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Process for Program Review

Item Type	Accreditation document
Authors	Academic Affairs;Office of Assessment and Accreditation
Publisher	Wichita State University
Download date	2026-05-20 01:32:39
Link to Item	https://soar.wichita.edu/handle/10057/23833



HLC Accreditation 2020-2021

Evidence Document

Academic Affairs

Office of Assessment and Accreditation

Process for Program Review

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**GUIDELINES FOR ACADEMIC PROGRAM REVIEW
KANSAS BOARD OF REGENTS**

November 2010

Introduction

Program review is inextricably bound to academic quality and the allocation of resources within the public universities governed by the Kansas Board of Regents. Its primary goal is to ensure program quality by: (1) enabling individual universities to align academic programs with their institutional missions and priorities; (2) fostering improvement in curriculum and instruction; and (3) effectively coordinating the use of faculty time and talent.

The Kansas Board of Regents' program review policy reads as follows:

(1) In cooperation with the universities, the Board will maintain a program review cycle and a review process that will allow the universities to demonstrate that they are delivering quality programs consistent with their mission. (12-19-86; 6-23-88; 9-18-97)

(2) The review of degree programs shall encompass all levels of academic degrees from associate to doctoral. Program reviews are institutionally based and follow the departmental or unit structure of the institution. "Program" means an academic plan that is approved by the appropriate governing board and leads to an award, for example, a degree or a career/technical certificate. (12-17-82; 1-20-84; 6-23-88; 9-18-97; 6-23-05)

On September 18, 1997, the Kansas Board of Regents approved guidelines for the current program review cycle. These guidelines provide goals for program review at two levels, campus and system. At the campus level they include assessment to strengthen the quality and accessibility of academic programs; identifying program needs and campus priorities; and identifying areas for reorganization, including "modification, merger, and discontinuance." Principal goals at the system level include ensuring that programs are consistent with institutional missions and roles; ensuring optimal student access and use of resources; minimizing duplication; and encouraging institutional cooperation.

These levels coincide with the two distinctive types of assessment, namely, assessment for improvement and for accountability. Campus level review of academic programs is primarily aimed at improvement, while system level review focuses primarily on accountability. This is not to say that the two goals are mutually exclusive; only to recognize that they are two different processes that respond to distinct dynamics. It is important that institutions and Board staff remain mindful of the creative tension that exists at each level between these two types of review.

Purpose of Academic Program Review.

The Board and Regents universities conceive program review as integral to the academic planning process that occurs at both the institutional and system levels, with the overarching purpose of maintaining and improving the quality of academic programs offered by the system universities. Program review provides an opportunity for faculty and administrators to reflect on their institution's educational practices and review the role of their programs in the context of the totality of programs offered by Regents universities. This is accomplished by ensuring:

1. the highest possible level of academic program quality;

2. an appropriate differentiation of institutional missions and roles within the Regents system;
3. optimal effectiveness in the use of state and student resources; and
4. maximum responsiveness to the intellectual, cultural and workforce needs of the state.

Although the overarching purposes remain the same, the goals and operation of program review vary at the campus and system levels. A differentiation of goals implies that the campuses and the system have different responsibilities in the program review process.

Program review begins at the campus level, where its goals include but are not limited to:

1. strengthening the quality and accessibility of academic programs by assessing existing program strengths and concerns;
2. augmenting institutional self-management by identifying and articulating academic program needs and campus priorities; and
3. identifying needs to reorganize academic programs, including modification, merger and discontinuance.

Individual universities may specify or add to these campus goals for program review.

At the system level, the primary goals for program review include:

1. ensuring that program quality and priorities are consistent with institutional missions and roles;
2. refining the scope of program offerings to optimize student access and use of resources; and
3. identifying viable opportunities for minimizing unjustifiable program duplication and supporting appropriate institutional cooperation.

In addition, as directed by the Board, staff may undertake different types of system review. Examples of such reviews are the analysis of system-wide program array and the system-wide review of individual academic program categories.

The Program Review Process

Program Review Cycle

Each public university is charged with the review of its academic programs and the implementation of its own process for program review. Each academic program offered by the institution will be reviewed at least once within an eight year cycle determined by the institution.

The current eight year cycle is 2007–2014, meaning that the next cycle will be 2015 – 2022. Institutions will provide Board staff with the schedule of programs to be reviewed in the next cycle no later than December 2014. Subsequently, institutions will provide staff with the schedule of programs to be reviewed in the upcoming cycle no later than December of the year preceding the first year of that cycle.

Program Review Process and Criteria

Program review documents are due in the Board office by February 16 of each year. Board staff will review individual program review reports and program data provided to KSPSD. Based on this review, staff will consult with chief academic officers regarding any questions, issues or problems that should be addressed.

Although program review is ultimately focused on discrete academic programs, the larger context of institutional planning, management and budgeting of the university should be enhanced by the process.

Each program will be examined by the university using the following criteria:

1. centrality of the program to fulfilling the mission and role of the institution;
2. the quality of the program as assessed by the strengths, productivity and qualifications of the faculty;
3. the quality of the program as assessed by its curriculum and impact on students;
4. demonstrated student need and employer demand for the program;
5. the service the program provides to the discipline, the university and beyond; and
6. the program's cost-effectiveness.

