Gallagher-Lepak second) then moved to table the motion until the Director of Adult Programs might be consulted on the example, presumably by the next Senate meeting. **The motion to table carried 15-4-4.**

## **5. New Business.**

a. Memorial Resolution for Anne Kok. Professor Melinda Gushwa read the resolution, which was then moved by Senator Sallman (Senator Nielsen second) and **passed unanimously** by the Senate. The resolution will be added to the collection kept in the SOFAS office.

b. Granting of Degrees. The Faculty's recommendation to grant degrees at the spring 2008 commencement was moved by Senator Voelker (Senator Scheberle second) and **passed unanimously**.

c. Resolution on Advantage Wisconsin. This resolution in support of a 2009-2011 Budget initiative titled "Advantage Wisconsin: Growing the Research Infrastructure" was presented by Director of the Cofrin Library Leanne Hansen and Associate Provost for Information Services Kathy Pletcher. This is a proposal to support increased state funding for library resources across the UW System. Senator Hall (Senator White second) moved adoption and with brief discussion the Senate voted its **unanimous approval 25-0-0**.

d. Requests for future business. Senator Gallagher-Lepak wondered if the Senate might use clicker technology for voting (and for familiarizing faculty with the technology). Senator Russ, building on the technological vision, wondered about large screen displays for Senate meetings as well. Senator Heuer then raised a question about the funding formula for summer teaching that seemed to pass along unfunded mandates for veterans and student athletes to instructors. The Chancellor allowed that current policy was stupid and worth looking into.

**6. Provost's Report.** The Speaker noted that the Provost was away but her report had been distributed via e-mail.

**7. University Committee Report.** Chair VonDras listed four issues the UC has been considering. They are: the timeline for the Administrator Evaluation Committee, the charge to the Senate Committee on Planning and Budget, the reporting of student with low standing to program chairs, and reforms in the program review process.

**8. Adjournment.** The Speaker adjourned the meeting just before 4:00 p.m.

Respectfully submitted,  
Clifford Abbott, Secretary of the Faculty and Academic Staff

## CODE CHANGE ON COURSE RESPONSIBILITIES

### Current version

#### 53.05 INTERDISCIPLINARY UNIT CHAIRPERSON: RESPONSIBILITIES AND DUTIES

The interdisciplinary unit chair shall have leadership and administrative responsibilities in relation to the faculty and the Executive Committee of the unit. The chair's primary responsibility is to organize faculty discussion of key intellectual and practical issues concerning the unit and the institution as a whole, and to work with the unit faculty to address them effectively. These functions are carried out on behalf of the executive committee and unit faculty and are particularly evident in five major areas.

A. Program/Curriculum Planning. In this area leadership responsibilities include initiating and organizing the unit's curriculum planning and program development processes. These activities are coordinated with the preparation and implementation of the unit's Program Development Plan and Program Assessment Plan.

#### 53.08 DISCIPLINARY AND OTHER UNIT EXECUTIVE COMMITTEES: MEMBERSHIP AND FUNCTIONS

B. The disciplinary or other unit executive committee has authority to evaluate a faculty member of that disciplinary or other unit concerning appointment, dismissal and promotion according to Faculty Personnel Policy Procedures. The executive committee has the authority to make recommendations concerning the curriculum and programs within the disciplinary or other unit.

### Proposed version (bolded added)

#### 53.05 INTERDISCIPLINARY UNIT CHAIRPERSON: RESPONSIBILITIES AND DUTIES

The interdisciplinary unit chair shall have leadership and administrative responsibilities in relation to the faculty and the Executive Committee of the unit. The chair's primary responsibility is to organize faculty discussion of key intellectual and practical issues concerning the unit and the institution as a whole, and to work with the unit faculty to address them effectively. These functions are carried out on behalf of the executive committee and unit faculty and are particularly evident in five major areas.

A. Program/Curriculum Planning.

1. In this area leadership responsibilities include initiating and organizing the unit's curriculum planning and program development processes. These activities are coordinated with the preparation and implementation of the unit's Program Development Plan and Program Assessment Plan.

