Wichita State University

2014-2015 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 and Senior Vice President for Academic Affairs) 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 Associate Vice President for Academic Affairs, 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 and Senior Vice President for Academic Affairs by November 1st.

Intensive Review of Selected Programs
The programs undergoing intensive review this year were in three different colleges (Education, Health Professions, and Liberal Arts and Sciences) and ranged from bachelor level to doctoral level programs. While three colleges had programs scheduled for intensive review, none were scheduled to be reviewed by the Kansas Board of Regents. Each college was notified of the programs undergoing intensive review in November of 2013.

To assist programs in writing their self-studies, departments/programs had access to:
- Program minima data posted to a secured website by the Office of Institutional Research.

- All department chairs/faculty had access to the data on Reporting Services. These data were made available to the University in the fall of 2013.
- 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: All programs reviewed were recommended for continuance (reviews start on page 4).

<u>Triggered Programs Monitored</u>
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 FY 2014 data, see below).

Program	Trigger from Minima Report	Status
Athletic Training	UG Majors/Degrees	Continue – Program established 2004-2005, intensive review in 2015
Arts/Studio Arts	GR Majors	Continue – Intensive review in 2014
Engineering Management	GR Majors/Degrees	Continue – Intensive review in 2016
Manufacturing Engineering	UG Majors/Degrees	Continue – Intensive review in 2016
Engineering Technology	UG Majors/Degrees	Continue – New program
Communication Sciences/Dis	Doctoral degrees	Continue – Intensive review in 2015
Chemistry	GR Majors	Continue – Intensive review in 2016
Earth, Environmental, Physical Science	GR Majors	Continue – Intensive review in 2016
Philosophy	UG Majors/Degrees	Continue - Intensive review in 2015 Academic support program
Physics	UG Majors/Degrees	Continue – Intensive review in 2016 Academic support program
Forensic Science	UG Majors/Degrees	Continue - Intensive review in 2015
Sociology	GR Majors/Degrees	Continue - Intensive review in 2015
Spanish	GR Majors/Degrees	Continue - Intensive review in 2015
Women's Studies	UG Majors/Degrees	Continue - Intensive review in 2015

Note: Compared to last year's report, bioengineering (UG), geology (UG), and liberal studies (GR) have been removed from the triggered list for majors and degrees. No programs were added.

<u>Potential Costs of Recommendations</u>
None of the recommendations made will require any additional cost to the University.

College of Education

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: CLES	On Target	Meets Expectations	Does Not Meet Expectations
Year: 2014	3	2	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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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 – EdD in Educational Leadership; EdS in School Psychology; MEd in Educational Leadership; MEd in Educational Psychology; MEd in Counseling
Triggers – Faculty for doctoral program

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Commendations:

- High quality experience for students as demonstrated by exit surveys and licensing/certification exam pass rates; taking steps toward accreditation for the MEd in Counseling; creative and significant responses to needs that emerged from recent strategic planning.
- Programs that are eligible for accreditation are meeting accreditation standards.

Needs Going Forward:

- Include rubric samples for the next 3 year review for help in describing the measurement tools.
- Provide National Comparison for licensing/certification exam pass rates for the next 3 year report (if available).
- Documentation of service to the community appears to be missing, should be included in the next 3 year review.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Curriculum and Instruction Year: 2014	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
Department is expected to address:			
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Degrees Offered – BA Elementary Ed; BA Middle Level/Secondary Ed; MA in Teaching; MEd Curriculum and Instruction; MEd Special Education
Triggers – None

Commendations:

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Demonstrated strong support for faculty scholarship and publication.
- Addressed college enrollment trends in relation to national enrollment trends.
- Provides a comprehensive assessment of student learning.

Needs Going Forward:

- Report ACT and GPA in tables for ease of comparison.
- Provide employment data as it is incomplete.
- Re-evaluate heavy use of lecturers in providing programmatic content.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Human Performance Studies Year: 2014	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degrees Offered –BA Athletic Training; BA Exercise Science; BA Physical Education; MEd Exercise Science
Triggers – # of faculty in masters of exercise science and number of majors and graduates in athletic training

Commendations:

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Strong faculty scholarship.
- Accredited athletic training, physical education programs.
- Strong assessment for student learning.
- Strong student satisfaction.