Additional criteria consistent with institutional mission may also be added. These criteria have relevance for all degree programs, regardless of discipline or degree level. However, the conceptualization, measurement, and application of these criteria in the review of academic programs will vary according to a variety of factors, including institutional mission and degree level. Universities may also implement separate review processes for graduate and undergraduate education.

Institutional reviews may include student learning assessment data, evaluations, recommendations from accreditation reports, and various institutional data, e.g., data on student post-collegiate experiences, data gathered from the core and institution-specific performance indicators, and/or information in national or disciplinary rankings of program quality. Specific and/or additional information that relate to these criteria and that are meaningful and appropriate for the institution can be developed by individual universities.

Data and Minima Tables

Data collected on each academic program are critical to the program review process. Based on institutional data housed in the Kansas State Postsecondary Database, Board staff assemble minima tables for review. The Board has established minima for number of majors, graduates, faculty and average ACT score. Emphasis is placed on those programs up for review in a given year, but staff reviews all minima tables to determine those programs that fail to significantly meet minima requirements.

Based on this review of the data, staff consult with institutions to identify problem areas. The annual report to the Board will include updates on campus actions to alleviate those problems.

Data minima are established for the following categories:

Undergraduate programs:

- number of majors;
- number of graduates;
- number of faculty FTE to deliver the program;
- average ACT score.

Master's and Doctoral programs

- number of majors;
- number of graduates;
- number of faculty FTE to deliver the program

Programs Requiring Additional Review or Monitoring for Improvement

The annual program review process includes both review of individual programs on the regular 8-year cycle, and analysis of the program data provided by campuses to KSPSD. Based on these reviews, some programs will be identified for additional review, while others may be recommended for elimination. In each case, Board staff will consult with staff at institutions and report to the Board on the status of such programs.

Programs Selected for Additional Review or Monitoring

Based on review of both qualitative reports and of these data, Board staff and/or institutions will identify areas of possible concern and consult with institutions to determine what, if any, steps should be taken to resolve problem areas. Institutions may find that some programs require additional review, beyond that provided by the regular review cycle. In addition, some programs may require monitoring for a period of time to assess their progress in rectifying problems identified in the regular program review. Guidelines for prompting additional review or monitoring include minimum data criteria in specific categories. Academic programs which fail to meet any one of these minimum criteria may be targeted for intensive reviews in addition to the regularly scheduled self-study.

Specific data minima that potentially trigger additional review are provided to institutions annually by Board staff. Guidelines are annually reviewed by the Board's Data, Research, and Planning and Academic Affairs staff.

In addition to programs identified by the minima tables, the university may designate any other program for intensive review based on other information in the program review data base or other information sources, such as assessment results, and accreditation reports, pertaining to the program's quality or relationship to institutional mission.

Board staff will monitor campus activities regarding programs identified for further review or monitoring until those issues are resolved. Information about these programs will be included in the annual report to the Board on program review.

Final Report and Recommendations


Upon the conclusion of the reviews each Regents university will provide the Board with an executive summary of its annual review and program-by-program recommendations. The campus reports to the Board should aim for brevity and include the following:

1. An institutional overview, no more than five pages in length, describing the review process, how data sources were used to shape program recommendations and the most significant program changes or recommendations resulting from the program review.
2. A one- to two-page summary assessment and institutional recommendations for each program reviewed, to include the following information:
 - Name of program reviewed
 - College/Unit in which program is housed
 - Brief program description
 - Degrees conferred
 - Placement of graduates, e.g., types of positions, starting salary
 - Sources of external support
 - Conclusions and recommendations

3. A one-page institutional estimate of the fiscal implications of any recommended program changes.

Board staff will develop its required annual program review report on information provided by the institutions on each program, analysis of data in the minima tables, and consultation with the institutions.

KBOR Program Review Timeline

IN THIS SECTION 

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[WSU Academic Affairs](#)

Wichita State University Program Review Schedule

AY 2020-2021 (Fairmount College - Social Sciences and Humanities)

Action	Person Responsible	Begin Date	Completion Date
KBOR Minima and academic unit data provided to department chair and dean	VP	November 1, 2020	November 15, 2020
Department leaders attend workshop and begin self-study	VP	November 1, 2020	November 15, 2020
Triggered programs notified of status/reason (new)	VP	January 1, 2021	March 30, 2021
Academic unit submits self-study (using the approved template) to their dean via the Teams folder.	Chairs	March 30, 2021	April 1, 2021
College Dean completes reviews and notifies the Graduate School Dean.	College Dean	April 1, 2021	May 15, 2021
Graduate Dean reviews and notifies VP for Strategic Engagement and Planning.	Graduate Dean	May 15, 2021	August 1, 2021
AVP Prepares for Program Review Committee	VP	August 15, 2021	September 30, 2021
University Program Review committee conducts review and prepares the evaluation.	VP	September 30, 2021	November 1, 2021
Evaluation shared with departmental chair and dean. University Program Review committee meets with chairs and college deans to review evaluation.	VP	November 1, 2021	November 15, 2021
University Program Review committee submits its final report to the VP for Strategic Engagement and Planning	VP	November 15, 2021	November 30, 2021



