



WICHITA STATE
UNIVERSITY

Process updates for 2020-2021

Program Review Instructions

CAMPUS PROGRAM REVIEW

New for you...

* Philosophy

- Goal setting continuous improvement v. KBOR Report
- Increased emphasis on goal setting and feedback loops

* Process

- Revised rotation to create greater annual work balance
- Schedule shifted to reflect current practice

* Forms

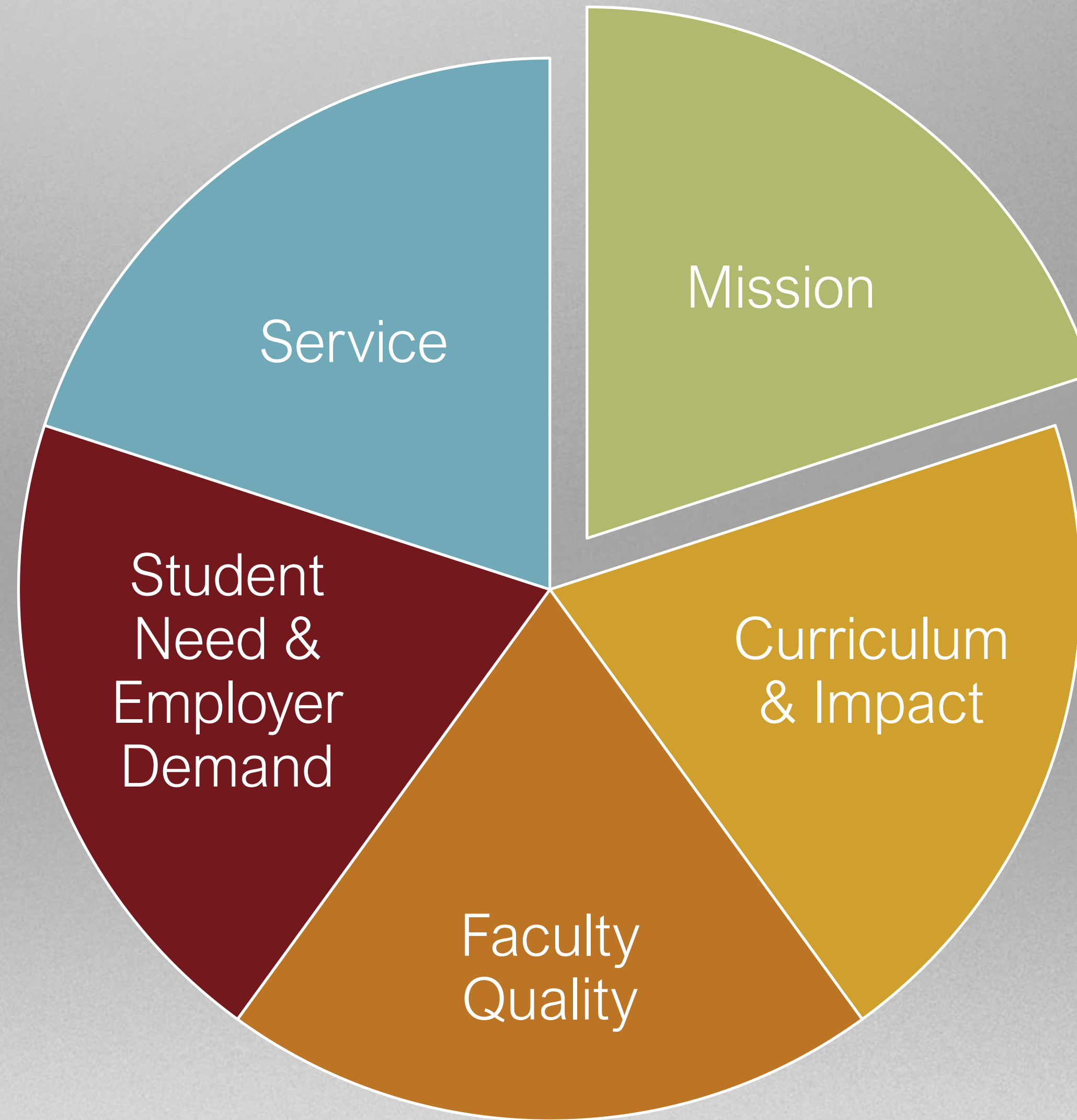
- Separation of some parts with hopes of increasing attention to detail. Additions of SEM, Goals (old & new)

PROGRAM REVIEW CYCLE



KBOR Criteria for review

* + HLC and WSU
components...