Needs Going Forward:

- Better connect the program mission statements with the new university mission.
- Report ACT and GPA in table for ease of comparison.
- Chart p. 13, reversal of outcomes, assessment tools, targets, and analysis.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

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Department: Sport Management	On Target	Meets Expectations	Does Not Meet Expectations
Year: 2014	3	2	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 faculty low for MEd

Commendations:
- Accredited programs.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Increased refereed publication in 2013.
- Clearly reported learning outcomes, target/criteria, analysis.
- High student satisfaction.
- Demonstrated opportunity for program growth if additional faculty resources become available.

Needs Going Forward:

- Report ACT and GPA in table for ease of comparison.
- Provide information beyond SCH about service to the university and community in section 5.

College of Health Professions

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Communication Sciences and Disorders Year: 2014	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 and MA in SLP, MA in SLP, AuD in audiology, PhD in SLP
Triggers – 1.75 graduates for PhD program

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Commendations:

- Accredited program and meeting accreditation standards.
- Heavy teaching load by faculty, but still producing high quality teaching and scholarship.
- High quality graduates as evidenced by their employment and licensing data.

Needs Going Forward:

- Inconsistency with reporting target/criteria and results; review and make more consistent for next 3 year review.
- Although triggered for low number of PhD graduates, the number is border-line. In order to grow PhD program it would be to the department's benefit to request appropriate facilities, faculty resources, and other appropriate tools to further advance this important program for the University. This will be more important as the University develops its innovation campus, as this program will likely be a major participant.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Dental Hygiene	On Target	Meets Expectations	Does Not Meet Expectations
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – BS in dental hygiene (entry level and degree completion)
Triggers – Triggered for faculty numbers

Commendations:
- Meeting learning objectives overall/outcomes, and when students fall below targets, a rational is provided.
- Accredited program, meeting accreditation standards.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Even though faculty have high teaching loads, scholarship is still being completed by some faculty.
- Plans for moving the degree completion program to 100% online will be helpful to the professions and department.

Needs Going Forward:
- Align the student learning objectives with the outcomes more clearly.
- Consideration for adding more faculty resources will be important as the online option is added.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Medical Laboratory Sciences Year: 2014	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 – BS in MLS
Triggers – Triggered for faculty numbers

Commendations:
- Accredited program and meeting accreditation standards.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Evidence demonstrating the quality and productivity of the faculty, even with a limited number of faculty.

Needs Going Forward:

- In terms of the mission, and for future 3 year reports, provide more detail about how the mission has changed and the influences that brought about these changes.
- Develop a plan to ease the difficulties associated with a heavy teaching load that prevents scholarly activities.
- In terms of learning outcomes, more descriptive information should be given on numbers of students, use of the data to make improvements. Comments such as "continue to respond to suggestions and comments of evaluators to improve program" do not describe what is actually being done.
- On target with their feedback loop, but more description and clarification on how assessment data is used to make changes.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Nursing Year: 2014 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degrees Offered – BS in Nursing (BSN); MS in Nursing (MSN); and Doctor of Nursing Practice (DNP)

Triggers – None

Commendations:
- Accredited program and meeting accreditation standards.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Evidence demonstrating the quality and productivity of the faculty.
- Meticulous assessment process.
- Efforts made toward competency based learning.

Needs Going Forward:

- It is important to develop a plan to address technology support for graduate online programs.
- It is critical to have a marketing plan (with funding) to improve demand for graduate nursing programs, i.e., MSN, DNP.
- Paying market level salaries to faculty continues to contribute to faculty recruitment and retention issues. This was pointed out in the last review, but it's not clear that a solution has been initiated.
- We assume service is on target, but the data was not included in the report.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Physical Therapy Year: 2014 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degree Offered – Doctorate in Physical Therapy
Triggers – Triggered for faculty numbers

Commendations:
- Competitive applicant pool
- Students admitted with average GPA of 4.0 (2013) and all graduates are employed in their field.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Needs Going Forward:

- Program placed on probation in 2013 for a lack of assessment processes/reporting. Program responded and now they are no longer on probation, but have work to do to improve program assessment. Plans are in place for this to happen.
- Review your program mission in relation to the new University mission. Program goals should be measurable.
- Program objectives and learning outcomes are mixed together on page 3 of the report. For the next report differentiate between the two and report the data separately. Tie the direct assessment measures with each outcome.
- The focus should be given to fill faculty vacancies and improve research equipment and space. Another focus should be to increase scholarly productivity, particularly grants.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Physician Assistant Year: 2014 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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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 – Master – Physician Assistant
Triggers – Triggered for faculty numbers

Commendations:
- Accredited program meeting accreditation standards.
- The program has a national reputation, with an active and productive faculty in terms of teaching and scholarship.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Applaud the program for pointing out the decrease in student satisfaction numbers, but will expect an analysis in the next 3-year report.

Needs Going Forward:
- It will be important to develop a plan to address faculty retention, i.e., bringing faculty salaries up to market in order to recruit and retain qualified faculty.
- When reporting learning outcomes, target/criteria and analysis of the results is not provided (as required) and should be in future 3-year reports.
- NCCPA exam results reported by skill and tied to learning outcomes should be provided in future 3-year reports and the "n" should be provided.
- In terms of applicant data, when reporting data in narrative format and charts, make sure they are consistent. There are several inconsistencies in the report, e.g., the mission is not reported as changed on page 2, but on page 12 it was reported that it was updated. The timeframe dates on page 13 seem incorrect.
- It appears a feedback loop is used; however, it is not concisely identified in the document.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Public Health Sciences	On Target	Meets Expectations	Does Not Meet Expectations
Year: 2014	3	2	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
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 – BS in Services Management and Community Development (HSMCD); BS in Health Sciences; and MA in Aging Studies
Triggers – Triggered for the low number of faculty

Commendations:
- Mission statements clearly defined.
- SCH significantly increased over the last 3 years.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Productive faculty in terms of scholarship, except grants have decreased.

Needs Going Forward:

- Review student learning assessment process. Develop measurable objectives and learning outcomes. Clearly align the student learning objectives with the outcomes. Develop direct assessment measures (e.g., a rubric for evaluation) for all levels and degree programs. A course grade is not considered a direct assessment tool.
- Clearly demonstrate in your next program review that the results of student learning objectives are monitored and used as a part of continuous improvement process involving all departmental faculty
- Provide analysis of the assessments and establish the feedback loop for continuous improvement of the programs.
- Have a sustainable succession plan to address faculty needs. Programs do not appear to be sustainable with current faculty mix.

College of Liberal Arts and Sciences

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Anthropology Year: 2014 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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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.
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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 – None

Commendations:
- Although the mission has not changed since the last review, it connects well with the new university mission focusing on applied learning and research.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Productive faculty in terms of teaching and scholarship.
- Overall program assessment appears to be a part of a continuous improvement approach in the department.

Needs Going Forward:

- In terms of assessing student learning outcomes, grades are considered indirect measures of student learning and should be avoided as a sole means of evaluating student learning.
- Use direct measures to identify, collect, and prepare data to evaluate the achievement of a learning outcome (e.g., critical thinking evaluated by a rubric in a writing assignment).
- Provide measurement tools in the future.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Communications Year: 2014 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.
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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 in communication
Triggers – None

Commendations:
- Strengths and quality of faculty is evidenced scholarly and teaching productivity.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Department is on target in terms of their major's outcomes. Demonstration of outcomes for concurrent enrollment and non-major general education students is inadequate.

Needs Going Forward:

- Meets expectation in terms of the school's centrality to the University's mission, but more details on the connection would be helpful in the future.
- Identify how program will manage change and resolve current productivity issues given the TTF teaching loads. Address how program can add to existing burden of General Education, i.e., role, carried in large part by GTAs.
- Prior to the next review, demonstrate outcomes and use of data for concurrent enrollment and non-major GE students.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Community Affairs Year: 2014 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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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.
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – BS forensic science; BS criminal justice; MA criminal justice
Triggers – Forensic science for graduates

Commendations:
- School/program mission connects to the new university mission.

Departmental Progress Toward Assessment of Program – Evaluation Rubric

- On target in terms of assessing student learning; description of measurement tools is needed.
- Faculty productive in terms of scholarship.