Assessment Schedules

IN THIS SECTION ≡

Program Review Cycle for 4-year WSU Reporting by Fiscal Year*

Academic Program *fiscal year is summer-fall-spring	Orientation	Self-Study Submission	PR Committee Report
LAS Social Sciences: Anthropology, Communication, Criminal Justice, Forensic Science, General Studies, Homeland Security. Interdisciplinary Studies, Political Science, Psychology, Public Administration, Social Work, Sociology	FL 2020 FL 2024	SP 2021 SP 2025	FL 2021 FL 2025
LAS Humanities: Creative Writing, English, History, Modern & Classical Languages & Literature, Philosophy, Women's Studies & Religion	FL 2020 FL 2024	SP 2021 SP 2025	FL 2021 FL 2025
Applied Studies (ALL):	FL 2019	SP 2020	SP 2020

CLES, Teacher Education, Human Performance Studies, Sport Management	FL 2023	SP 2024	FL 2024
Health Professions:	FL 2019	SP 2020	FL 2020
Communication Science & Disorders, Dental Hygiene, Health Sciences, Medical Lab Sciences, Nursing, Physical Therapy, Physician Assistant, Health Professions	FL 2023	SP 2024	FL 2024
LAS Mathematics and Natural Sciences:	FL 2021	SP 2022	FL 2022
Biology, Chemistry, Geology, Math, Physics, Statistics	FL 2025	SP 2026	FL 2026
Engineering (ALL):	FL 2021	SP 2022	FL 2022
Aerospace, Biomedical, Electrical & Computer Science, Engineering Technology, Engineering, Industrial Systems and Manufacturing, Mechanical Engineering	FL 2025	SP 2026	FL 2026
Honors	FL 2021	SP 2022	FL 2022
	FL 2025	SP 2026	FL 2026
Institute for Interdisciplinary Creativity	FL 2021	SP 2022	FL 2022
	FL 2025	SP 2026	FL 2026
Business (ALL):	FL 2022	SP 2023	FL 2023
Accounting, Economics, FREDS, Management, Marketing, MBA, Business Administration	FL 2026	SP 2027	SP 2027
Fine Arts (ALL):	FL 2022	SP 2023	FL 2023
Art, Music, Performing Arts, Fine Arts	FL 2026	SP 2027	SP 2027

Kansas Board of Regents Cycle for 8-year Reporting

2019-2020: Business (SP 2020)

2020-2021: Education (SP2021)

2021-2022: LAS Humanities (Creative Writing, English, History, Modern & Classical Languages & Literature, Philosophy, Women's Studies) and Social Sciences (Anthropology, Communication, Political Science, Psychology, Sociology) (SP 2022)

2022-2023: Fine Arts (SP 2023)

2023-2024: Engineering (SP 2024)

2024-2025: LAS Math & Natural Sciences (Biology, Chemistry, Geology, Math, Physics) (SP 2025)

2025-2026: LAS Interdisciplinary; Criminal Justice, Forensic Science, Public Administration, Social Work (SP 2026)

2026-2027: Health Professions (SP 2027)

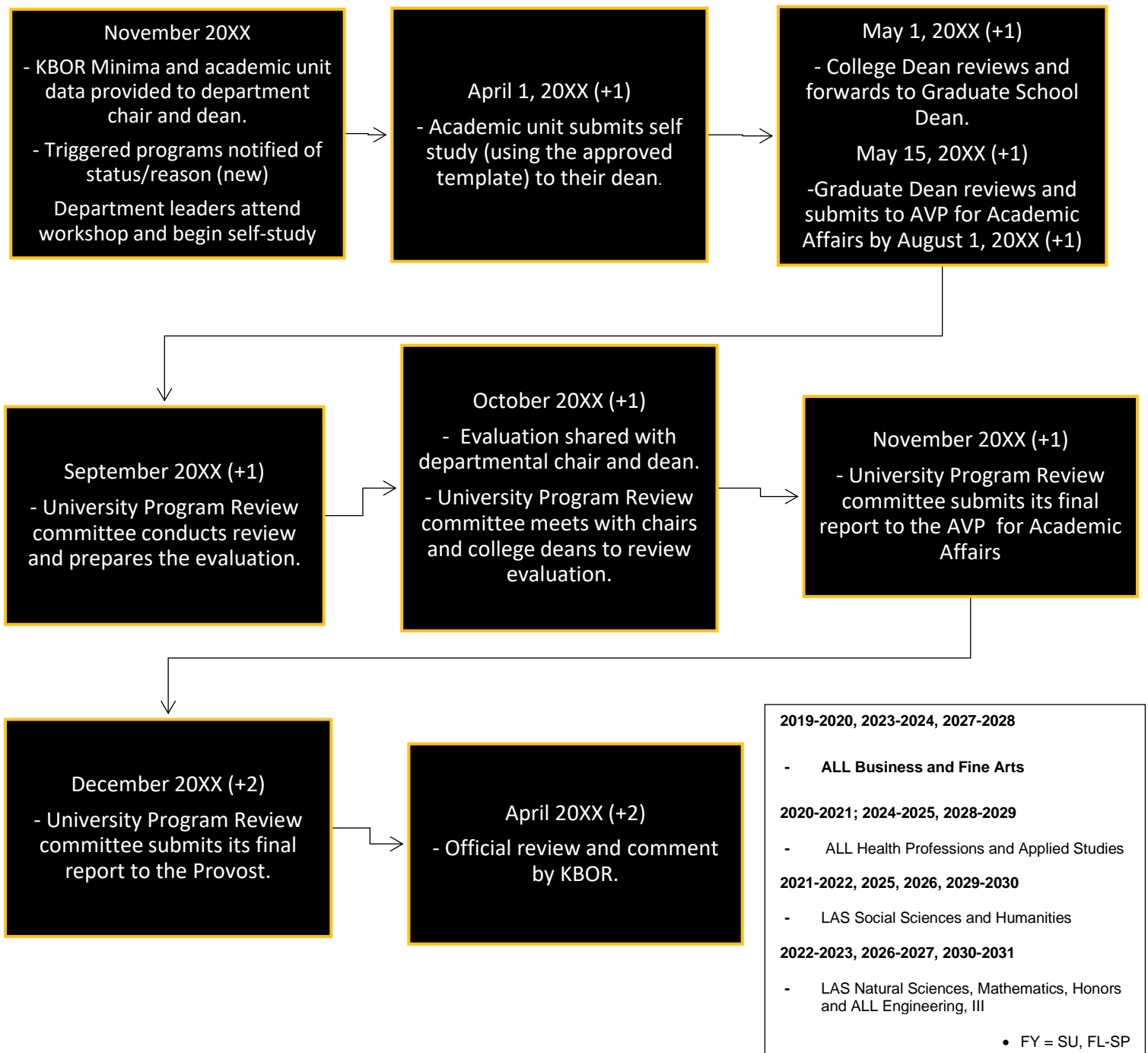


WICHITA STATE UNIVERSITY

PROGRAM REVIEW: ANNUAL TIMELINE

Each academic program is reviewed on a 4-year cycle and the entire process takes approximately one year to complete. Involved in the review are the department (faculty and chair), the college deans, dean of the Graduate School (for graduate programs), the University Program Review Committee, and the Assistant Vice President (AVP) for Academic Affairs.

The steps and amount of time allocated to each are described below. On an 8-year cycle the Provost and Senior Vice President reports on each degree program to the Kansas Board of Regents using criteria established by the Board.





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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)

