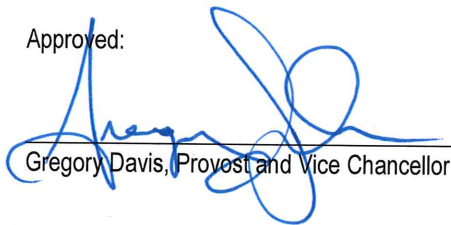


Procedures
for
Academic Program Review
and
Student Learning Outcomes Assessment
University of Wisconsin–Green Bay

2017-2018

Approved:



Gregory Davis, Provost and Vice Chancellor

19 MAY 17
Date

April 4, 2013

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Mandate, Goals, and Intended Results of the Academic Program Review and Student Learning Outcomes Assessment

Mandate

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

Goals

The goal of an Academic Program Review and Student Outcomes Assessment is to provide an opportunity for programs at the University of Wisconsin-Green Bay to assess their role within the University with respect to the campus mission; to examine their place within the strategic plan; to address program quality, institutional impact, and viability; to address the results of student outcomes assessment; and to stimulate planning and improvement.

Results

The centerpiece of the Academic Program Review and Student Outcomes Assessment is a Self-Study Report conducted by the program's faculty under the supervision of the chair of the program's Executive Committee and the appropriate dean. The purpose of the Self-Study is to provide an opportunity for faculty to thoughtfully and thoroughly review their program with particular emphasis on:

- a. how the program contributes and relates to the University's mission;
- b. the actions the program faculty took in response to the results and recommendations from the last review;
- c. the program's student successes, major accomplishments, and faculty/staff professional development efforts;
- d. an analysis of both survey and institutional enrollment data and the conclusions drawn from the analysis and the actions that were taken as a result;
- e. the program's processes for assessing student learning outcomes and use of the assessment results; and
- f. your program's plan for future development including the program's major goals for the next seven-year period.

Academic Program Reviews and Student Learning Outcomes Assessments are conducted on a seven-year cycle and include the preparation of the Self-Study Report as well as 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 Staff website. The reporting of ongoing Student Learning Outcomes Assessment is a central part of the Self-Study Report as are the implementation of the recommendations that come from this process.

In addition to this review process, the deans and program chairs will work together to submit Annual Updates on student learning outcomes to the University Assessment Council's Academic Program Assessment Subcommittee (APAS). UW-Green Bay is also required to annually submit a summary of program review results to the UW System Office of Academic and Student Affairs.

The Review Procedure

The Academic Program Review and Student Learning Outcomes Assessment procedure includes the following steps:

1. The deans of the Colleges have overall responsibility for Academic Program Reviews and Student Learning Outcomes Assessments for programs within their Colleges. Each spring, the Associate Provost for Academic Affairs in consultation with the deans confirms the program review schedule for the upcoming year. When possible and appropriate, a program review will be scheduled to take advantage of a recent accreditation review to reduce redundancy.
2. The deans 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, completes the Self-Study Report and submits it to the appropriate dean.
4. The dean reviews the Self-Study Report for completeness and clarity 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 dean and program faculty members. If the report is satisfactory, the dean forwards the Self-Study Report and attachments to the Academic Affairs Council (AAC) or Graduate Studies Council (GSC) for its review. A copy of the Self-Study Report and attachments are also sent to the Associate Provost for Academic Affairs.
5. The Academic Affairs Council or Graduate Studies Council conducts a review based primarily on the Self-Study Report. Council members may also request additional information from the program chair and interview program faculty. The main focus of the AAC or GSC 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 (See Appendix D for the required format of this 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. A copy of the report is sent to the program chair, dean, Associate Provost for Academic Affairs, and to the Faculty Senate.
6. The program chair has the option of preparing and sending the dean and the Faculty Senate a response to the AAC or GSC report.
7. The dean prepares a summary response including recommended actions based on the Self-Study Report, attachments, the Academic Affairs Council or Graduate Studies Council report, and program response (if applicable). This summary memorandum is sent to the Provost and Vice Chancellor for Academic Affairs, Associate Provost for Academic Affairs, Chair of the Academic Affairs Council, and program chair.

8. Based on the contents of the Self-Study Report and responses to it, the Provost and Vice Chancellor for Academic Affairs (or designee) prepares a concluding evaluative statement regarding the program's quality, a recommendation regarding continuation of the program and recommendations for future program improvement. A copy of this concluding statement should be sent to the Associate Provost for Academic Affairs.
9. The review process concludes with the Associate Provost for Academic Affairs sending the Self-Study Report and responses from the dean, Academic Affairs Council or Graduate Studies 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.
10. Academic Program Reviews and Student Learning Outcomes Assessments are on a seven-year cycle. Each year, between the program Self-Study Review and the related development of recommendations, deans will meet with programs chairs to gauge progress in meeting the goals set out by the recommendations and to ensure the assessment of program student learning outcomes on a yearly basis. (See Appendix B's Cycle for Academic Program Review and Student Learning Outcomes Assessment Schedule.)
11. Annually each program chair will submit an update on assessment and in year four of the cycle will submit a status report. The program chair submits the updates and status report to the Dean who then forwards the update or status report to the Associate Provost for Academic Affairs for review by the University Assessment Council. (For more information, refer to the University Assessment Plan.)

 A flowchart of the Academic Program Review Process can be found in Appendix A.

Self-Study Report Instructions

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 Self-Study Report, but the process of creating it must involve all program faculty. Program faculty must officially approve the final version of the Self-Study Report before it is forwarded to the Dean for action. The required format for the report is described below. Each Self-Study Report must be a maximum of fifteen pages in length and provide an examination and an analysis of the educational quality of the program. It is not simply a description of the program's current state of affairs. An analysis of student outcomes assessment is vital to the Self-Study Report. The required organizational structure for the Self-Study Report is as follows:

I. Cover Sheet

Name of Program: _____

Name of Program Chair: _____

Date of Last Program Review: _____

Date the Current Self-Study Report approved by Program Executive Committee: _____

II. Prepare a narrative that includes the following seven sections.

Section A. Mission Statement and Program Description

State your program's mission, describe its requirements and explain how they relate to UW-Green Bay's select mission and the institution's overall strategic plan. Note any changes that have been made to your program mission and requirements since the last review. Then provide a description of your program's curricular strengths and areas in need of improvement.

Section B. Student Learning Outcomes Assessment

Describe the program's intended student learning outcomes and the methods used to assess them. Analyze the assessment results and describe the conclusions drawn from that analysis. Finally, describe what specific actions were taken as a result of the assessment of student outcomes learning.

Section C. Program Accomplishments and Student Success

Describe your program's major accomplishments and student successes since the last Academic Program Review (e.g., internship program; enrollment increases; student achievements, awards, publications, and presentations; faculty scholarly activity, graduate school admission, diversification of students and faculty; program and faculty awards). Also describe faculty and staff professional development activities and how they impacted your program.

Section D. Program Enrollment Trends and Analysis

Provide an analysis of the data (both survey and institutional enrollment data) provided by the Office of Institutional Research and Assessment. Pay close attention to the demographic information. What trends are present? Are there any imbalances in terms of gender, race, or ethnicity? Describe what specific actions, if any, were taken or are intended to be taken based on the conclusions drawn from the analysis.

Section E. Program's Vision for Future Development

Describe your program's plan for future development including the program's major goals for the next seven-year period. These goals should be established with the understanding that they will be used to guide program planning and development and serve as a framework for your program's next Self-Study Report.

Section F. Summary and Concluding Statement

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

Section G. Required 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. A list of these tables is included in Appendix C.
2. The program's current official description and requirements as published in the most recent Undergraduate Catalog;
3. The Academic Affairs Council and Dean's conclusions and recommendations from the program's last review; and
4. The program's Assessment Plan and Annual Updates on Student Outcomes Assessment (see the descriptions below). These processes will be coordinated by the University Assessment Council, the UAC's Academic Program Assessment Subcommittee and are described in the University Assessment Plan.

Student Learning Outcomes Assessment in Undergraduate and Graduate Programs

Each academic program will have an approved **Program Assessment Plan** as part of the seven-year program review cycle. Each program will also submit an **Annual Update** on assessment.

Each **Program Assessment Plan** includes:

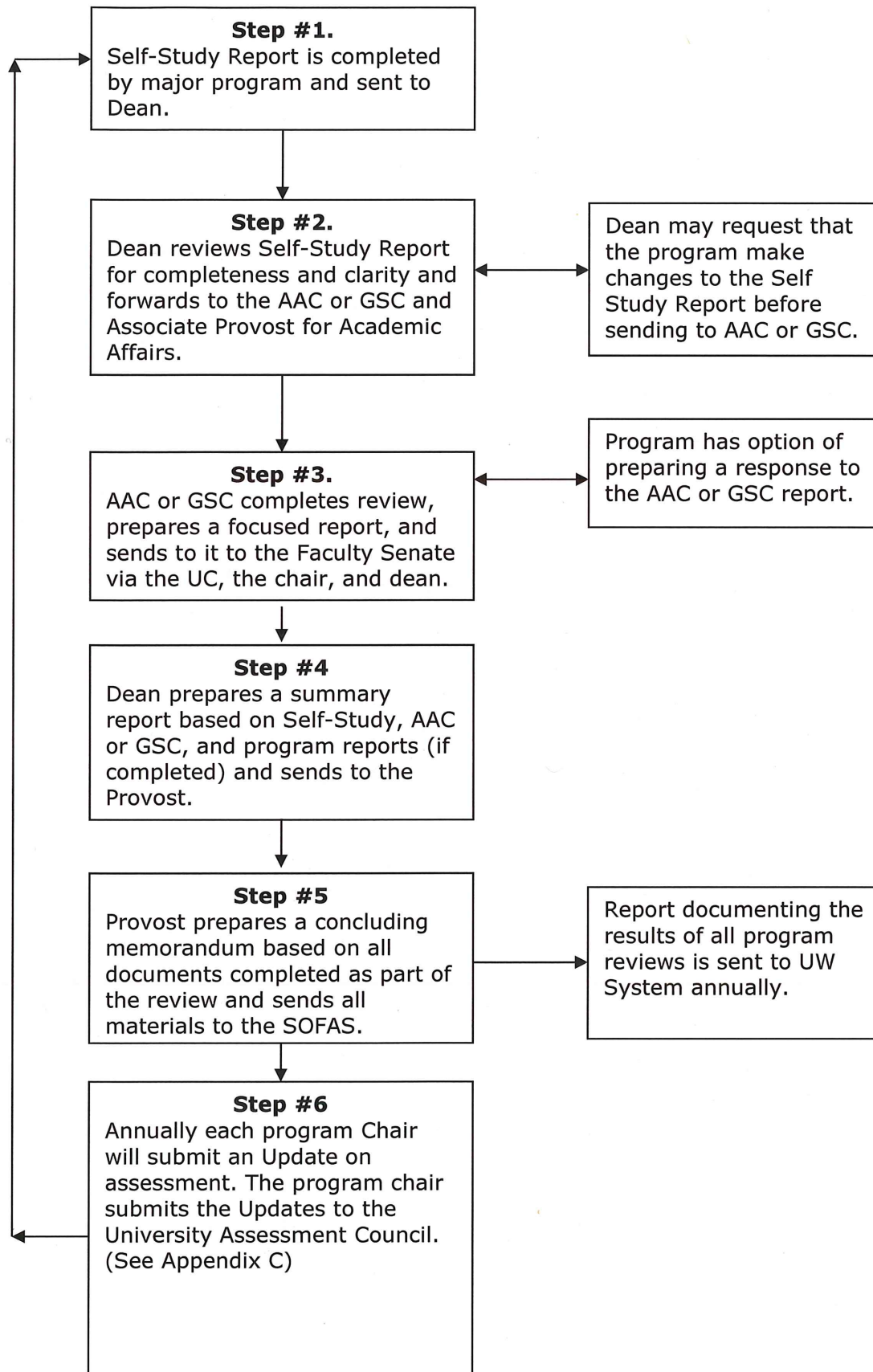
- the identification of student learning outcomes;
- the mapping of those student learning outcomes on the program's curriculum;
- an explanation of the direct and indirect methods used to assess the student learning outcomes;
- a timeline for the implementation of the methods; and
- the identification of those responsible for coordinating data collection.

Each **Annual Update** includes:

- the student learning outcomes measured by assessment activities;
- the findings from assessment activities conducted during the current year;
- any actions taken on these findings; and
- any plans for changes and follow-up.

Undergraduate and graduate programs will upload copies of their Program Assessment Plans and Annual Updates to the University Assessment website, where they will be accessed by the deans and the University Assessment Council (UAC). The Academic Program Assessment Subcommittee (APAS) of the UAC will review the plans and updates and, if necessary, will forward recommendations to the dean regarding any changes in the program's reported set of assessment activities to ensure that sufficient evidence of student learning outcomes is included.

Appendix A
Flow Chart of Academic Program Review and Student Outcomes Assessment Process



Attachment B
Academic Program Review and Student Learning Assessment Outcomes Schedule
Seven-Year Cycle 2012-2020

Revised 18 May 2017
Clifton Ganyard
Associate Provost for Academic Affairs

2012-13 Academic Year

Communication	October 1, 2012
Information Sciences	October 1, 2012
Interdisciplinary Studies (BA and BAS)**	October 1, 2012
First Nations Studies**	Nov 1, 2012
Computer Science	Dec 1, 2012
Humanistic Studies	February 1, 2013
Social Work (BSW)	March 1, 2013
**UW System Joint Review	

2013-14 Academic Year

Arts Management**	October 1, 2013
Design Arts**	Nov 1, 2013
History	Dec 1, 2013
Human Development	February 1, 2014
Theatre	March 1, 2014
Urban and Regional Studies	April 1, 2014
**UW System Joint Review	

2014-15 Academic Year

Chemistry	October 1, 2014
Geoscience	Nov 1, 2014
Environmental Science and Policy (Grad)	Dec 1, 2014
Public Administration /Environmental Policy and Planning	February 1, 2015
Human Biology	March 1, 2015

2015-16 Academic Year

Biology	October 1, 2015
Economics	Nov 1, 2015
Psychology	Dec 1, 2015
Nursing	February 1, 2016
Philosophy	March 1, 2016
Democracy and Justice Studies	April 1, 2016

2016-17 Academic Year

Education	Nov 1, 2016
Modern Lang (German, French, Spanish)	Dec 1, 2016
Music	February 1, 2017
Political Science	March 1, 2017
Applied Leadership (Graduate)	April 1, 2017

2017-18 Academic Year

English	October 1, 2017
Sustainable Management (Grad)**	Nov 1, 2017
Mathematics	Nov 1, 2017
Environmental Science	Dec 1, 2017
Information Sciences	February 1, 2018
HIMT**	March 1, 2018

** UW System Joint Review

2018-19 Academic Year

Accounting/Business Administration	October 1, 2018
Nursing (MSN)(Grad)	Nov 1, 2018
Art	Dec 1, 2018
Management (Grad)	February 1, 2019
Communication	March 1, 2019
Social Work (BSW)	April 1, 2019
Social Work (MSW) (Grad)	April 1, 2019

2019-20 Academic Year

Interdisciplinary Studies (BA an BAS)	October 1, 2019
First Nations Studies	Nov 1, 2019
Computer Science	Dec 1, 2019
Humanistic Studies	February 1, 2020

Appendix C

Data Tables to Support Program Review

- A. Graduating Senior Survey Tables including employment data
- B. Alumni Survey Data Tables including employment data
- C. Student Tables
 - 1. Declared Majors and Minors for Past Seven Falls
 - 2. Profile of Declared Majors (most recent fall)
 - ☐ Profile includes gender, ethnicity, age, geographic origins, year in school and full-time, part-time attendance status
 - 3. Majors and Minors Graduated for Past Seven Years
 - 4. Profile of Graduated Majors (most recent year)
 - ☐ 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)
 - ☐ 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
 - 1. Headcounts by Level and Course Type for Past Seven Years
 - 2. Student Credit Hours by Level and Course Type for Past Seven Years
 - 3. Sections by Level and Course Type for Past Seven Years
 - 4. Average Section Sizes by Level for Group Sections for Past Seven Years
 - 5. Total Unduplicated Group Courses Offered in Past Four Years
 - 6. Student Credit Hours in General Education Courses for Past Seven Years
 - ☐ As percent of all enrollments in group sections
- E. Faculty Tables*
 - 1. Full-Time Faculty by Rank
 - ☐ Headcount, FTE, student credit hours per FTE
 - 2. Student Credit Hours (SCH) per FTE

