

2017-2018 Program Review

Executive Summary

Overview

Wichita State University program review is organized around a year-long preparation and review of a self-study that is intended to create a thoughtful assessment of the quality of academic programs and to establish goals for improvements. The process of reviewing these studies (which includes faculty, the deans, the University Program Review committee, and the Provost) is expected to strengthen the academic programs, identify program needs and campus priorities, and identify areas for reorganization.

On a 3-year cycle each academic unit prepares a self-study using a standard reporting template. These 3-year reports then feed into the required review by the Kansas Board of Regents (i.e., each program is required to be reviewed once during an 8 year period). Hence, there is a continuous review process of each academic unit.

The triennial reporting cycle, begins one year in advance of being due each November (on a staggered schedule so that college programs are reviewed together) when the Office of Academic Affairs offers a workshop for chairs and assessment coordinators, and continues until April 1st when the studies are submitted to the respective Deans. Thereafter the studies are reviewed by the Deans, Graduate School (as appropriate) and the University Program Review committee (consisting of the Senior Associate Vice President for Academic Affairs and Strategic Enrollment Management; Director of the Office of Planning Analysis; the President, President-Elect, and Past-President of the Faculty Senate; and a Dean). Each unit is provided with an opportunity to discuss and clarify those reviews. The University committee submits its final report to the Provost by November 1st.

Intensive Review of Selected Programs

The programs being reviewed and reported to KBOR are from the College of Liberal Arts and Sciences (general studies and social sciences). Programs in Education, Health Professions, and Humanities were also reviewed as a part of their triennial reporting cycle, but not included for KBOR reporting purposes. Programs reviewed were bachelor and master level programs.

To assist programs in writing their self-studies, departments/programs had access to:

- Program minima data provided by the Office of Planning and Analysis. These data were made available fall 2016.

- Data from exit surveys and other surveys collected by the University and within departments.
- External specialty accreditation reports (as appropriate).

Overall Outcome of Program Reviews reported to KBOR: For the general studies and social sciences programs, only one area was lacking in the area of student learning assessment. It was apparent in the 2018 review materials that program faculty utilized their 2015 feedback to make improvements overall. All programs reviewed were recommended for continuance (reviews start on page 4).

Triggered Programs Monitored

Besides the programs that underwent intensive review this year (starting on page 4), the remaining low major/degree triggered programs were also reviewed for updates on plans to increase majors and degrees (using AY 2017 data, see below).

Program	Trigger from Minima Report	Status
Athletic Training	UG Degrees	Continue – intensive review in 2018
Arts/Studio Arts	GR Majors/Degrees	Continue – Intensive review in 2017
Manufacturing Engineering	UG Degrees	Continue – Intensive review in 2019
Communication Sci/Dis	GR degrees (PhD)	Continue – Intensive review in 2018
Chemistry	GR Majors/Degrees (MS)	Continue – Intensive review in 2019
Liberal Studies	GR Degrees (MA)	Continue – Intensive review in 2018
Philosophy	UG Majors/Degrees	Continue - Intensive review in 2018 Academic support program
Physics	UG Degrees	Continue – Intensive review in 2019 Academic support program
Psychology	GR Degrees (MA)	Continue – Intensive review in 2018 MA only awarded to students who are ABD
Forensic Science	UG Degrees	Continue - Intensive review in 2018
Sociology	GR Majors/Degrees	Continue - Intensive review in 2018
Spanish	GR Degrees	Continue - Intensive review in 2018
Women's Studies	UG Majors/Degrees	Continue - Intensive review in 2018

Note: School psychology, engineering technology, and earth, environmental, and physical science were removed; communication sciences and disorders (PhD) and liberal studies (MA) added

Potential Costs of Recommendations

None of the recommendations made will require any additional cost to the University.

College of Liberal Arts and Sciences

Department: Anthropology Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined and is in alignment with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is not stated or is not in alignment with university mission
Quality of the program as assessed by the strengths, productivity and qualifications of the faculty	The document clearly reflects that faculty members are fully qualified to support the program goals with productivity directly linked to program enhancement	The document reflects that the strengths, productivity and qualifications of the faculty associated with the program are sufficient to sustain the program.	Faculty productivity and quality are not evaluated as sufficient to meet the needs of the program.
Quality of the program as assessed by its curriculum and impact on students	The program assessment clearly shows both alignment and positive impact of the curriculum on student learning.	The program assessment plan is fully implemented and shows the alignment of the curriculum with student learning outcomes as they reflect the quality of student learning	The assessment plan does not align the curriculum with student learning outcomes or does not demonstrate the impact of the curriculum on student learning.
Demonstrated student need and employer demand for the program	The program clearly demonstrates importance based on employer need and student demand.	The program presents data that shows either employer demand or student need.	The program data does not indicate student need nor employer demand.
Service the program provides to the discipline, the university and beyond	The program clearly demonstrates its value to the discipline, to the university and to the community.	The program demonstrates value to the discipline, the university or the community.	The program does not demonstrate value to its discipline, the university and/or the community.
Evidence of feedback loop demonstrating program improvement	The program not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences. Shows significant program improvement as a result of feedback loop.	The program regularly uses data to evaluate student performance and the efficacy of its courses and programs. Changes made using assessments are documented, although results from those changes are yet to be seen.	The program makes limited or no use of data collected to evaluate the efficacy of its courses and programs.

Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – BA and MA

Triggers – Masters Faculty FTE 5.8

Commendations:

- The department's mission statement establishes a clear connection to the university mission
- Noteworthy scholarly productivity
- Development of interdisciplinary museum certificate

Needs Going Forward:

- Faculty productive and qualified, but due to turn-over (temporary faculty) this has impacted student recruitment) and graduate student satisfaction (a decrease 89%-46%).
- Limited data on student need and employer demand
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and/or graduate enrollment management plans, especially in light of the graduate program being triggered for low majors and graduates.

Department: Interdisciplinary - BGS	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
Department is expected to address:			
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined and is in alignment with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is not stated or is not in alignment with university mission
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Quality of the program as assessed by its curriculum and impact on students	The program assessment clearly shows both alignment and positive impact of the curriculum on student learning.	The program assessment plan is fully implemented and shows the alignment of the curriculum with student learning outcomes as they reflect the quality of student learning.	The assessment plan does not align the curriculum with student learning outcomes or does not demonstrate the impact of the curriculum on student learning.
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Degrees Offered – BGS

Triggers – None

Commendations:

- For the BGS program, although the mission has not changed since the last review, it connects well with the new university mission focusing on applied learning and research.
- The BGS assessment provides a good analysis of how the program should change going forward.

Needs Going Forward:

- Continue assessment process as implemented for the 2018 review.

Department: Communications Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degrees Offered – BA MA Communications

Triggers – none

Commendations:

- The Department is to be commended for clearly outlining the departments concerns and need for next steps.
- Faculty play a critical role in the general education program

Needs Going Forward:

- The link to the mission was not clear
- Enhance data collection for student need and employer demand
- Improve collection of assessment data in terms of student learning
- Faculty productivity is limited, which may be because of various faculty release activities
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and/or graduate enrollment management plans.

Department: Community Affairs Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degrees Offered – BS Criminal Justice: MA Criminal Justice
BS Forensic Science

Triggers – BS Forensic Science Graduates 5.25 (10)

Commendations:

- Innovative goals for next 3 yrs; pre-law and applied forensic science certificates, online UG degree in homeland security
- Faculty are productive in terms of their scholarship

Needs Going Forward:

- The department mission description did not clearly match the university mission.
- The program outcomes (pg.3) were not clearly linked to the learning outcomes. Wasn't clear how the tool met the broad learning outcomes.
- Limited analysis of program goals for the previous three years.
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and/or graduate enrollment management plans, especially in light of the graduate program being triggered for low majors and graduates.

Department: English Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – BA in English Language and Literature, BA in Creative Writing, MA in English Language and Literature, MFA in Creative Writing
Triggers – None

Commendations:

- 7 on-line courses to better serve students, additional courses planned.
- New graduate level courses in MA and MFA programs (English 787 and 686) are noteworthy.
- Pre- and post-test diagnostics in English 101 is informative.
- Good placement rates, particularly at the MA level.
- Three year goals indicate the desire to maintain relevancy and currency with evolving student needs.

Needs Going Forward:

- For the MFA program, while rubrics are well developed, target criteria should indicate percentage of students expected to achieve desired outcome. The reader also needs to know the number of students and the percentage of students evaluated, as well to what extent students demonstrated each goal or outcome for each degree program.
- Consider expanding pre- and post- diagnostics in other key courses.
- Describe changes made based on assessment data for undergraduate and graduate programs.
- Given constrained resources, need to prioritize three year goals.
- For the next review, further define faculty productivity.
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and/or graduate enrollment management plans.

Department: History Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degrees Offered – BA in History, MA in History

Triggers – None

Commendations:

- Faculty are engaged in a diverse set of scholarly activities.
- Growth in scholarships and awards to students.

Needs Going Forward:

- Need to better explain how the educational part of the mission is aligned with the university's mission.
- Assessment of student learning should not rely solely on course grades. Sample of student portfolios should be examined using pre-determined rubrics to assess student learning. This is the third program review that has not adequately assessed student learning. Data from the rubrics must be provided in the next review.
- Need to do a better job of tracking placement of graduates, even if they are not employed as historians. Alumni and exit survey data collected by the university is not analyzed. The Committee is not contesting that history is important, but the department needs to do a better job explaining where their graduates get jobs.
- Provide evidence that assessment data are used for program improvement.
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and/or graduate enrollment management plans.

Department: Interdisciplinary MALS	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degrees Offered – MALS

Triggers – degrees

Commendations:

Needs Going Forward:

- For MALS:

- Mission – more detail is needed on how it connects to the new university mission.
 - Student need/employer demand needs further assessment.
 - Use of data to make changes/improvement needs to be documented.
- Assessment of student learning:
 - Provide the measurement tool used to evaluate thesis/final projects. Analysis of the strengths and weaknesses of theses or projects will provide valuable information to the program about what might need to be improved, quality of the work, etc. Note: Other graduate programs evaluate strengths and weaknesses with an evaluative rubric for the comprehensive exam, but we realize that MALS relies on the theses/projects as the program capstone.

Department: Modern & Classical Languages & Literatures Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degrees Offered – BA in Modern and Classical Languages (French, Latin, Spanish), MA in Spanish.

Triggers – Faculty TTF for Masters = $4.8 < 6$; Number of Masters majors = 12.75 (< 20) and graduates = $4.4 < 5$.

Commendations:

- Assessment of student learning is documented, but explanation could be improved.
- Collective faculty scholarly activity meets expectations.

Needs Going Forward:

- State mission in review rather than providing a link to the web site.
- Need to increase enrollment in master's program.
- Employment of graduates needs to be documented, e.g., quantitative data.
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and/or graduate enrollment management plans, especially in light of the graduate program being triggered for low majors and graduates.

Department: Philosophy Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degrees Offered – BA in Philosophy

Triggers – Number of majors = $23.2 < 25$, number of graduates = $5.6 < 10$

Commendations:

- Scholarly activity of faculty (including extramural grants), despite not having a graduate program.
- Provides courses to non-majors.
- Most graduates are pursuing graduate or professional education.

Needs Going Forward:

- Need to increase average number of graduates to 10 or above, as noted in last program review.
- Reader needs to know how assessment data were collected.
- Need to show evidence of how data is used to close the “loop.” Goal setting for the next three years is not robust.
- Consider incorporating the newly approved UNISCOPE model into the department’s assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university’s strategic enrollment management plan, especially in light of the continued triggering of the BA.

Department: Public Administration Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degrees Offered – MPA

Triggers – None

Commendations:

- Alignment of the program's mission with that of the University is clearly articulated and shows direct connectivity.
- Educational program objectives are clear and concise.
- Narrative clearly documents faculty's productivity in in scholarly work as well community engagement through the Hugo Wall School's Centers.
- High placement rates and student satisfaction from exit surveys.

Needs Going Forward:

- Number of refereed journal articles reported in Table 2-1 do not match the number discussed in the paragraph following the table.
- In next review, provide results of assessment driven interventions indicated on page 10. Document the impact of changes made in courses and assignments.
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and graduate enrollment management plans.

Department: Political Science Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined and is in alignment with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is not stated or is not in alignment with university mission
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – BA Pol. Sci

Triggers – None

Commendations:

- Strong faculty service to the University
- Student awards; Model UN, URCAF, Pi Sigma Alpha
- Strong assessment plans

Needs Going Forward:

- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and/or graduate enrollment management plans.

Department: Psychology Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined and is in alignment with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is not stated or is not in alignment with university mission
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Degrees Offered – BA – Psy.; PhD: clinical psy. Community Psy.; Human Factors
Triggers – None

Commendations:

- Excellent faculty productivity

Needs Going Forward:

- Mission mimics university mission, but not specific to the program
- Most of the assessment data is missing or is not measurable or connected to the outcomes.
- It is not clear how the department meets community needs. There is limited documented connection.
- This is the second 3-year review that has been deficient in terms of assessment of student learning, it is critical that the department focus more time and effort in correcting for the next three year review
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and/or graduate enrollment management plans.

Department: Social Work Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined and is in alignment with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is not stated or is not in alignment with university mission
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – Bachelor, Master of Social Work

Triggers – None

Commendations:

- The School's mission statement establishes a clear connection to the community
- Noteworthy scholarly productivity
- Learning objectives are clear and measurable.

Needs Going Forward:

- For MSW and BSW, the school uses the same learner outcomes, needs differentiation
- Students self-assessment and field instructor evaluation has the same weight. Should differentiate, and/or utilize some other means of assessing the learner outcomes. In addition, the sample size for each outcome should be noted.
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment and graduate enrollment plans.

Department: Sociology Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined and is in alignment with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is not stated or is not in alignment with university mission
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – Bachelor of Arts, Master of Arts

Triggers –faculty for MA, and number of majors and degrees at MA level

Commendations:

- The department's mission statement establishes a clear connection to the university mission
- Very well written report
- Noteworthy scholarly productivity
- Learning objectives are clear and measurable.
- Excellent analysis of quality of program for majors and non-majors

Needs Going Forward:

- In table 3.c, although outcome 3 and 4 has not satisfied the target, the table says that the target is met. Is this a typo?
- At graduate level, may want to consider having more observation points in assessing the outcomes and over the last three years.
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and/or graduate enrollment management plans, especially in light of the graduate program being triggered for low majors and graduates.

Department: Women's Studies Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – Bachelor of Arts

Triggers – number of majors and graduates

Commendations:

- Creation of online BGS program in an effort to increase majors and graduates

Needs Going Forward:

- Mission statement could be more explicit in its relationship to the university mission.
- Verbally measuring outcomes (exit interview) is limited in value. Written exit interviews analyses provide more objective information in terms of evaluating outcomes.
- Consider having more observation points in assessing the outcomes and over the last three years.
- The employment data is not complete and have a very low n=6. More alumni/graduate employment data is needed (may be this is due to low number of majors).
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan, especially in light of the program being triggered for low majors and graduates.

Education

Department: C & I Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – BA Elementary Ed, BA Secondary Ed, MA in Teaching, MEd in Special Ed, MEd in Learning and Instructional Design (LID)

Certificates: Literacy, Educational Technology, and STEM

Triggers – none

Commendations:

- Programs solidly designed around foundation of experiential learning / field experience.
- Students appear to effectively meet learning outcomes for the program.
- Data indicates a continuing need for teachers. The department provides a clear picture of the variation in demand based on specialty and other factors.
- SWOT Analysis is well done and identifies clear challenges the department is facing.

Needs Going Forward:

- The assessment rubrics for learning outcomes are quite comprehensive, but some of the measures for courses taken outside the college are grade-based. This may be a straightforward and adequate measure, but it might be worth considering if there were another metric available.
- The alumni and employer surveys are quite comprehensive and largely positive. The department might consider looking at the lower scores (say under 75%) to see if there is any pattern or weakness that might be addressed with curricular or other modifications. Perhaps this is already done. If so, a few short sentences capturing these reflections on the lower scores would be appropriate.
- It might be helpful to provide a bit more detail regarding how the department plans to advance its goals for 2017-2020.
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and graduate enrollment management plans.