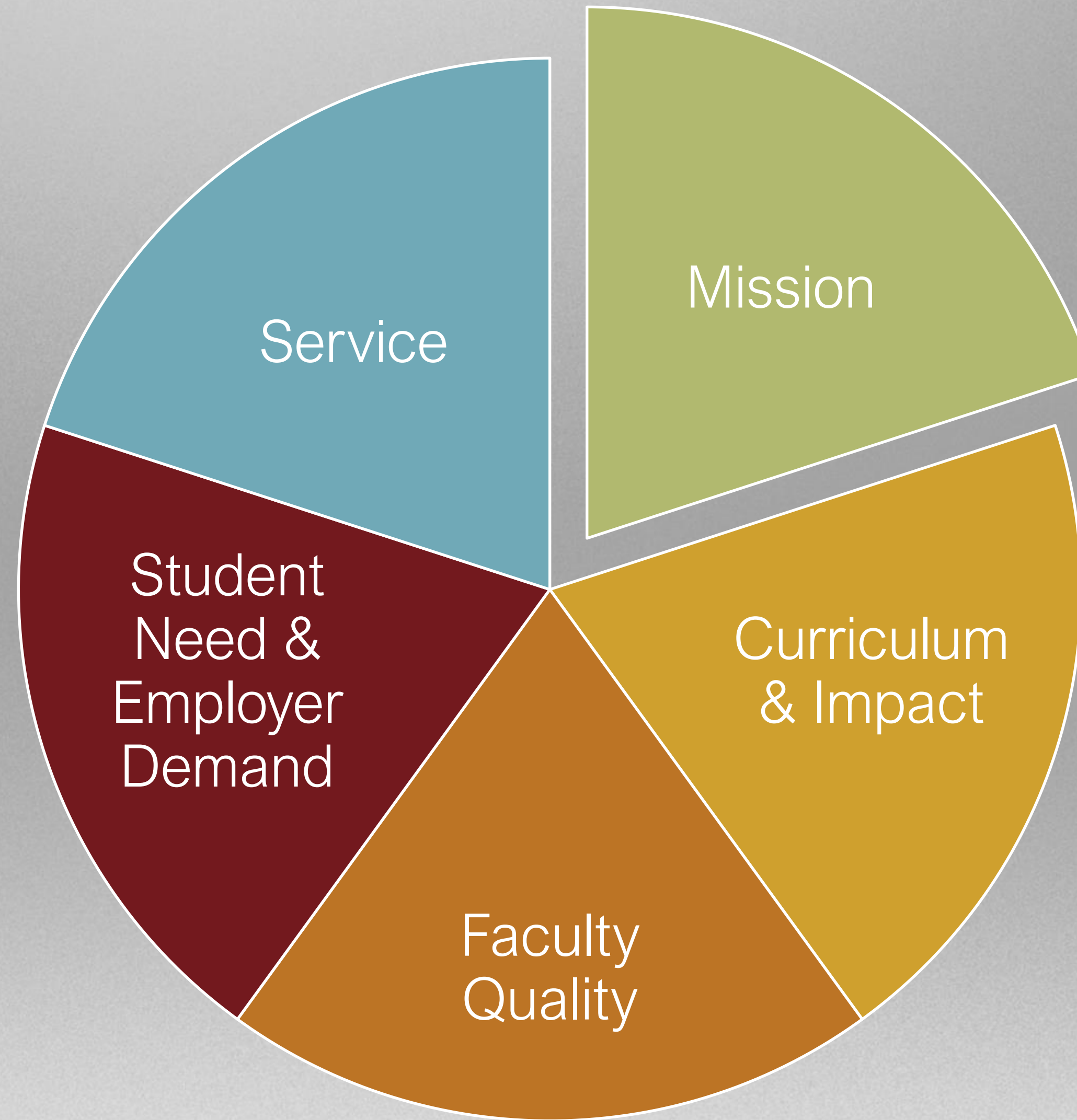
PROGRAM REVIEW CYCLE



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



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?



Program review is organized around the 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, the Assistant Vice President for Academic Affairs and the Provost) is expected to strengthen the academic programs, identify program needs and campus priorities, and identify areas for reorganization.

On a four (4) -year cycle each academic unit prepares a self-study (see *Program Review: Annual Timeline*). The process: Begins in November 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 Deans. Thereafter the studies are reviewed by the Deans and the University Program Review committee. 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 by December 1st.

Deans and chairs will have access to a statistical overview of each program based on the KBOR format and prepared by the Office of Planning and Analysis. This includes: student credit hours, faculty load data, numbers of majors, graduation numbers, and ACT data. In preparing the self-study the academic units need to be aware of the Board of Regents program standards for the number of majors, number of degrees granted annually, number of faculty supporting a program, and the quality of undergraduate students as determined by the standardized test scores. Programs that are triggered for not meeting program minima will need to address those concerns in parts 4, 7 and 8 of the report.

Other types of information, however, are more directly related to measuring program quality and improvement, and provide information that enables academic units to develop specific, measurable, attainable, realistic, and time-bound goals. These include: student learning assessment data, data on placement of graduates, recommendations from accreditation reports, the efforts and results for recruiting and retaining faculty and students, an assessment of faculty research, teaching and service, and sources of external support. These types of information are created and employed at the unit level.

Kansas Board of Regents Program Review

The goals of assessing programs at the system level include ensuring that programs are consistent with institutional missions and roles; ensuring optimal student access and use of resources; minimizing duplication; and encouraging institutional cooperation.

The Board of Regents criteria for review are as follows:

- *Centrality to the university mission*
- *Strengths, productivity and qualifications of the faculty*
- *Curriculum and impact on students*
- *Student need and employer demand*
- *Service provided by the program*
- *Overall program quality*

The work of the University Program Review committee is to produce an evaluation of programs for each of these criteria. Based on the four (4)-year reviews, the Office of Academic Affairs reports to the Board of Regents following an eight (8) -year cycle. The report summarizes the findings of the four (4) -year reviews and makes recommendations on whether a program should be enhanced, maintained, monitored for improvement, or discontinued. Modifications to programs, such as mergers can also be recommended. The schedule for the current and next eight (8) -year cycle (2018-2026) can be found in *Program Review: Cycle for Reporting* (<http://wichita.edu/assessment>).

For the remainder of the current KBOR eight (8) -year cycle (2015 - 2023), the four-year schedule for program review will be set to accommodate accreditation cycles as much as possible.

The Self-Study

Departments are asked to report using a standard template to enable the university to develop consistency in the process as well as to promote a thoughtful analysis of data for making decisions. **The narrative should be concise: not more than a total of 18 pages (not including appended materials).** Tables are provided for reporting standard data but departments are encouraged to append additional charts and tables to succinctly present the results of their study within their 18 page limit.

The template consists of eleven parts. Each part consists of the relevant data and charts and a narrative. The following instructions should be followed to complete the template most effectively.

Coversheet:

The coversheet includes information that identifies the academic unit and should be completed thoroughly. The dates of last review and accreditation should be included along with each of the degrees offered by the department.

All faculty should print and sign their name and indicated their status related to tenure. The self-study should be signed by the submitting department chair. **Forms not completed properly will be returned to the sending department.**

Part 1. Impact of Previous Self-Study Recommendations

Recommendations provided by the University Program Review Committee during the last self-study, activities and outcomes should be noted in this section. Progress towards implementing recommendations or enhancements made as a result of this feedback loop is to be noted.

Part 2. Departmental Purpose and Relationship to the University Mission (*what the unit does, why it does it and how does it's work relate to the university mission*)

2a. Insert the program's mission statement.

2b. Describe in a few paragraphs the mission/role of the department and how it relates to the university's mission, as well as, the role of the institution, college, and community. If you have a different mission for each program, please state that here.

2c. Describe changes (if any) to the department or program mission/role since the last review.

2d. Briefly describe the degrees (and emphases) offered by the unit – the major instructional responsibilities of the Department. Example: BA in Anthropology; MA in Anthropology. Describe the objectives of the program and address how progress toward those objectives are measured. Comment on facilities and equipment; any special resources and services; instructional services to students outside the department, including General Education; and include a description of interdisciplinary programs where appropriate.

Part 3. Faculty Quality

Part 3 should describe how and how well the Program accomplishes teaching, research, and service objectives. Briefly describe the quality of the faculty teaching, research/scholarship, service, and extension/outreach activities. A table exists to denote the departmental definitions of success.

A table for scholarly production is included and should be populated. Much of this data is created by the Office of Planning and Analysis for the purposes of reporting to the KBOR. Each

unit should add, where relevant, quantitative data that measures scholarly productivity. Recognizing the differences among academic disciplines, append tables, charts, or descriptions that summarize discipline-specific information. If you have different faculty teaching in different programs, you should complete additional tables as appropriate for each program. If most faculties teach at all levels, you only need one table.

Consider:

- How the department (discipline) determines the quality and productivity of its faculty.
- What data and criteria are most useful to the department for creating improvements?
- Efforts to recruit and retain faculty and the success of those efforts.
- Faculty loads and how they are determined.
- Commenting on the meaning of the data presented in the data fields.

Part 4. Academic Program(s) and Emphases

Part 4 should describe the overall quality of each program offered by the department as it relates to the curriculum and its impact on students. This section should be prepared for each CIP degree. Cover all levels of the CIP degree: Undergraduate, Master's and Doctoral.

4a - Data will be provided that compares the average ACT scores of your undergraduate program with University averages ACTs or with those of similar programs (e.g. humanities, health programs, etc.).

4b - For graduate programs, data will be provided comparing your entering GPAs with other graduate programs.

4c - Present the major student learner outcomes for each program and how you measure those outcomes. Describe briefly the results for the past three years. Present what program changes were made as a result of the assessment (feedback loop.)

4d - List any student satisfaction surveys, alumni surveys, or employer surveys done in the past three years that have provided your program with feedback. With each survey, please indicate the number of respondents, response rate, and the overall results. Also in this section, describe the results of any licensing or certification exams your graduates take (percent passing compared to national passing rates).

4e - For undergraduate programs: Describe any assessments you have done to evaluate any of the general education goals and KBOR's Foresight 2020 initiatives such as writing, critical thinking, collaboration, and so on with the students in your major or if you offer a general education course, how you assess these skills in your general education course. Describe how you have measured these skills (case studies, standardized tests, rubrics, capstone courses, senior projects, etc.) and how well your students have performed on these skills. Especially describe any deficiencies or outstanding performance areas.

4f - For programs who offer concurrent enrollment only – Describe assessment activity over the last four years. Activities should address grading standards, course management instructional delivery. Provide assurance that content meets or exceeds those in regular campus sections.

4g - For programs that are accredited only – List concerns from the last program review.

4h - Describe the process used to assign credit hours to courses. Responses should refer to WSU policy 2.18.

4i - In the narrative provide an overall quality of the academic program using the data in this section and elsewhere. Suggested items for inclusion are:

- Describe the quality of those admitted to the program and how admission requirements are determined, for example, standardized test scores.
- Include a description of: student awards; students presenting or publishing original research or creative work; co-op work experiences; participation in professional societies and development opportunities; teaching evaluations of GTAs.
- Describe accreditation, if appropriate, the review cycle and any concerns from the last review.
- Regional, national, or international ranking among comparable degree programs if appropriate.
- Reflect on the learner outcomes. What data are most useful to your unit for improving learner outcomes?

Part 5. Student Need and Employer Demand for the Program

Summarize the available data within the table. Race/ethnicity data will be provided for the majors in each level program. Use the narrative to reflect on the data and address:

- The student need for the CIP degree using the data from the table as appropriate.
- Employment demand for students. For each program cite placement data including positions secured, starting salaries, proportion of graduates placed at graduation.
- Provide information on alumni or employer surveys about placement, salary, needs, etc. for the different program levels.
- Number or percentage of your graduates who go on to enroll in graduate degree programs.
- Average time from admission to graduation.
- Retention and completion rates.
- Enrollment, retention, and completion rates by race/ethnicity.

Part 6. Program and Faculty Service

The table will include the percentage of student credit hours generated by your department as taken by your majors and the percentage taken by non-majors. This will provide you with data about the level of service you provide to students outside your specific programs.

In the narrative, reflect on the data and present:

- The service provided to other programs.
- A description of interdisciplinary or cross-disciplinary teaching done by your faculty.
- A description of collaborative research, internal and external
- An analysis of SCH by majors and non-majors.
- A description of the sources and amount of external financial support for the program as well as the purpose of that support. For example, program grants, research grants, faculty development, etc.
- Program uniqueness that would account for the amount of monies needed, such as teaching methods, accreditation limitations, and so on.

Part 7. Graduate Enrollment Management

For each graduate program, include progress made on the GEM plan.

Part 8. Undergraduate Graduate Enrollment Management

For each undergraduate program, reflect on activities undertaken in the department to support the Strategic Enrollment goals of the university. Specify success undertaken with special populations, (minoritized students, first-gen, women in STEM). Highlight faculty who have served as recruitment or retention fellows.

Part 9. Program Goals from Last Review

During the program review, four years ago, the program developed a set of SMART (specific, measurable, attainable, realistic, time bound) goals. Please list your goals and the progress made towards achievement, including the data used to analyze progress and the outcomes.

Part 10 and 11. Summary and Recommendations

In Part 10 and 11, describe where the Program (s) have been and where they are going. What are the plans to advance the program (s), how will future progress be evaluated?

- Evaluate the strengths, weaknesses, opportunities and threats (SWOT analysis) for the program based on the data available to you.
- List recommendations from previous reviews and accreditation reports and describe progress on implementing those recommendations.
- Describe unique opportunities, comparative advantages, and future research opportunities.
- Address the adequacy of resources.
- If the program is being monitored for not meeting KBOR minima criteria; explain low numbers of graduates, low graduation rates, retention problems, etc. plans to address?
- Establish measureable goals for the next four (4) years

Part 1: Departmental Purpose, Relationship to the University Mission and Strategic Plan engagement

Please list the program purpose statement. Explain in 1-2 concise paragraphs the role of the program and tie them to the University mission (printed below) and strategic plan.

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

A. Program Purpose Statement - formerly Mission

(If more than one program, list each purpose statement):

The Purpose of the School of Criminal Justice at Wichita State University is to educate students through academic and applied course work, requiring each student to assimilate knowledge acquire skills, and develop professional judgment and behaviors appropriate for wise and ethical practice.

The purpose of the Undergraduate Bachelor of Science in Criminal Justice program is for students to gain knowledge, acquire skills and develop professional judgement and behaviors that provide for wise and ethical practice in the field of Criminal Justice.

The purpose of the Forensic Science program is to develop professional, ethical graduates whose competence in the scientific method of investigation, problem-solving, quantitative reasoning, and scientific laboratory procedures can be applied to immediate employment or advanced graduate level study to provide unbiased accurate analytical collaboration to the criminal justice system.

The purpose of the Homeland Security program is to prepare graduates for employment or further study within the homeland security enterprise by offering a broad based yet in depth education covering the many facets of this unique, diverse, and evolving field.

The purpose of Master of Arts (MA) in criminal justice is to provide knowledge and skills related to criminal justice system practice, management, and policymaking, as well as in research, teaching and further study in law and other areas.

B. The role of the Program(s) and relationship to the University mission:

The School of Criminal Justice, including the undergraduate programs of Criminal Justice, Forensic Science, Homeland Security and the graduate Criminal Justice program provides teaching, research and service-oriented resources to the students of Wichita State University as well as for regional governmental and service organizations and the community of south-central Kansas. The School of Criminal Justice through these partnerships and projects provides knowledge and skills to our community and regional partners for the greater public good.

C. *Has the purpose of the Program(s) changed since last review?* Yes No

If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

D. *How does the Program support the university strategic plan?*

Describe in 1-2 concise paragraphs.

E. *Provide an overall description of your program (s) including any changes made since the last review?*

Part 2: Faculty Quality and Productivity as a Factor of Program Quality

The quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of scholarly/creative activity and service. (Refer to instructions in the WSU Program Review Instructions for more information on completing this section. **Tables 4 (Instructional FTE), 6 (Program Majors) and 7 (Degree Production) from OPA can be used to help with this section.**)

Complete the table below for the faculty who support the program (all faculty who signed or should have signed the coversheet).

Table 1 Departmental Outputs																		
Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value	
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried					
2016-2017																		
2017-2018																		
2018-2019																		
2019-2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

*Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

A. Briefly explain the standards in place in your college/department for the evaluation of your faculty research/scholarship/creative activity. If an interdisciplinary program, please report on the program where faculty research has been recorded and provide narrative related to productivity.

B. Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Include details related to productivity of the faculty including scholarship/research and creative activity and services. (i.e., some departments may have a few faculty producing the majority of the scholarship), service, efforts to recruit/retain faculty, departmental succession plans, etc.

Part 3: 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*).

A. Undergraduate programs:

1. Please review Table 8 provided by the Office of Planning and Analysis. Is the program ACT below 20 (triggered by KBOR defined Minima)? Yes No

If yes, please explain the average ACT scores for your students.

B. Graduate programs:

1. Please review Table 9 provided by the Office of Planning and Analysis. Is the program GPA below the university average? Yes No

If yes, please explain the average GPA of your graduate students.

C. Accreditation status: If accreditation is previously noted, please add:

Accrediting Body:

Next Review Date:

Commendations and concerns from the last review:

D. Assessment of Learning Outcomes

1. Complete the table below with program level data. Identify the principal learning outcomes (i.e., with what skills does your Program expect students to graduate) and provide aggregate data on how students are meeting those outcomes

You may add an appendix to provide more explanation/details. (If specialty accreditation has been conferred within 18 months of this process, programs can append the information from the accreditation document to this self-study and cite, with page number, the appropriate information. If specialty accreditation has not been affirmed within 18 months, please complete the table or submit an updated version of your accreditation information. If not accredited, please complete the table below.)

