AUTHOR

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5 Year Program review for the department of (X)

Year 20XX

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# Executive Summary (include planned actions)

# SECTION I: MISSION AND PROGRAM SLOs

## Department Mission

Insert the current Department mission here (found on form C)

## Program SLOs (assessment plan document can be used for A and B)

Insert the current Department SLO’s here (found on form C)

## Majors offered by the Department (list)

1. Major
2. Major
3. Major

## Minors offered by the Department (list)

1. Minor
2. Minor
3. Minor

## Liberal Studies Courses Offered by the Department

Table : List of Courses Offered in Liberal Studies

|  |  |
| --- | --- |
| Course Code | Course Name |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## Contributions of the Department Programs to the University Mission

The mission of Kansas Wesleyan University is to promote and integrate academic excellence, spiritual development, personal well-being, and social responsibility. How does your program link to this mission?

# SECTION II: STUDENTS

## Majors/Minors & Class Sizes

A. Provide quantitative data from CARS regarding the number of students each program in the department has served in the past five years in the following areas:

* + 1. Liberal Studies/General Electives
    2. Majors/Double Majors

Minors (CARS report needs to be constructed in collaboration with the enrollment office)

* + 1. Graduate Programs

Table : Number of Students in Majors, Minors and Graduate Programs

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | *Number of Student in Major, Minor or Graduate Programs* | | | | | | | | | | |
| Majors | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX | FAXX |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Minors | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX | FAXX |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Graduate Programs | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX | FAXX |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

* 1. Show class sizes for each course for the past 6 years so as to include 3 2-year course rotations. Compute faculty: student ratio in the department, both in terms of teaching and in advising.

Table : Class sizes for the past 5 years

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Number of Students in Each Class at the 20 Day Point of Each Semester | | | | | | | | | | | | | | | |  |
| Course Code | Course Name | Course on 2 year rotation? | FAXX | SPXX | SUXX | FAXX | SPXX | SUXX | FAXX | SPXX | SUXX | FAXX | SPXX | SUXX | FAXX | SPXX | SUXX | FAXX | Average Class Size (Faculty to student ratio) |
|  |  | Yes  No |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Yes  No |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Yes  No |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Yes  No |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Yes  No |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Yes  No |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Yes  No |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Yes  No |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Yes  No |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

C. Number of advisees by faculty member (to be produced by the enrollment office after the 20th day of each semester)

Table : Number of Advisees by Faculty Member

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | *Number of Advisees per Faculty Member in Program* | | | | | | | | | | |
| Faculty Member | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX | FAXX |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
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## Student Retention

Evaluate the success of each program in the department in achieving effective recruitment (this could include campus visits but also any requirements that are made in faculty contracts) and retention, compared to national norms for the discipline and relative to the university as a whole. Attention should also be given to individual course retention, i.e. do a number of students take a particular class at other institutions? (This data can be obtained from the enrollment office)

## Student Performance

## Performance on standardized measures

i.e., CAAP, Field Tests or Departmental Exam

### Assessments of program learning outcomes

Include all yearly assessments and a synthesis of these documents (forms G).

# SECTION III: CURRICULUM AND CRITERIA FOR PERFORMANCE EXCELLENCE

## Courses Offered

Include a table/chart showing the courses and the semesters in which the courses are scheduled to be taught. This information can be found in the 4-year plans for each major.

Table : Courses offered by Program

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Code | Course Name | Fall Odd Year | Spring Even Year | Summer Even Year | Fall Even Year | Spring Odd Year | Summer Odd Year | Every Fall | Every Spring | Every Summer |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
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## Curriculum Comparisons & Evaluation

Evaluate how the curriculum in the programs of the department compares to other similar programs elsewhere? The program should be compared with other programs in the region, particularly ACCK or other small liberal arts colleges, and competing state universities, with professional standards for the discipline, accreditation standards for the discipline, curricular recommendations of national societies or professional organizations, and/or pedagogical research studies related to the program. Curriculum comparisons should target a minimum of three programs which are considered “competitors” for recruitment, and two programs which are “prototypes” or “exemplars” for which to set aspirations for growth and program improvement.

What are the curricular strengths and weaknesses of each program in the department based on program comparisons and assessment of student learning outcomes?

Complete tables (as shown below) for each of the majors in your program, comparing courses and majors offered at each institution.

Table : Kansas Small Colleges Degree Offerings in The Major ……

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Courses  Offered | KWU | Benedictine | Bethany | Bethel | Friends | Newman | Southwestern | Sterling | St. Mary | Tabor |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |

Key:

R = Required Course at institution

O = Optional Course at institution

NA = Course not offered at institution

Table : Kansas Regent Universities Degree Offerings in The Major ……

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Courses  Offered | KWU | Emporia | Fort Hays | Kansas State | Pittsburg State | Univ. of Kansas | Washburn | Wichita State |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

Key:

R = Required Course at institution

O = Optional Course at institution

NA = Course not offered at institution

## Current Staffing

Include a table showing the teaching and other faculty responsibilities (courses taught, class sizes, load hours, advisee numbers, committee duties, supervising work study, equipment maintenance etc.), semester by semester for each course offered by the department.