Self-Study Coversheet

- **COMMON ERRORS**

- * **Not including all programs**
- * **Not including all faculty (tenure and non-tenure track)**
- * **No signatures of faculty**
- * **Not signed or dated by chair**
- * **Non-Inclusion of CIP codes**

- **CHANGES**

- * **Place to denote type of faculty**
- * **Place to list certificate programs**
- * **Directions on substation of accreditation documents**
- * **Clarity on need for accreditation feedback**
- * **Clarity related to service documentation**

Departmental Purpose, Relationship to the University Mission and Engagement with Strategic Plan

- Educational, Cultural and Economic Driver for Public Good
- Each program should have a Purpose Statement
 - HLC Mission Alignment – One University mission
 - Mission statement if required for accreditation
- Newly refreshed strategic plan

Faculty Quality & Productivity

- Denote if were awarded or submitted (appendix or narrative)
- Standards for the program & context
- Include faculty service
- OPA Tables provided (4 FTE, 6 Majors, 7 Degrees, etc.)

Academic Program(s) and Emphases

- ACT or GPA comparison with context
- Accreditation status and outcomes (if appropriate)
- Assessment of learning outcomes – *Please use the table*
 - Unless accredited with 18 months
- General Education and Concurrent Enrollment
- Credit hour definition

Student Need and Employer Demand

- Complete the table with data from the provided site or other sources
 - U.S. Bureau of Statistics: <http://bls.gov/oco>
 - KBOR https://ksdegreestats.org/program_search.jsp
 - OPA tables 11-15
- Beginning of period and end of period vs. annually

Program Services

- **Public good part of WSU mission**
 - Service defined by SCH
 - Service defined by engagement with other university programs
 - Service defined by engagement with university and beyond

Graduate Enrollment Management (GEM)

- GEM goals?
- Use of graduate assistantships
- Evaluation of GEM plan

Strategic Enrollment Management

- What is your department/program doing to support recruitment?
- Retention?
- Focus on special populations (i.e. adult, first-gen, underserved)?

Impact of Previous Self Study Recommendations

- Evidence of response to committee feedback

Program Goals from Last Review

- Evidence of progress on goals set in last self-study

Forward Facing Goals

- 2-3 Goals
- Should include a little stretch
- Tied to self study results
- Not static/ can change based on formative evaluation results
- Due December 1st

FORWARD FACING



Specific

Who, What, Where,
When, Why, Which

Define the goal as much
as possible with no
ambiguous language.

WHO is involved, WHAT
do I want to accomplish,
WHERE will it be done,
WHY am I doing this
(reasons, purpose),
WHICH constraints /
requirements do I have?



Measurable

From and To

Can you track the
progress and measure
the outcome?

How much, how many,
how will I know when
my goal is
accomplished?



Attainable

How

Is the goal reasonable
enough to be
accomplished? How so?

Make sure the goal is
not out of reach or
below standard
performance.



Relevant

Worthwhile

Is the goal worthwhile
and will it meet your
needs?

Is each goal consistent
with other goals you
have established and
fits with your
immediate and long
term plans?



Timely

When

Your objective should
include a time limit. "I
will complete this step
by month/day/year."

It will establish a sense
of urgency and prompt
you to have better time
management.

EVALUATION RUBRIC

Department is expected to address:	Exemplary 4	Meets Expectations 3	Partially 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, is in alignment with university mission and the narrative ties the missions and roles together.	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 clearly stated. The role of the program and relationship to the university mission is stated but not connected.	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, inclusive of departmental standards and in keeping with the university priorities in this area, for example, the FAR and UNISCOPE. Productivity is directly linked to program enhancements.	The document reflects that the strengths, productivity and qualifications of the faculty associated with the program are fully qualified to sustain the program.	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. Measures and populations are clearly explained and integrated into the program.	The program assessment plan, inclusive of metrics, is fully implemented and shows the alignment of the curriculum with student learning outcomes as they reflect the quality of student learning	The program assessment plan is partially implemented and attempts to show 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, student demand and the national job outlook.	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 demonstrates its value with noted exemplary service to the discipline, to the university and to the community.	The program demonstrates value to the discipline, the university or the community.	The program demonstrates value to the one of the following: 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 use of data collected to evaluate the efficacy of its courses and programs.	The program makes no use of data collected to evaluate the efficacy of its courses and programs.



Recommendations

- **INTERNAL RECOMMENDATIONS**

- **Resubmit FF goals**
- **2-year follow-up**
- **NA**

- **KBOR RECOMMENDATIONS**

- **Enhanced**
- **Maintain**
- **Monitored for improvement**
- **Discontinued**

➔ **Conclusion** *Report to the Provost and Senior Vice President by Dec. 1st.*

Timeline

- * 4/1/2021 Self Study to Dean
- * 5/15/2021 Self Study to Graduate School (if necessary)
- * 7/15/2021 Self Study to Academic Affairs
- * 8/1/2021 Self Study to Program Review Committee
- * 9/1/2021 Program Review Committee Meetings
- * 10/15/2021 Feedback session
- * 2/1/2022 Submit to KBOR



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Questions?