*The information in these tables is based on all faculty in a program's budgetary unit.

Appendix D

Academic Affairs Council or Graduate Studies Council Response Format

I. Introduction

Prepare an introductory statement that sets the context for the review.

II. Assessment of Student Learning

Evaluate the processes used by the program to assess the program's intended student learning outcomes. Specifically address the extent to which the program used the assessment results to improve program quality.

III. Program Accomplishments

Describe what the AAC or GSC considers to be the program's most significant accomplishments over the past seven years, especially in regards to student success. Evaluate the efforts that have been made by the program's faculty to improve the curriculum and the program.

IV. Program Strengths and Areas in Need of Attention

Describe the program's major strengths. Summarize the major issues that the program needs to address during the next seven-year period to maintain and improve program quality and to create student success. Indicate if the program Chair should report back to the AAC before the next scheduled review on any issue.

V. Conclusions and Recommendations

Provide specific conclusions and recommendations including a statements that address overall program quality, institutional impact, and the viability of the program's long-term plans.

Appendix E

Core and Select Missions of the University of Wisconsin-Green Bay

The mission statement which follows describes the general purposes and character of the University of Wisconsin-Green Bay.

The statement is presented in three sections:

Section I: The Select Mission

Purposes particular to the University of Wisconsin-Green Bay are stated in this section.

Section II: The Core Mission

As an Institution in the University Cluster of the System, UW-Green Bay shares in the purposes of this Cluster.

Section III: The System Mission

As an Institution of the University of Wisconsin System, UW-Green Bay shares in the purpose of the entire System.

When approved by the Board of Regents, this select mission statement became the foundation planning document for the University of Wisconsin-Green Bay. However, the select mission statement does not in and of itself provide any particular program entitlement not specifically authorized on its own merits by the Regents.

The select mission statement should be regarded as a living document subject to change. When it is clear that modification in the select mission statement would support more effective service, a recommendation for such change can be brought forward for consideration and action by the Board of Regents.

I. The Select Mission

The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource.

The University offers undergraduate and graduate programs in the liberal arts and sciences and in professional studies that cultivate knowledge and encourage investigations into disciplinary and interdisciplinary fields, promote civic engagement and lifelong learning, and serve the needs of a diverse student body. Programs in the arts and humanities; business, management, and communication; science and technology; education; environment; health science; social and behavioral sciences; and social justice

lead to a range of degrees, including AAS, BA, BAS, BM, BS, BSN, BSW, BBA, MS, MSW, and MSN degrees. *(Approved by the UW System Board of Regents, December 2014.)*

II. The Core Mission

As an Institution in the University Cluster of the University of Wisconsin System, the University of Wisconsin-Green Bay shares the following core mission with other institutions of the Cluster:

- a. Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved select mission.
- b. Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and through university-sponsored cultural, recreational, and extracurricular programs.
- c. Offer a core of liberal studies that support university degrees in the arts, letters, and sciences, as well as for specialized professional/technical degrees at the associate and baccalaureate level.
- d. Offer a program of pre-professional curricular offerings consistent with the university's mission.
- e. Expect scholarly activity, including research, scholarship and creative endeavor that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its approved mission statement.
- f. Promote the integration of the extension function, assist University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
- g. Participate in inter-institutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.
- h. Serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.
- i. Support activities designed to promote the economic development of the state.

III. The System Mission

The University of Wisconsin-Green Bay shares in the mission of the University of Wisconsin System.

The mission of this System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth.

☐ See <http://www.uwgb.edu/univcomm/about-campus/mission.htm>