**2. The chairperson has leadership responsibilities to approve the scheduling and staffing of courses, subject to negotiation with relevant disciplines and programs. Each course shall be the responsibility of a specific interdisciplinary unit.**

#### 53.08 DISCIPLINARY AND OTHER UNIT EXECUTIVE COMMITTEES: MEMBERSHIP AND FUNCTIONS

B. The disciplinary or other unit executive committee has authority to evaluate a faculty member of that disciplinary or other unit concerning appointment, dismissal and promotion according to Faculty Personnel Policy Procedures. The executive committee has the authority to make recommendations **through the appropriate Dean(s) to the Academic Affairs Council and Provost** concerning the curriculum and programs within the disciplinary or other unit.

Faculty Senate Continuing Business 5(a)  
14 May 2008

## **RESOLUTION IN SUPPORT OF THE STUDENT GOVERNMENT ASSOCIATION'S U-PASS PROGRAM**

Language for a resolution endorsing and pledging promotional support for Student Government Association's U-Pass Program. Drafted by Ricky Staley, President of Student Government Association, and presented to the UW-Green Bay University Committee on May 7, 2008.

WHEREAS, environmental sustainability and engaged citizenship are two goals in the University of Wisconsin – Green Bay's mission statement;

WHEREAS, it is the goal of the Student Government Association Environmental Affairs Committee to see that affects to the natural environment are considered in all matters taken up by the University;

WHEREAS, mass transit is a cornerstone of environmental sustainability;

WHEREAS, Student Government Association's U-Pass Program will aid in engaging students in the Green Bay community through easier and increased access to locations outside of the University;

WHEREAS, the U-Pass Program will benefit all students, faculty, and staff of the University of Wisconsin – Green Bay;

THEREFORE BE IT RESOLVED, the Faculty Senate fully endorse and support the U-Pass Pilot Program;

BE IT FURTHER RESOLVED, the members of the UW – Green Bay Faculty Senate pledge to promote utilization of the program to their colleagues and students.

Faculty Senate New Business 6(b)  
14 May 2008

# The MLLO Project: Assessing Mission Level Student Learning Objectives



MLLO Project  
Diagram.ppt

## Are we fulfilling our mission?

UW-Green Bay's recently revised select mission identifies five specific outcomes that describe the unique experience we envision for our students: interdisciplinary, problem-focus; critical thinking; diversity; environmental sustainability; and engaged citizenship. To ensure that our student experience accomplishes the mission, UWGB has embarked upon the MLLO Project.

**MLLO** (“**Mellow**”) stands for mission level learning objective. The MLLO Project will help focus our collective attention on the anticipated student learning outcomes identified in our select mission. The project will proactively demonstrate how we strive to make continuous improvement in all aspects of the student experience that our mission says we provide. The MLLO Project will proceed through four stages:

- Inventory all intentional student experiences, not only in the classroom but through co-curricular experiences as well, in terms of their expected impact on the five MLLOs. When and where are students having these MLLO experiences?
- Document current continuous improvement efforts for activities that become part of the inventory. How do we know what works and what doesn't?
- Identify gaps in the variety and quality of experiences we provide and in the methods used to ensure continuous improvement of MLLO experiences.
- Focus our time, effort, and resources on students' experiences that relate to our mission.

## What do we hope to accomplish? The MLLO Project will...

- Document how well we are implementing our mission.
- Deepen our collective understanding of the core mission components.
- Broaden our understanding of the total student experience at UW-Green Bay.
- Highlight and expand the use of best practices in aligning effective learning experiences with the obtainment of MLLOs.
- Clarify for students those things that exemplify the UW-Green Bay learning experience, particularly as it relates to our MLLOs.

**How did this project get started?** In 2006, the Higher Learning Commission initiated a voluntary, competitive program called the Academy for the Assessment of Student Learning. The Academy approved UW-Green Bay's application for admission in August 2007. This winter we joined a cohort of 16 other institutions committed to engaging in comprehensive, four-year long projects to improve institutional quality. Each member of the Academy receives the guidance of trained Academy mentors and the support of peer institutions in the program. Each institution must identify a steering committee to lead and engage the campus community in its efforts.