Department: CLES Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – EdD in Ed Leadership, EdS in School Psychology, MEd in Ed Leadership, MEd in Educational Psych, MEd in Counseling
Triggers – none

Commendations:

- It appears that the program(s) have recently developed several new degree tracks / certificates to respond to the varying needs in the community for different types of programs to advance their careers. This response to changing demand is notable and valuable.
- Data indicates continued need/growth for graduates in these fields, with significant changes made to EdS in School Psych to improve recruitment to meet the need.
- Faculty appear to be active in their research, the number of conference presentations is impressive.
- Students appear well prepared for the comprehensive exams/assessments with a highly successfully completion rate.
- Faculty offer a number of service courses that support the programs in other departments/disciplines.
- Programs provide very clear goals from the previous review as well noting specifically what steps were taken to achieve these goals.
- Goals for 2017-2020 seem appropriately collaborative and aligned with the larger goals of the university.

Needs Going Forward:

- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and graduate enrollment management plans.

Department: Human Performance Studies Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – BA Athletic Training, BA Exercise Science, BA Physical Education, MEd Exercise Science
Triggers – Athletic Training - # of Majors (21/25); # of grads (4.8/10); # of grad faculty (3.2/6)

Commendations:

- Mission(s) appear to be community oriented and aligned with the University mission.
- Scholarly productivity is quite high, especially considering only four faculty have research expectations.
- Job placement rate in the field seems quite positive, although it's unclear what the N is for the alumni response rate.
- Faculty provide good service to the university and to non-majors.

Needs Going Forward:

- The licensure pass rate is quite strong, but it might be helpful to include the rubric that is used to assess some of the learning outcomes that are linked to research presentations or final projects. Most of these outcomes read: "Students will complete...project". It is not surprising that the results were 100% if the goal was completion of the project.
- Dept has done a good job setting out goals from last cycle and documenting how they were pursued. Most indicators were positive and did not require adaptation. The one evident change was around technology where new course(s) were developed. Future goals are largely maintenance goals, which is not a problem, but the dept might consider adding one 'challenge/reach' goal as well.
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and/or graduate enrollment management plans, especially in light of the athletic program being triggered for low majors and graduates (although the trend is increasing for majors and graduates).

Department: Sport Management Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – BA Sport Management, MEd Sport Management

Triggers – # of grad faculty (3/6)

Commendations:

- Variety of mechanisms employed to assess learning outcomes. Well done.
- Also includes a clear feedback loop with ability to identify weak components of the program and draft appropriate response measures.
- Very productive faculty in the area of research.
- Student satisfaction (grad and undergrad) is remarkable (95%)
- Alumni survey provided good feedback and had a good sized N for data.
- Program provides good explanation regarding the challenges of tracking employer demand given the broad types of employment of its graduates, but without additional data it is hard to determine what the demand is in the field.

Needs Going Forward:

- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and graduate enrollment management plans.

Health Professions

Department: CSD Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degrees Offered – B.A in Communication Sciences & Disorders (BA-CSD); M.A. in Communication Sciences and Disorders (MA-SLP); AUD in Doctor of Audiology; PhD in Doctor of Philosophy in Communication Sciences & Disorders (PhD-CSD).

Triggers – CSD Doctoral Degrees (minima is 2, report has 1.75)

Commendations:

- Strong demand in the MA-SLP and PhD program
- Good employment opportunities with competitive average salaries
- Robust mixture of assessment tools and methods
- Higher GPA averages than the total university
- Collaborating with other departments
- Service offerings to low-income families and non-profit organizations

Needs Going Forward:

- Address declining students satisfaction amongst AUD students (besides lack of faculty)
- Plan for hiring of new tenure-track faculty member in terms of finances and student need/course demand (document states they want to hire a TT to teach and another for assessment), also important to maintain accreditation (at least 50% of course in the MA and AUD program must be taught by PhD level faculty, page 24)
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and graduate enrollment management plans, especially in light of the PhD program being triggered for low graduates.

