



**UNIVERSITY OF WISCONSIN OSHKOSH**  
**FACULTY AND ACADEMIC STAFF HANDBOOK**

**September, 2011**

# ***APPENDIX B***

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## **ACADEMIC PROGRAM REVIEW**

➤ **Academic Program Policies and Procedures**

➤ **Academic Program Review Process**

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# Academic Program Policies and Procedures

## University of Wisconsin Oshkosh Curriculum Policies and Academic Approval Procedures

(NOTE: Curriculum approval forms are available from chairpersons or the Provost and Vice Chancellor's Office. <http://www.uwosh.edu/provost/resources/curriculum-forms/curriculum-forms>)

### GENERAL

This document constitutes university curriculum policies and procedures. It provides the framework for changes in existing courses, additions or deletions of courses, and additions to or changes in academic programs. These guidelines reflect the UW System "Academic Program and Planning Guidelines," Academic Informational Series I (ACIS-I.0), Revised April 2010.

In general undergraduate curriculum changes need approval from each of the following: department, division (L&S), college committee, the Dean, and the Provost and Vice Chancellor. Approval of the College Dean indicates no duplication of courses within the department or outside the department or college, and consultation with other Deans as appropriate. If any other Dean raises an objection to a proposal the two colleges will work together to resolve the issue. The approval process is summarized in the University of Wisconsin Oshkosh ACADEMIC COURSE CHANGE MATRIX included at the end of this section.

If a course is interdisciplinary, involving more than one department or program, a separate forms A should be approved by each department (program) and then forwarded to the next level of review. A similar procedure should be followed in the case of inter-college course proposals.

If a course proposal involves a request to meet General Education or Non-Western requirements, the proposal must be approved by the General Education Committee before it is forwarded to the Provost and Vice Chancellor.

Changes in the graduate curriculum follow the same procedures as above except that approval of the Graduate Council Course Approval Committee and the Office of Graduate Studies are required along with the college deans.

### COURSE NUMBERING

There are five course levels at University of Wisconsin Oshkosh and each is recognized by the number assigned. Each level has a specific and differentiated educational expectation and purpose.

Non-credit Courses - Courses with the primary purpose of meeting special interests of clientele without formally holding the student accountable for subject matter learned during or at the end of the course. These courses may be structured to accommodate all subject matter.

Lower-level Undergraduate Courses (100-299) - Normally freshman and sophomore courses which provide basic skills, general understanding, and a fundamental foundation for advanced courses. Some lower-level courses have prerequisites.

Upper-level Undergraduate Courses (300-499) - Normally junior and senior courses which require a student to have sufficient academic preparation in the subject before being allowed to enroll in the course. Usually, this level course requires prerequisite courses.

"Dual-level" Undergraduate/Graduate Courses (300/500-400/699) - Junior, senior, and graduate courses which require that the course syllabus differentiate educational objectives and evaluation criteria required for students taking the course for undergraduate credit from students taking the course for graduate credit.

1 Graduate-only-level Courses (700) - Graduate-only courses which generally require substantial  
2 subject content background on the part of the student. Courses are structured so that a significant  
3 level of scholarship in the subject matter is attained by the student.  
4

#### 5 COURSE VALUATION

6 University of Wisconsin Oshkosh offers courses for academic credit, courses for non-credit, and  
7 courses that award Continuing Education Units. (Faculty expertise is a primary source for determining  
8 course valuation.)  
9

10 Credit Courses - Academic activities which require a student to study and/or participate in an  
11 instructional setting (classroom, internships, field experience, career service, testing laboratory,  
12 etc.) and which require a formal assessment of learning outcomes.  
13

14 Non-credit Courses - The primary intent of non-credit courses is to meet the special interests and  
15 needs of citizens in the University of Wisconsin Oshkosh service area.  
16

17 Continuing Education Units (CEU) - These units of instruction and activities are also non-credit;  
18 however, a time requirement is connected with each CEU. For each ten hours of instruction  
19 and/or contact with an instructor, one (1) CEU is awarded.  
20

21 Any non-credit instructional program which meets the following six criteria may be submitted to the  
22 Division of Continuing Education & Extension for CEU approval:

- 23 1. The activity is a continuing education learning experience.
- 24
- 25 2. There are instructional goals/objectives and a description of the program content and  
26 instructional methodology.
- 27
- 28 3. Content is organized and presented in a sequential manner.
- 29
- 30 4. The program planning and development includes input from the Division of Continuing  
31 Education & Extension personnel and University of Wisconsin Oshkosh faculty with expertise  
32 in the program area.
- 33
- 34 5. There is a provision for registration and certification for individual participants.
- 35
- 36 6. Minimum attendance, participation requirements, and appropriate evaluation criteria and  
37 procedures are specified for each program.  
38

#### 39 TYPES OF COURSES AND COURSE APPROVAL PROCESS

40 Four types of credit courses are recognized at this university: regular courses, trial courses, and  
41 contractual courses.  
42

43 Regular Courses - A segment of educational activities formally organized into a common theme  
44 which in total constitutes a central core of knowledge about a given discipline (or disciplines in  
45 interdisciplinary courses). Also included within this category are certain "experiential" courses,  
46 such as internships and field experiences, where the student's primary educational activities are  
47 "practical applications" of previously learned principles and theories.  
48

49 The approval processes for new courses, course revisions, and course deletions, with  
50 identification of the proper forms for approval of each action, are listed in the ACADEMIC  
51 COURSE CHANGE MATRIX.  
52

53 Trial Courses - The purpose is to experiment with new academic thrusts which the faculty want to  
54 investigate in the enlargement and/or integration of a discipline.  
55

56 The approval process for a trial course is listed in the ACADEMIC COURSE CHANGE MATRIX.  
57 A trial course may be offered no more than twice. If it appears worthy of further offering, the  
58 course should be resubmitted as a "regular course."

1 Contractual Courses - Two types of contractual courses are recognized:  
2

- 3 1. Independent Study - intended to allow a student to explore in-depth topics of scholarly interest  
4 which are not attainable through a "regular" or "trial" course. A contract designating the  
5 specific area of study and the required learning activities must be agreed upon by the  
6 instructor and student and approved by the college and Office of Graduate Studies, where  
7 applicable. Students then pursue the indicated topic of study independently with  
8 individualized guidance from the instructor.  
9
- 10 2. Related Readings - intended to have an instructor become directly involved in probing  
11 assigned readings with the student in a tutorial relationship. The student pursues research  
12 usually well beyond that required in "regular" or "trial" courses. Before beginning the course,  
13 the student presents a bibliography of readings that he/she and the instructor have agreed  
14 upon and which are to be reviewed and discussed. The outcome is a formal paper evaluated  
15 by the instructor.  
16

17 After a unit has a course approved as Independent Study or Related Readings, the decision to  
18 offer such a course to a particular student is made at the department or unit level and approved by  
19 the college and Office of Graduate Studies where applicable.  
20

21 An undergraduate student may earn up to 12 credits in a combination of Independent Study and  
22 Related Reading credits toward the 120 credits bachelor's degree. A graduate student may apply  
23 up to 6 credits of Independent Study and Related Reading credits toward the master's degree.  
24

## 25 EXISTING COURSES - CHANGES AND DELETIONS 26

27 Changes - The approval process for changes in existing courses such as title, cross listing, level,  
28 revision, or credit value, is listed in the ACADEMIC COURSE APPROVAL MATRIX.  
29

30 Deletions - The approval process for a department or college to follow in deleting a course from  
31 their curriculum is listed in the ACADEMIC COURSE APPROVAL MATRIX.  
32

33 A deleted course is one which is eliminated from a particular program curriculum. This means that  
34 it is removed from the *Bulletin* and the *Timetable*. A deleted course cannot be "resurrected." Any  
35 deleted course must go through the regular course approval process before it can be offered  
36 again. It must be noted on Form C when the course was previously deleted and the reason for  
37 that action.  
38

39 The departments and college are expected to have a procedure for monitoring the frequency of  
40 existing courses, and the latitude to make decisions regarding future offerings.  
41

## 42 ACADEMIC PROGRAMS AND APPROVAL PROCESSES 43

44 Following are definitions, criteria, and procedures for all academic programs within the university.  
45 Procedures for approval of new programs or changes in existing programs, with identification of  
46 appropriate forms for each action, are listed in the University of Wisconsin Oshkosh ACADEMIC  
47 PROGRAM CHANGE MATRIX. Additional information will be found in the Academic Information  
48 Series 1 (ACIS-1) GUIDELINES FOR ACADEMIC PROGRAM REVIEW (Revised July 2003). This  
49 document is available in the Provost and Vice Chancellor's Office.  
50

51 Major Program - An academic program which normally requires a minimum of 33 credits toward a  
52 bachelor's degree or 12 credits toward a master's degree; it culminates in the awarding of a  
53 degree to which the University of Wisconsin Board of Regents has authorized entitlement.  
54

55 Minor Program - (NOT APPLICABLE AT THE GRADUATE LEVEL) An identifiable sequence of  
56 courses with a minimum of 21 credits required in a subject field(s) which has been formally  
57 authorized by the UW System Administration.