**UW-Green Bay's Steering Committee** members are Brenda Amenson-Hill, Heidi Fencl, Debbie Furlong, Scott Furlong, Sue Hammersmith, Sue Keihn, Ellen Rosewall, Tim Sewall and Kristin Vespia.

**What will the steering committee ask of you? We will need your help and cooperation to document the following:**

- How do the learning experiences your unit provides align with the MLLOs?
- How does your unit go about the task of continuously improving the quality of those educational experiences that lead to MLLO outcomes? How do you know whether students are learning the things you intend? How do you make changes to improve learning activities for future students?

## **Curricular Decisions of the Academic Affairs Council**

March and April, 2008

1. The AAC completed program reviews for Information Sciences, Chemistry, Earth Science, and Environmental Science.
2. The AAC approved increased fees in several Art courses.
3. The AAC approved changes in requirements for minors in Art, Theatre, and Graphic Communication.
4. The AAC approved discontinuation of the International Studies Certificate.
5. The AAC approved new courses:
  - a. ENG 290 Literary Studies
  - b. HIST 337 Rise of Islamic Civilization to 1800
  - c. HIST 450 War and Civilization
  - d. HUB 198 First Year Seminar: Death, Dying and Science
  - e. IST 106 Adult Learning Entrance Seminar
6. The AAC approved major changes in:
  - a. EDUC 361 Introduction to Art and Science of Teaching (8 to 3 credits)
  - b. IST 400 Capstone: Synthesis and Assessment of Learning (2 to 3 credits)
7. The AAC reacted to a proposal to reform the program review process.



**Number of Enrollments in 102/115/131 funded group sections**

<b>Student Type</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Athlete</b>	55	73	105	111	117
<b>Veteran</b>	51	63	101	120	117
<b>Other</b>	1094	1020	1637	1787	1719
<b>Grand Total</b>	1200	1156	1843	2018	1953

(Students in more than one class will be counted multiple times in the table above.)

**Number of Credits in 102/115/131 funded group sections**

<b>Student Type</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Athlete</b>	173	222	325	348	366
<b>Veteran</b>	159	190	313	374	367
<b>Other</b>	3347	3134	5079	5624	5478
<b>Grand Total</b>	3679	3546	5717	6346	6211

**Average Credits all types of instruction, in 102/115/131 funded sections**

<b>Student Type</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Athlete</b>	4.1	4.7	4.9	4.8	4.8
<b>Veteran</b>	5.2	5.3	5.1	6.3	6.1
<b>Other</b>	4.4	4.2	4.7	4.9	5.1
<b>Grand Total</b>	4.4	4.3	4.7	5.0	5.1

**Unduplicated Headcounts, all types of instruction, in 102/115/131 funded sections**

<b>Student Type</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Athlete</b>	43	56	70	75	79
<b>Veteran</b>	33	43	65	63	64
<b>Other</b>	824	799	1130	1191	1147
<b>Grand Total</b>	900	898	1265	1329	1290

**Percent of Students (Unduplicated), all types of instruction, in 102/115/131 funded sections**

<b>Student Type</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Athlete</b>	4.8%	6.2%	5.5%	5.6%	6.1%
<b>Veteran</b>	3.7%	4.8%	5.1%	4.7%	5.0%
<b>Other</b>	91.6%	89.0%	89.3%	89.6%	88.9%
<b>Grand Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%

# Open Forum on Program Reviews

## Preamble

The University committee presents a revised version of Program Reviews that is intended at streamlining and simplifying the process. This revision takes into consideration the following points.

- System mandates that each program must undertake some form of evaluation on a regular cyclic basis.
- We were informed that resource allocation is not based on these reviews and thus the program review should be undertaken with the assumption that there is no link between the two.
- The intent is to have each program present a self-evaluation that is reflective of past accomplishments and future visions within the context of the overall mission of the University.