Needs Going Forward:

- Lack of dedicated faculty in the forensic science program; School needs to develop a plan to add permanent faculty, as it is a triggered program.
- Limited number of majors/graduates in forensic science preventing the reporting of meaningful learning outcomes.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: English Year: 2014 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.
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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, 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 (English, creative writing), MA (English), MFA (creative writing)
Triggers – None

Commendations:

- Mission connects to the university mission.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Productivity of faculty in terms of research is notable in light of teaching loads and administrative responsibilities.
- Assessment of student learning is varied and on target.
- Strong assessment of English 101.

Needs Going Forward:

- No data is evaluated from the University's exit and alumni data in terms of demonstrating need and demand for students.
- Beyond addressing SCH for service, no other service is addressed.
- The feedback loop was not well described, goals from the last review were not addressed.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: History Year: 2014 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, 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 in American History; BA in European History; BA in Public History. MA in history
Triggers – None

Commendations:
- Demonstrated high quality of faculty teaching and scholarship.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Needs Going Forward:

- No connection is made between the department's mission and the new university mission. Language in the brief assessment of student need and demand could be included in the mission to make a case for its connection to the university mission statement.
- A case for the department strengths is not made in the self-study.
- Consider how to collect and maintain data records on faculty activity. Further, include presentation and discussion of institutional data provided to the department for the purpose of establishing program productivity and service.
- Reconsider reporting of results of assessment in single table/matrix to help clarify outcomes.
- Review student advising in addressing undergraduate student satisfaction data.
- Develop instrument for the purpose of assessing General Education courses in program.
- Put in place assessment plan with more elaborate documentation and, in particular, a direct assessment of student learning. Department has not put in place the outcomes assessment plan developed with Academic Affairs after the last review (2011). Grades are not considered a direct assessment of student learning.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Interdisciplinary Year: 2014 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	<Not applicable – faculty are assigned to and evaluated in other departments as this is a department with interdisciplinary degree programs>		
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. MALS program only.
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. MALS program only.
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. MALS program only.

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

Degrees Offered – BGS, BALS and MALS
Triggers – None

Commendations:
- MALS is no longer triggered for degree productivity.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- 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:
- 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.
- For MALS 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.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: MCLL Year: 2014 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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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 MCLL (French, Latin, Spanish), MA, Spanish
Triggers – 5.2 faculty for graduate programs, 14 majors for MA program

Commendations:
- Good job integrating the program mission to align with university mission.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Productive faculty in terms of teaching and research.
- Provides learning outcomes and analysis, including proposed uses of data for language majors.
- Demonstrated employer demand by citing US census bureau statistics and growing diversity/need for employees to communicate internationally; gave examples of the value to the university and the community.
- Followed through with goals set at last review and met goals, has plans and goals for future of program and collaborating with other departments, and acknowledged the need to modify their assessment plan.

Needs Going Forward:

- Missing data learning outcomes in 525 and 526 general education non-majors. This data should be provided in the future. Complete tables for learning outcomes, be more specific on how the curriculum impacts student learning, and provide scale for OPI ratings.
- Hire a tenure-track professor to eliminate the trigger for number of faculty needed for graduate programs.
- Develop a student recruitment plan for the MA program, since it's triggered.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Philosophy Year: 2014 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 philosophy
Triggers – degree productivity (6.2)

Commendations:
- Although program is still triggered for <10 degrees (5 year rolling average), the program is no longer triggered for majors.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Department provides the university a significant amount of service in terms of its offering of philosophy content to various disciplines.
- Even the though the mission of the department has not changed since the last review, it connects well to the nee university mission.
- Faculty are productive in terms of their teaching and scholarship.

Needs Going Forward:
- For philosophy majors, one learning outcome is measured using a rubric (not provided), however, it is not apparent how each student performed on each section of the rubric. Provide this in future review to document performance.
- In general education outcomes narrative, provide detail on how students performed on the assessments. Attach rubric and scores to next program review.
- More detail is needed on how the department plans to increase the average number of graduates to 10.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Political Science Year: 2014 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 political science
Triggers – None

Commendations:

- Department connects its mission to the new university mission in terms of applied and experiential learning.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Very productive (small) faculty in terms of teaching, scholarship, and service.
- Good mix of assessment tools/evaluation of learning outcomes.
- Satisfaction of students is high.
- Excellent use of assessment data for quality improvement, feedback loop, etc.