Table 2 Learning Outcome Assessment					
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale)	Target/Criteria (desired program level achievement)	Results	Analysis
<i>Students will have a basic understanding of human anatomy.</i>	<i>Comprehensive Exam</i>	<i>Rubric</i>	<i>80% of students will score 80% Or <</i>	<i>90% of students scored 80% or better.</i>	<i>Proficient knowledge of anatomy has been demonstrated.</i>

Definitions:
Learning Outcome: Learning that should result from instruction.
Assessment Type: Type of assessment used to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).
Assessment Tool: Instrument used to evaluate the achievement of learning outcomes.
Criterion/Target: Percentage of 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

2. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in Table 2. Data should relate to the goals and objectives of the program as listed in Part 1.

E. Assessment of Student Satisfaction

Table 3 Student Learning Outcomes Comparison

Aggregate data supporting student success, by year, for the last three years (e.g., capstone, licensing/certification exam pass-rates)				
Year	N	Name of Exam	Program Result	National Comparison±
<i>Ex. 1</i>	225	<i>Praxis</i>	<i>80% of 225 were proficient</i>	<i>75% of testers are proficient</i>
2017				
2018				
2019				
2020	NA	NA	NA	NA

3. Use Table 3 and OPA Table 10 to provide analysis and evaluation using student majors' satisfaction (e.g., exit surveys from the Office of Planning and Analysis), 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 3d) to illustrate student satisfaction with the program and perceptions of program value.

F. General Education

1. Does your program support the university General Education program? Yes No

If yes, please complete the table below by listing the general education courses and noting which of the general education outcomes are addressed in the class. If no, skip this question.

Table 4 General Education Outcomes

Course	Results	Assessment Type	General Education Outcomes			
			Have acquired knowledge in the arts, humanities, and natural and social sciences	Think critically and independently	Write and speak effectively	Employ analytical reasoning and problem-solving techniques
<i>Math 242: Calculus I</i>	<i>2015: 96% passed 2016: 87% passed 2017: 96% passed</i>			x		x

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/>

2. Use Table 4 to further explain which goals of the *WSU General Education Program* are assessed in undergraduate programs (optional for graduate programs) and the results.

G. Concurrent Enrollment

1. Does the program offer concurrent enrollment courses? Yes No

If yes, 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.

If no, skip to next question.

H. Credit Hours Definition

1. Does the Program assign credit hours to courses according to Wichita State University Policy 2.18?
 Yes No

If no, provide explanation.

I. Overall Assessment

1. Define the overall quality of the academic program based on the above information and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Part 4: 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).

Complete the table below.

<i>Table 5 Employment of Majors</i>							
	Avg. Salary	Employment In state (%)	Employment in the field (%)	Employment related to the field (%)	Employment outside the field (%)	Pursuing graduate or professional education (N)	Projected growth from BLS**
2016 - 17							
2018 - 19							

* https://ksdegreestats.org/program_search.jsp and U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> are good resources to view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

A. 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. Also address students enrollment, degree production and employment outcomes for diverse students.

Part 5: Program Service

Analyze the service the Program/certificate provides to the **discipline, other programs at the University, and beyond**. Complete for each program if appropriate. **Data tables 1, 2, 3 and 5a, b and c 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)** can be used to partially address this section. (Refer to instructions in the WSU Program Review document for more information on completing this section).

A. Provide a brief assessment of the service the Program provides using SCH by majors and non-majors.

B. Provide a brief assessment of the service the Program/certificate provides to other university programs.

C. Provide a brief assessment of the service the Program/Certificate provides to the institution and beyond.

Part 6: Graduate Enrollment Management (GEM)

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

A. Briefly summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.

B. Discuss how graduate assistantships are being used to advance the GEM goals.

C. Provide an assessment of successes, challenges, and deficiencies with the GEM plan.

D. Summarize how the GEM plan is being updated going forward based on the findings above.

Part 7: Undergraduate Enrollment Management

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

A. Briefly describe how the department and faculty have engaged in undergraduate strategic enrollment management including both recruitment and retention initiatives and activities.

B. Provide an assessment of successes, challenges, and deficiencies with departmental activities.

Part 8: 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.

Complete the table.

Table 6 Changes made based on Previous Recommendations

Recommendation	Activity	Outcome

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*).

Complete the table.

Table 7 Results of Goals from Last Review

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)

Part 10: Forward-facing Goals

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)** and should be tied to the university and college strategic plans.

Complete the table.

Table 8 Forward Facing Goals for Program Review Period

Program/Certificate Goal	Specific	Measurable	Attainable	Realistic	Time-bound
<i>Ex. To improve student learning outcomes (exam scores) by supporting Supplemental Instruction from four sections to seven by fall 2020.</i>	<i>Yes – Exam Scores</i>	<i>Yes – How many sections.</i>	<i>Yes – budget approved. Discussed with OSS.</i>	<i>Yes – Within the scope of responsibility.</i>	<i>Yes – Fall 2020</i>

Provide any additional narrative covering areas not yet addressed.