## Memo from AAC

May 5, 2008

To: Dean Von Dras, University Committee chair

From: Mark Everingham, Academic Affairs Council chair

Re: Draft proposal on Academic Program Review Procedures

On April 30, 2008, the Academic Affairs Council reviewed the draft proposal on Academic Program Review Procedures. The AAC applauds the efforts to reform the academic review process to make it a more efficient and focused on each unit's self-study of its ability to develop a high quality academic program.

The AAC identified some questions and concerns about the proposal enumerated below. Associate Provost Sewall is aware of these points and, in some instances, already made changes to the document dated April 21, 2008. However, the AAC would like to bring them to the University Committee's attention prior to its meeting on May 7, 2008 and in advance of the Faculty Senate meeting on May 14, 2008.

1. Attachment C of the document on page 6: program continuation, conditional continuation, or discontinuation is mentioned. Is that normally part of the AAC review process (unless specifically requested) and should it be included here?
2. The AAC's role is discussed on page 3: What are the responsibilities of the AAC with regard to recommendations or suggestions about areas in need attention to improve the quality of the overall program and curriculum?
3. Step #7 of the Review Procedure: The AAC should be included on the list of those persons or bodies who receive a copy of the report prepared by the Dean.
4. Why have considerations of resource needs been eliminated from the program review procedures given program strengths and resources are interconnected?
5. Is it sufficient for programs to have the opportunity to get written feedback on their initiatives and needs from the AAC and deans, Provost only every 7 years?
6. What is the relationship between a Program Review and a Program Development Plan? Is there some way to combine these two documents to cut down on redundancy?

7. The use of the terms “interdisciplinary unit chair”, “disciplinary unit chair”, and “other unit chair”, instead of “unit chair”, throughout the document will avoid potential confusion about which groups of faculty are responsible for the preparation of information, the participation in the formal procedures, and the response to feedback from various sources. Interdisciplinary unit chairs, disciplinary unit chairs, and other unit chairs should inform their relevant faculties about program strengths and challenges that emerge from clear communication throughout the academic program review process.

8. Concerning paper flow: according to #3, the only part of the discussion to which the Senate would not have access is the dean’s response and recommendations for actions. Should the dean’s response about the program also be forwarded along with the other materials? #9 suggests that the Provost also provides a response which the Provost will send for posting on the SOFAS website. Should the Provost’s response also be sent to the relevant interdisciplinary unit chair, disciplinary unit chair, other unit chair, and dean? Granted they would have access to the website, but it would be easy to copy them directly.

9. How does each program evaluate the relationship between the University mission, its requirements and “UWGB as a whole”?

10. Will programs and the AAC be required to evaluate which and how many requirements are adequate and reasonable to produce a given major? How will the AAC or others be able to assess if requirements are sufficient or not? What might the criteria be for judging this aspect?

# UNIVERSITY OF WISCONSIN-GREEN BAY

## Academic Program Review Procedures

### Introduction

The UW System Board of Regents mandates periodic review of all academic programs. The Provost and Vice Chancellor for Academic Affairs exercises oversight of the program review process, delegating the responsibility for implementation to the Associate Provost for Academic Affairs and deans. Policy guidance on program reviews comes from the faculty through the Academic Affairs Council and University Committee. These guidelines reflect recommendations from those bodies as well as from the deans.

At the heart of the academic program review is a self-study conducted by the program's faculty under the supervision of the chair of the program's Executive Committee and the appropriate dean. [Note: A listing of all programs scheduled for review using these procedures can be found in Attachment F.] Its purposes are to (1) describe the relationship between the program's mission and its requirements and UW-Green Bay as a whole; (2) provide a critique of program requirements including strengths and areas in need of improvement; (3) assess program development efforts and accomplishments since the last review; (4) describe the program's process for assessing student learning outcomes and how the results are used; and (5) describe the program's vision for the future and how it relates to the institution's vision and goals for future development.

Academic program reviews are conducted on a seven-year cycle and include the preparation of the self-study report and focused responses from the Academic Affairs Council, deans, and Provost and Vice Chancellor for Academic Affairs (or designee). At the conclusion of each program review the Self-Study Report and all focused responses are posted on the Secretary of the Faculty and Academic Affairs website. An annual summary of program review results is also prepared by the Associate Provost for Academic Affairs and sent to the UW System Office of Academic and Student Affairs.

