Program Review
Self-Study Template

Academic unit: ____________________________  College: ____________________________

Date of last review ______________________  Date of last accreditation report (if relevant) ____________

List all degrees described in this report (add lines as necessary)

| Degree: _________________________________________________ | CIP* code: __________________________ |
| Degree: _________________________________________________ | CIP code: __________________________  |
| Degree: _________________________________________________ | CIP code: __________________________  |


Certificate (s): __________________________________________________________________

Faculty of the academic unit (add lines as necessary)

<table>
<thead>
<tr>
<th>NAME</th>
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<th>TENURE OR NON-TENURE TRACK</th>
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Submitted by: ____________________________________  Date __________________________
(Name and title)  (Date)

In yellow highlighted areas, data will be provided
Part 1: Impact of Previous Self-Study Recommendations

At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note your progress to date on implementation.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Activity</th>
<th>Outcome</th>
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Part 2: Departmental Purpose and Relationship to the University Mission

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

Please list the program mission (if more than one program, list each mission), define the role of the program and tie them to the overall mission of Wichita State University printed above. (Explain in 1-2 concise paragraphs)

a. Program Mission (if more than one program, list each mission):

b. The role of the program(s) and relationship to the University mission:

c. Has the mission of the Program(s) changed since last review? □ Yes □ No
   i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

d. Provide an overall description of your program(s) including a list of the measurable goals and objectives of the program(s) (programmatic). Have they changed since the last review? □ Yes □ No

   If yes, describe the changes in a concise manner.
Part 3: Faculty Quality

Describe the quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

What standards, if any, are in place for your college/department for the following areas:

Complete the table below and utilize data tables 1-7 provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production).

Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:
Part 4: Academic Program(s) and Emphases

Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan(s) as an appendix (refer to instructions in the WSU Program Review document for more information).

Narrative:

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).

Provide assessment here:

Narrative:

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)

Provide assessment here:
In the following table provide program level information. You may add an appendix to provide more explanation/details.

<table>
<thead>
<tr>
<th>Learning Outcomes (most programs will have multiple outcomes)</th>
<th>Assessment Tool (e.g., portfolios, rubrics, exams)</th>
<th>Target/Criteria (desired program level achievement)</th>
<th>Results</th>
<th>Analysis</th>
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Definitions:

**Assessment Tool**: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

**Criterion/Target**: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

**Result**: Actual achievement on each learning outcome measurement (e.g., 95%).

**Analysis**: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

**Narrative**: c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the following table. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

Provide assessment here:
### Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Name of Exam</th>
<th>Program Result</th>
<th>National Comparison±</th>
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**Narrative:**  
d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c). **Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.**

Provide assessment here:
Does your program support the university General Education program?  □ Yes  □ No

If yes, please complete the table below and respond to the narrative prompt. If no, skip to the next.

<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Results</th>
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<td>• Have acquired knowledge in the arts, humanities, and natural and social sciences</td>
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<td>• Think critically and independently</td>
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<td>• Write and speak effectively</td>
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<td>• Employ analytical reasoning and problem solving techniques</td>
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Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: http://www.aacu.org/value/rubrics/

Narrative:

e. Provide aggregate data on how the goals of the WSU General Education Program and KBOR 2020 Foundation Skills are assessed in undergraduate programs (optional for graduate programs).

Provide assessment here:

Concurrent Enrollment - Does the program offer concurrent enrollment courses? □ Yes  □ No

If no, skip to next question.

Narrative:

f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

Provide assessment here:
**Accreditation – Is the program accredited by a specialty accreditation body?**  
☐ Yes  ☐ No

**Narrative:**

- **g.** If yes, please note the name of the body, the next review date and concerns from the last review.

- **h.** Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

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**Credit hour determination – How does the department assign credit hours to courses?**

**Narrative.**

Provide assessment here:

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**Overall Assessment – Define the Overall quality of the academic program.**

Provide assessment here:
Part 5: Student Need and Employer Demand

Analyze the student need and employer demand for the program/certificate. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Utilize the table below to provide data that demonstrates student need and demand for the program.

<table>
<thead>
<tr>
<th>Employment of Majors*</th>
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<td>Average Salary</td>
<td>Employment % in state</td>
<td>Employment % in the field</td>
<td>Employment: % related to the field</td>
<td>Employment: % outside the field</td>
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<td>Year 1</td>
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<td>Year 3</td>
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<td>Year 4</td>
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* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: [http://www.bls.gov/oco/](http://www.bls.gov/oco/) and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

Narrative: Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred. AND provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Provide assessment here:
Part 6: Program and Faculty Service

Analyze the service the Program/certificate provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

**Narrative:**  
Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors (using table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day), nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

**Provide assessment here:**
Part 7: Graduate Enrollment Management (GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(e) template.

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a. Program name:
b. In 2-4 sentences, summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.
c. Discuss how graduate assistantships are being used to advance the GEM goals.
d. Provide an assessment of successes, challenges, and deficiencies with the GEM plan.
e. Summarize how the GEM plan is being updated going forward based on the findings above.

Provide assessment here:

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Part 8: Undergraduate Enrollment Management

For each undergraduate program, summarize and reflect on the progress you have made toward your college’s enrollment goals.

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a. Program name:
b. In 2-4 sentences, summarize how the department and faculty have engaged in strategic enrollment management,
c. Discuss how faculty have been engaged in recruitment and retention activities.
d. Provide an assessment of successes, challenges, and deficiencies with departmental activities.

Provide assessment here:
**Part 9: Program Goals from Last Review**

Report on the Program’s/certificate’s goal(s) from the last review. List the goal(s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

<table>
<thead>
<tr>
<th>(For Last 4 FYs)</th>
<th>Goal(s)</th>
<th>Assessment Data Analyzed</th>
<th>Outcome</th>
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**Part 10: Summary**

**Narrative:**

a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e).

Provide assessment here:
Part 11: Forward-facing goals

Narrative: b. Identify goal(s) for the Program to accomplish in time for the next review. Goals must be Specific, Measurable, Attainable, Realistic and Time-bound (SMART).

List goals here: