**Program Review Self-Study Report Template**

*The overall goal of program review is to provide useful feedback from representatives of shared governance to sponsoring units, deans, and administrators that will aid in the ongoing strengthening of programs*.

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| **Curriculum***(If the program has multiple emphases or options, be sure to address where appropriate the unique strengths and challenges of each emphasis in your answers).*1. Explain how the program advances the [select mission of the institution](https://www3.uwsp.edu/about/Pages/missionStatement.aspx) and values of the college and department.     2. Describe how the program’s curriculum incorporates diverse perspectives, including contributions by women, minorities, or other marginalized voices.     3. Describe how the program applies discipline-specific best practices in teaching and learning, including student-centered strategies (e.g. active learning, high-impact practices,[[1]](#footnote-1) universal design, and/or inclusive pedagogy).     4. Is special accreditation available for your program? If yes, please describe where you stand regarding this accreditation opportunity. If no, please discuss ways in which your curriculum follows guidelines or standards provided by national organizations or professional associations.    5. Identify two to three trends that have impacted the program over the last five years and briefly discuss how the department has responded to or plans to respond to these trends.    1. Please append the last five years of annual assessment reports. Please describe how assessment of student learning for this program has informed curricular decisions (e.g., new or revised program requirements, new or revised courses, course outcomes, modalities, teaching approaches, etc.) since the last program review?

 7. What other curriculum changes were made since the last program review and why?  8. Additional comments to put above information and Office of Institutional Research and Effectiveness (OIRE) data in context:    |
| **Student Success / Advising (to be filled out either separately for each program, or for the sponsoring unit as a whole)** |
| 1. Describe the program’s ability to attract new students, retain them in the university, and encourage their success before and after graduation.     2. Describe the structure and effectiveness of academic advising in the program.     3. Summarize how the department is addressing the findings and recommendations of recent program assessment reports as they relate to student success and advising.     1. Describe (and provide representative examples of) opportunities for applied learning (internships, student teaching, fieldwork, clinical placements, scholarship, creative activities, presentations, etc.)
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|  | Number of students who have experienced applied learning in the most recent academic year: |  |  |
| 1. Additional comments (including results of Alumni Surveys, if applicable) to put above information and OIRE data in context:
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| **Facilities (to be filled out either separately for each program, or for the sponsoring unit as a whole)**  |
| 1. Describe the facilities (classroom or lab space, equipment, library resources, etc.) that are uniquely devoted to the program/unit.     1. Characterize the adequacy of facilities for specific instructional needs. Circle one:

Excellent Adequate Needs Improvement Unacceptable 1. Explain this selection.

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| **Faculty (to be filled out for the unit/school/department as a whole)**  |
| 1. Describe university service, outreach and/or community engagement by faculty members. Provide up to five relevant examples.    2. Summarize faculty members’ scholarly and/or creative activities, e.g., grants, publications, presentations, performances, and other contributions. Provide up to five relevant examples.    3. Describe, and provide examples of, faculty members’ ongoing professional development to improve the quality of teaching and learning, including activities supported by UWSP, UW System, and/or external funding.    4. Describe how the unit has sought to recruit and retain diverse faculty.    5. Instructional staffing

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| --- | --- |
|  | [Curr. Yr.] |
| Total instructional FTE |  |
| Number of tenure track faculty Total: Full professor: Associate professor: Assistant professor:Instructor: |  |
|  |
|  |
|  |
|  |
| Number of instructional academic staff |  |

6. Non-GPR Revenue

|  |  |  |
| --- | --- | --- |
|  | 5-yr. total | Curr. yr. |
| Non-GPR program revenue |  |  |
| Grants |  |  |
| Advancement (gifts) |  |  |
| Other sources |  |  |

8. Additional Comments to put above information and OIRE data in context: |

**Additional comments regarding the department/school as a whole**

Approved by Common Council 12/7/2022; Revised 06/05/2023

1. As defined by the Association of American Colleges and Universities: <https://www.aacu.org/resources/high-impact-practices>. [↑](#footnote-ref-1)