Department: Dental Hygiene Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – B.S. in Dental Hygiene

Triggers – number of tenure/tenure track faculty (have 2.4)

Commendations:

- Creating the online program open up more enrollment opportunities since no cap exists
- Large number of applications, majors, graduates and higher than average ACT score
- Achieved highest level of accreditation (no reporting requirements)
- Service provided to community for low-income families and dental camps

Needs Going Forward:

- Elaborate more on faculty scholarly/creative activity
- Continue efforts to add an addition to the AEGD building to better integrate the two programs
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan.

Department: Medical Laboratory Sciences Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
Centrality of the program to fulfilling the mission and role of the institution	Program mission is clearly defined and is in alignment with university mission.	Program mission is clearly stated. The role of the program and relationship to the university mission is in general aligned with university mission.	Program mission is not stated or is not in alignment with university mission
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Degrees Offered – B.S. in Medical Laboratory Sciences

Triggers – number of tenure/tenure track faculty (have 2)

Commendations:

- Above average pass rates on American Society for Clinical Pathology exams
- Higher student satisfaction than the College of Health Professions and the University
- Passed last accreditation with no concerns
- Great applied learning experiences
- Large number of majors and graduates, even with enrollment cap

Needs Going Forward:

- Addressed in document – free up tenured faculty time for research/creative scholarly activity (page 12)
- Elaborate more on service provided to the community in document
- Discuss more on goals and progress from last review
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan.

Department: School of Nursing Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degrees Offered – B.S. in Nursing; MSN in Nursing; DNP in Nursing
Triggers – None

Commendations:

- Substantial grants awarded and journal articles/presentations
- Excellent scholarly productivity for the faculty as a whole
- High student need and employer demand
- Detailed student learning outcomes and key performance indicators; excellent assessment process

Needs Going Forward:

- Provide more detail on section 5 (Service to discipline, the university and beyond), only SCH is mentioned
- Elaborate more on goals and progress from last review
- Online programs should be strategically marketed to meet school, college, and university online goals
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and graduate enrollment management plans.

Department: Physical Therapy Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degrees Offered – Doctor of Physical Therapy (DPT)

Triggers – number of tenure/tenure-track faculty (have 5)

Commendations:

- High quality students, high student demand and employer need
- Took action needed to be removed from probationary status from accrediting agency, now accredited unit 2022
- Improved student satisfaction from 2015 to 2016
- Used feedback from last review to make changes/improvements (raising GRE score for admission with hopes of raising first-time pass rates on licensure exam)

Needs Going Forward:

- Obtain external grant funding (recommendation of Grad School Dean on first memo page)
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and graduate enrollment management plans.

Department: Physician Assistant Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degrees Offered – Master of Physician Assistant (MPA)

Triggers – number of tenure/tenure-track faculty (have 3)

Commendations:

- Student satisfaction has risen each year (73%, 83%, and 91%), and used program feedback to improve rates
- Higher pass rate on licensure exam than national average
- Never placed on probation for accreditation, last visit got maximum allowed length (8 years) in between accreditation cycles
- High student need and employer demand

Needs Going Forward:

- Increase scholarly production in terms of journal articles, presentations and external grants
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and graduate enrollment management plans.

Department: Public Health Sciences Year: 2018 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degrees Offered – B.S. in Health Services Management & Community Development; B.S. in Health Science; M.A. in Aging Studies

Triggers – number of tenured/tenure track faculty for master program (have 4.8 FTE)

Commendations:

- Offers more opportunities for students to work in healthcare
- Made the Master's in Aging Studies fully available online
- Working towards gaining accreditation from the Council on Education for Public Health for the UG program in HSM-CD; Developing an online MHA program
- Collaboration with other departments
- Creation of 6 Badge courses (Care of the Population Badge series)
- Excellent scholarly productivity

Needs Going Forward:

- More faculty/lecturers so enrollment caps do not have to be created in Health Sciences major
- Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.
- For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and graduate enrollment management plans.