Table : Class Load by Semester for (Insert Faculty Name Here)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Semester | Course Code | Section | Course Title | Cr. Hrs. | Contact Hrs. | Workload Hrs. |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Semester Totals | - | - | - |  |  |  |
| Semester | Course | Section | Course Title | Cr. Hrs. | Contact Hrs. | Workload Hrs. |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Semester Totals | - | - | - |  |  |  |
| Semester | Course | Section | Course Title | Cr. Hrs. | Contact Hrs. | Workload Hrs. |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Semester Totals | - | - | - |  |  |  |
| Semester | Course | Section | Course Title | Cr. Hrs. | Contact Hrs. | Workload Hrs. |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Semester Totals | - | - | - |  |  |  |
| Semester | Course | Section | Course Title | Cr. Hrs. | Contact Hrs. | Workload Hrs. |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Semester Totals | - | - | - |  |  |  |
| Semester | Course | Section | Course Title | Cr. Hrs. | Contact Hrs. | Workload Hrs. |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Semester Totals | - | - | - |  |  |  |
| Semester | Course | Section | Course Title | Cr. Hrs. | Contact Hrs. | Workload Hrs. |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Semester Totals | - | - | - |  |  |  |
| Semester | Course | Section | Course Title | Cr. Hrs. | Contact Hrs. | Workload Hrs. |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Semester Totals | - | - | - |  |  |  |

*A table as shown above should be completed for every faculty member in the department.*

Table : Committee Membership for Each Faculty Member in the Department for the Past 5 Years

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Faculty Member | XX-XX academic year committee assignments | XX-XX academic year committee assignments | XX-XX academic year committee assignments | XX-XX academic year committee assignments | XX-XX academic year committee assignments |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Table : Advisee Numbers for Each Faculty Member in the Department for the Past 5 Years

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Number of Advisees | | | | | | | | | |
| Faculty Member | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

Table : Work Study Supervising

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Number of Work Study Student Supervised | | | | | | | | | |
| Faculty Member | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX | FAXX | SPXX |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

Table : Maintenance Duties

|  |  |
| --- | --- |
| Faculty Member | Maintenance Duties Description (From-To) |
|  |  |
|  |  |
|  |  |

## Curriculum Recommendations

Provide recommendations based on the student performance and curriculum data presented and evaluated above. Any increase in courses, or changes to current courses that will incur a cost, must be accompanied by an explanation of how the additional classes will be staffed and what costs will be associated with any changes made to current courses/suggested courses.

## Criteria for Performance Excellence

Include all completed Criteria for Performance Excellence Forms and analyze the data. What are departmental strengths and/or highlights? What are areas of concern and opportunities for improvement? Explain.

# SECTION IV: RESOURCE EVALUATION

Evaluate the adequacy of the department’s

1. Recent operating budgets from your department.
2. Current and desired equipment, technology, and/or facilities available to your department.
3. Current and desired library resources available to your department.
4. Staffing needs (as discussed in section III)

# SECTION V: DEPARTMENTAL VISION FOR THE FUTURE

1. Assess the degree towhich the goals of the previous program review were achieved.
2. What actions do program faculty members expect to initiate as a result of this review? Provide a brief overview and completed Action Plan (examples to follow).

# ACTION PLAN

The Action Plan is developed to maximize department strengths and address program concerns within the next few years. The Action Plan should include a set of realistic recommendations, within the institution’s resources, to overcome department concerns and maximize program strengths.

* The Action Plan is intended to direct program improvement in a continuous quality improvement process.
* The Action Plan is prepared by the department after analyzing data gathered as part of their self-study and reviewing concerns and recommendations identified by the Curriculum Committee and the Provost.
* The Action Plan includes a time line, those responsible for follow-through, and estimated physical, financial, and human resources needed.
* The Action Plan is built on measurable objectives.
* The Action Plan is focused on both program improvement and student learning improvement
* The Action Plan is presented to the Institutional Assessment and Research Council (IARC) for evaluation of completion.
* One year after its development, the Department Chair will present an update of the progress on the Action Plan to the Provost’s office and Institutional Assessment and Research Council (IARC).
* The Provost’s office will begin the next cycle of program reviews with an analysis of the progress made on the Action Plan.

To create the Action Plan, take the following steps.

1. Review the concerns identified in the review.

2. Decide which of these concerns you will address in the Action Plan

3. Identify your intended outcomes in measurable terms

4. Identify concrete action steps that you will take to address the concerns

# Appendix

Please insert all relevant documents used in preparing the program review, titling them with header 2.