Needs Going Forward:
- Continue assessment as identified in the report.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Psychology Year: 2014 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.
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Note: Highlighted area indicates Program Review Committee's assessment for each area.

Degrees Offered – B.A. Psychology, Ph.D. Psychology-Clinical, Ph.D. Psychology – Community, Ph.D. Psychology – Human Factors
Triggers – Number of majors – master level

Commendations:
- Program mission connects to university mission.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Produces a high number of SCH as well as number of majors, graduates, and scholarly activity.
- Reported on goals from last review.
- Accredited clinical psychology and human factors PhD programs.

Needs Going Forward:

- The first steps to an assessment plan are provided, but is not demonstrating the impact of the curriculum on student learning, include assessment of intended learner outcomes.
- Explanation of the table that lists scholarly productivity would be beneficial for the review committee.
- Elaborate more on the service provided beyond the university.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Public Affairs Year: 2014	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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Degrees Offered – Master of Public Administration (MPA)
Triggers – 5.2 faculty for master program

Commendations:
- Program mission connects with university mission.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- All faculty participate in applied research/community service.
- Offers all night courses, which caters to students' schedules.
- Accredited by the Network of Schools of Public Policy and has an assessment plan it reports yearly, investigates why admitted students don't enroll and is monitoring number of applications.
- High percent of under-represented minority students in program.

Needs Going Forward:
- Learning outcomes results are based on course grades, which are indirect measures of student learning. Adoption of direct measures of student learning, e.g., rubric-based evaluations is needed.
- Continue to address the number of certificates awarded – large drop in 2013.
- Nothing in section 5 about service to university & community, but is explained in other parts of the document.
- Demonstrate how program is using feedback loop rather than just stating that changes are made and monitored.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Social Work Year: 2014 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degrees Offered – BSW and MSW
Triggers – Faculty numbers and ACT

Commendations:
- Changed the mission to competency based-model.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Accredited program and meeting accrediting standards.
- Productive faculty in terms of scholarship and grant writing. However, grant awards have decreased.

Needs Going Forward:
- There are high teaching loads, but no plan to address this long-term.
- Student satisfaction numbers are low in the graduate program and should be re-evaluated for the next 3 year review.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Sociology Year: 2014 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 and MA
Triggers – Master's program triggered for major (10) and degree (3.8)

Commendations:

- Department's mission connects with the university mission

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- While grant funding reduced from 2011 to 2013, the faculty members increased their scholarship output, in terms of publications and presentations, and are commended for this effort.
- The Department provides considerable support for other undergraduate programs through general education courses and electives.
- Undergraduate learning outcomes and target criteria are clearly stated; by the next review period, similar clarity, with use of the table format, for the graduate student learning outcomes is anticipated.

Needs Going Forward:

- Discipline-specific rubrics were developed related to learning outcomes. However, data is not yet available for two undergraduate goals; evidence suggests that the department will monitor the findings and adjust program objectives accordingly.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

Department: Women's Studies Year: 2014 Department is expected to address:	On Target 3	Meets Expectations 2	Does Not Meet Expectations 1
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Degrees Offered – BA Women's Studies
Triggers – 5.8 number of graduates (need minimum of 10)

Commendations:
- Connected program mission to university mission by emphasizing educational and cultural value to greater public good.

DEPARTMENTAL PROGRESS TOWARD ASSESSMENT OF PROGRAM – EVALUATION RUBRIC

- Has plans for the future of the program (creating new degree program, updating/expanding curriculum).
- Fair amount of scholarly productivity for a small department.
- Program is fairly inexpensive, helps support other university programs.
- Fair amount of SCH production for a small department.
- The number of enrolled majors has increased.
- Large number of minority students in program and diverse faculty.
- Assessed prior goal of increasing number of majors (10 a year), realized that was not attainable and revised to increasing 2 majors per semester.
- Department is on target in terms of assessing their major's outcomes.

Needs Going Forward:
- Funding for hiring of a tenure track position.
- Include OPA data tables in documentation.
- Improve the reporting of assessment outcomes.
- Document could be more organized, e.g., missing appendix F.