### The Review Procedure

The academic program review procedure includes the following steps.

1. Each spring the Associate Provost for Academic Affairs in consultation with the deans confirms the program review schedule for the upcoming year.
2. The Dean(s) discuss the program review process and deadline for preparing the Self-Study Report with the chairs of programs scheduled for review during the upcoming year.
3. The program faculty, led by the chair, complete the Self-Study Report and submit it to the dean.
4. The dean reviews the Report for completeness and clarity. If the report is considered satisfactory, the dean forwards the Report and attachments to the Academic Affairs Council for its review. A copy of the Report and attachments are also sent to the Associate Provost for Academic Affairs.
5. The Academic Affairs Council conducts a review of the program and submits its focused report to the Faculty Senate. (See Appendix D for the required format of this response.) A copy of the focused response is also sent to the program chair, dean, and Associate Provost for Academic Affairs.
6. The program chair has the option of preparing and sending the dean and the Faculty Senate a response to the AAC focused report.
7. Dean prepares a summary response including recommended actions based on the Self-Study Report, attachments, the Academic Affairs Council focused report and program response (if applicable). This summary memorandum is sent to the Provost and Vice Chancellor for Academic Affairs and program chair.

8. The Provost and Vice Chancellor for Academic Affairs (or designee) acknowledges receipt of all materials and approves, disapproves, or approves with qualifications the dean's recommendations.
9. The review process concludes with the Provost sending the Self-Study Report and responses from the dean, Academic Affairs Council, program chair and Provost and Vice Chancellor for Academic Affairs to the Secretary of the Faculty and Academic Staff for posting on the SOFAS website.

### **The Self-Study Report**

The Self-Study Report is a program's official record of the results of its review. The program chair is responsible for the preparation of the Report but must involve program faculty during the entire self-study and report preparation process. Program faculty must also officially approve the final version of the Self-Study Report before it is forwarded to the dean for her/his action. The required format for the report is described below and is also included on the attached Self-Study Report Cover Sheet. Each self-study report must be a maximum of ten pages in length and provide an evaluative look at the educational quality of the program and not simply a description of the program's current state of affairs. The required organizational structure for the Self-Study Report is as follows:

#### *Section I. Mission Statement and Program Objectives. (1/2 to 1 page)*

State your program's mission and objectives and briefly describe how they relate to UW-Green Bay's core and select missions and the institution's overall academic plan. Note any changes that have been made to program mission and/or objectives since the last review.

#### *Section II. Program Requirements. (1 to 1 ½ pages)*

Attach the most recent Undergraduate Catalog description of your program. Provide a critique of your program's curricular strengths and areas in need of improvement.

#### *Section III. Developments and Accomplishments Since Last Review. (2-3 pages)*

Describe program/faculty development efforts and accomplishments since the last program review (e.g., curriculum changes, awards, internships, program-based student organizations, lecture series, and program requirements).

#### *Section IV. Program's Vision for Future Development. (1-2 pages)*

Describe the program's vision for future development including your program's major goals for the next seven-year period. These should be the goals you want to use to guide program planning and development and serve as a framework for your program's next self-study and review.

#### *Section V. Summary and Concluding Statement (1 page)*

Respond specifically to the results and recommendations from the last review and end your report with a general concluding statement.

#### *Attachments*

Four attachments (and only these four) should be included with the Self-Study Report: (1) a series of tables, prepared by the Office of Institutional Research and Assessment; (2) the program's current official requirements as published in the Undergraduate Catalog; and (3) the Assessment of Student Learning Worksheet; and (4) the Academic Affairs Council and dean's conclusions and recommendations from the program's last review.

## **The Program Review Process**

Following the program's self-study and completion of the Self-Study Report the review process continues with a critique of the Report and its attachments by the appropriate dean, the Academic Affairs Council and the Provost and Vice Chancellor for Academic Affairs (or designee).

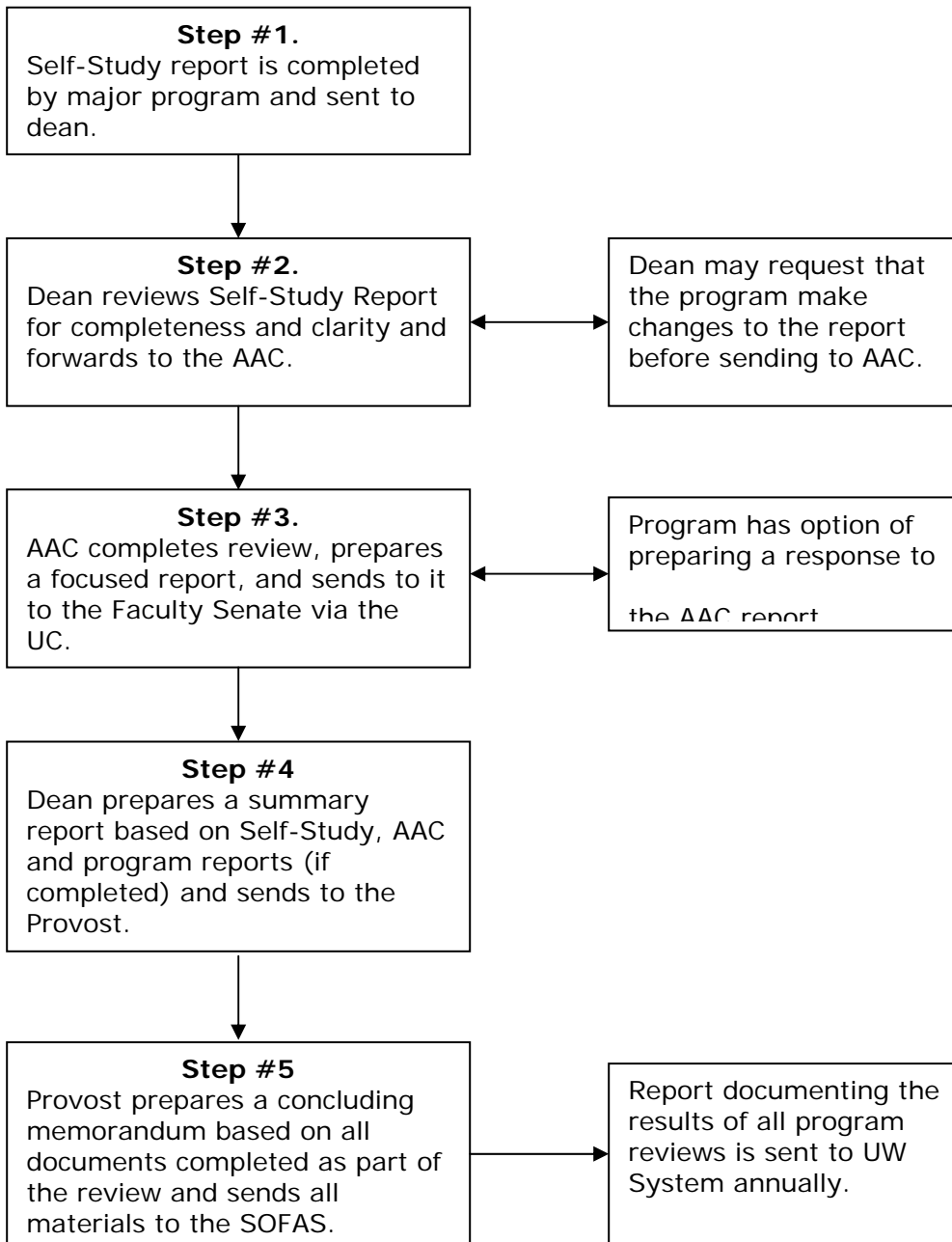
First, the dean reviews the Report and may meet with the program chair and faculty, or request additional information. The primary purpose at this stage of the review is to provide an opportunity for a constructive dialog between the responsible dean and program faculty members. When the dean is comfortable with the Report's completeness and clarity, the Dean forwards the Report to the Academic Affairs Council for its review.

During the next stage of the review process the Academic Affairs Council reviews the report, supporting documentation, and ancillary tables prepared by the Office of Institutional Research and Assessment. Council members may also request additional information from the department chair and interview program faculty. The main focus of the AAC review and discussion should be on program quality and the extent to which there is evidence that the program is accomplishing its mission. Using this information, the Council prepares a written report, including comments on the overall quality and strengths of the program, areas in need of attention, and the viability of the program's future plans.

Following the review and preparation of a report by the Academic Affairs Council the Dean reviews the Self-Study Report, attachments, AAC report and program's response to the AAC report (if applicable and prepares a summary for the Provost and Vice Chancellor for Academic Affairs.

The final step in the process involves a review of all documents generated as part of the review process by the Provost and Vice Chancellor for Academic Affairs (or designee). Following this review a memorandum is prepared that includes a summary evaluative statement regarding the program's quality, a recommendation regarding continuation of the program and recommendations for future program improvement.

## Appendix A. Summary of Review Process



**Attachment B.**  
Assessment Services and Institutional Research  
Data Tables to Support Program Review

- A. Graduating Senior Survey Tables
- B. Alumni Survey Data Tables
- C. Student Tables
  - 1. Declared Majors and Minors for Past Five Falls
  - 2. Profile of Declared Majors (most recent fall)
    - a. Profile includes gender, ethnicity, age, geographic origins, year in school and full-time, part-time attendance status
  - 3. Majors and Minors Graduated for Past Five Years
  - 4. Profile of Graduated Majors (most recent year)
    - a. Profile includes gender, ethnicity, age, honors, mean credits earned at UW-Green Bay, mean GPA at graduation
  - 5. Student Qualifications of Declared Majors (most recent fall)
    - a. Qualifications include original status (freshman or transfer), prior college GPA, mean transfer credits, mean high school GPA, mean high school percentile rank, mean ACT composite, reading, English and mathematics scores
- D. Teaching Tables
  - 6. Headcounts by Level and Course Type for Past Five Years
  - 7. Student Credit Hours by Level and Course Type for Past Five Years
  - 8. Sections by Level and Course Type for Past Five Years
  - 9. Average Section Sizes by Level for Group Sections for Past Five Years
  - 10. Total Unduplicated Group Courses Offered in Past Four Years
  - 11. Student Credit Hours in General Education Courses for Past Five Years
    - a. As percent of all enrollments in group sections
- E. Faculty Tables<sup>1</sup>
  - 12. Cost per credit for majors for most recent fall
  - 13. Full-Time Faculty by Rank
    - b. Headcount, FTE, student credit hours per FTE
  - 14. Student Credit Hours (SCH) per FTE

<sup>1</sup> The information in these tables are based on all faculty in a program's budgetary unit.



**Attachment C.**  
Cover Sheet  
Academic Program Review Self-Study Report

This form is provided for your convenience and is also available electronically as a Word document. **It is recommended that this Report be approximately six pages in length but absolutely no longer than ten pages in length.**

1. Name of Program: \_\_\_\_\_
2. Name of Program Chair: \_\_\_\_\_
3. Date of Last Program Review: \_\_\_\_\_
4. Date Self-Study Report approved by Program Executive Committee: \_\_\_\_\_
5. Prepare and attach a 5-10 page narrative that includes the following four sections.

*Section I. Mission Statement and Program Objectives. (1/2 to 1 page)*

State your program's mission and objectives and briefly describe how they relate to UW-Green Bay's core and select missions and the institution's overall academic plan. Note any changes that have been made to program mission and/or objectives since the last review.

*Section II. Program Requirements. (1 to 1 ½ pages)*

Attach the most recent Undergraduate Catalog description of your program. Provide a critique of your program's curricular strengths and areas in need of improvement.

*Section III. Developments and Accomplishments Since Last Review. (2-3 pages)*

Describe program/faculty development efforts and accomplishments since the last program review (e.g., curriculum changes, awards, internships, program-based student organizations, lecture series, and program requirements).

*Section IV. Program's Vision for Future Development. (1-2 pages)*

Describe the program's vision for future development including your program's major goals for the next seven-year period. These should be the goals you want to use to guide program planning and development and serve as a framework for your program's next self-study and review.

*Section V. Summary and Concluding Statement (1 page)*

Respond specifically to the results and recommendations from the last review and end your report with a general concluding statement.

6. Please attach the following items **ONLY**:
  - Academic Affairs Council Report and Dean's Report from the last review
  - Current official requirements as published in the Undergraduate Catalog
  - Assessment Services and Institutional Research Data Tables distributed earlier
  - A completed Assessment of Student Learning Worksheet (See Attachment c)

## **Appendix D.**

### **Assessment of Student Learning Worksheet**

In consultation with the major program faculty, the program chair should complete the four items below in the space provided and attach the completed worksheet to the Self-Study Report before forwarding to the dean.

**Student Learning Outcomes.** List your program's anticipated student learning outcomes. What do you expect all students to know or be able to do?

**Assessment Methods.** Describe all of the methods used by your program to assess the student learning outcomes listed above.

**Summary of Results.** Summarize the results and conclusions you have drawn from the evidence collected using the assessment methods described above.

**Uses of Results.** Describe and provide specific examples of how you have used the assessment results to guide program planning and decision-making.

## **Attachment E. Academic Affairs Council Response Format**

### *Introduction*

An introductory statement that sets the context for the review.

### *Program Accomplishments*

What does the AAC consider to be the program's major accomplishments over the past seven years? What efforts have been made by the program to improve its curriculum?

### *Program Strengths and Areas in Need of Attention*

What are the program's major strengths at the present time? What major issues will the program need to address during the next seven-year period? Should the program report back to the AAC before the next scheduled review on any of these areas?

### *Conclusions and Recommendations*

Specific conclusions and recommendations should be provided here including a statement regarding the overall quality of the program.

**Attachment F.**  
**Program Review Schedule**  
**Seven-Year Cycle 2009-2016**

<b>Review Year/Program</b>	<b>Self-Study Report Due to Dean</b>
<b><u>2008-09 Academic Year</u></b> No new reviews scheduled. Use year to finish reviews due/completed through 2007-2008	n/a
<b><u>2009-10 Academic Year</u></b> Communication and the Arts Education Modern Languages (German, French, Spanish) Music Political Science Applied Leadership (Graduate)	October 1, 2009 November 1, 2009 December 1, 2009 February 1, 2010 March 1, 2010 April 1, 2010
<b><u>2010-11 Academic Year</u></b> English Mathematics Environmental Science Information Sciences Social Work (MSW)	October 1, 2010 November 1, 2010 December 1, 2010 February 1, 2011 March 1, 2011
<b><u>2011-12 Academic Year</u></b> Interdisciplinary Studies (BAS, BA) First Nations Studies Accounting/Business Administration Art Communication Management (Graduate)	October 1, 2011 November 1, 2011 December 1, 2011 February 1, 2012 March 1, 2012 April 1, 2012
<b><u>2012-13 Academic Year</u></b> Arts Management Design Arts Computer Science Humanistic Studies Social Work (BSW)	October 1, 2012 November 1, 2012 December 1, 2012 February 1, 2013 March 1, 2013
<b><u>2013-14 Academic Year</u></b> Economics History Human Development Theatre Urban and Regional Studies	October 1, 2013 November 1, 2013 December 1, 2013 February 1, 2014 March 1, 2014
<b><u>2014-15 Academic Year</u></b> Chemistry Earth Science Environmental Science and Policy (Grad) Public Administration /Environmental Policy and Planning Human Biology	October 1, 2014 November 1, 2014 December 1, 2014 February 1, 2015 March 1, 2015
<b><u>2015-16 Academic Year</u></b> Biology Psychology Nursing Philosophy Social Change and Development	October 1, 2015 November 1, 2015 December 1, 2015 February 1, 2016 March 1, 2016