1 Emphasis Program - A program series of courses consisting of a minimum of 9 credits designed  
2 to meet a "specialized focus" within an existing Board of Regents approved degree program and  
3 for which the UW System Administration has given formal approval.  
4

5 A specialized focus is defined by either the need of a clientele or an additional area of  
6 specialization recently developed by the discipline.  
7

8 An emphasis is a curricular offering which is listed by title or caption in catalogs, timetables, etc.  
9 The term "emphasis" replaces all existing terms of track, option, concentration, collateral, and  
10 other variously used academic program terms, except for major and minor programs and  
11 certification programs.  
12

13 Certification Programs - An identifiable sequence of courses approved by either a state licensing  
14 agency, such as the Department of Public Instruction, or a professional organization, such as an  
15 accreditation association. Credit hour minima are specifically set by each agency and/or  
16 organization.  
17

18 Program Discontinuance - Action to eliminate a minor or emphasis within a major shall, in  
19 consultation with the Dean, be initiated at the department/unit level. Upon approval by a majority  
20 of the academic department/unit a memorandum of justification for the recommendation of  
21 program discontinuance and Form C shall be forwarded to the next level of review. The statement  
22 in support of program discontinuance must contain sufficient detail and rationale. Among items  
23 that the statement should address are enrollment trends, existing and projected faculty resources  
24 and expertise, present and future job opportunities for graduates, relevancy of the program in light  
25 of changing foci of the academic discipline, and recent program evaluations. The statement must  
26 include a plan by which students already admitted shall be provided the opportunity to complete  
27 the program. Key provisions of the plan shall specify the conditions and the timelines for  
28 completion of all requirements.  
29

30 The process and forms to eliminate a certification program are the same as for a minor with the  
31 exception that the UW System Administration is informed of the action.  
32

### 33 UNIVERSITY HONORS PROGRAM PROPOSED COURSE

34

#### 35 Instruction to the Proposing Department

36 The Department should forward the following information to the University Honors Committee.  
37

- 38 1. Description of Proposed Course
  - 39 a. Course goals and objectives
  - 40 b. Is this a special section of a general education course? (Yes or No)
  - 41 c. Is this a special honors course which can be taken by students as an elective? (Yes or No)
  - 42 d. How does this course emphasize research and independent thinking?
  - 43 e. How is the content of this course developed to a deeper and more enriched level?
  - 44 f. Special activities associated with this course (e.g., field trips, projects, reading, artistic  
45 performances, seminars)
  - 46 g. Testing and evaluation procedures for the course
  - 47 h. Enrollment restrictions, if any
  - 48 i. Staffing and resource implications
  - 49
- 50 2. Course Syllabus and Bibliography  
51
- 52 3. Evidence of Teaching Excellence - Attach evidence of the teaching excellence of the faculty  
53 member(s) proposed to teach the course. A resume and list of publications should also be made  
54 available to the committee.  
55

## UNIVERSITY OF WISCONSIN OSHKOSH ACADEMIC COURSE CHANGE MATRIX APPROVAL AND REVIEW LEVELS

<u>Course Proposals</u>	Academic Department/Unit									
	Division (L & S)					Relevant College Committee				
	College Dean				Other Deans (if affected)				Faculty Senate**** (After APGES and APC)	
	Office of Graduate Studies and Graduate Council**			Provost and Vice Chancellor		Chancellor		<i>Forms to be completed</i>		
1. Title Change	Y	N	N	N	IO	Y	Y	Y	IO	A
2. New Course	Y	Y	Y	Y	R	Y	Y	Y	IO	A
3. Deletion*	Y	Y	Y	Y	R	Y	R	Y	IO	A
4. Revision	Y	Y	Y	Y	N	Y	Y	Y	IO	A
5. Level Change	Y	Y	Y	Y	IO	Y	Y	Y	IO	A
6. Credit Value Change	Y	Y	Y	Y	IO	Y	R	Y	IO	A
7. Trial Course	Y	Y	Y	Y	IO	Y	IO	Y	IO	A
NO. OF COPIES REQUIRED:										
Undergraduate	***	***	***	1	1	***	---	1	1	
Graduate	***	***	***	1	1	***	1	1	1	

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**NOTATION:**

- Y = Yes—requires approval/disapproval action
  - N = No—requires no approval action or information
  - IO = Information only—requires no approval action
  - R = Review only—requires objection/no objection notification
  - \* = Review only—requires objection/no objection notification
  - \*\* = Only on items relating to Graduate Curriculum
  - \*\*\* = Depends on unit size
  - \*\*\*\* = Only on items relating to changes in General Education
- Appropriate forms are available in the Provost and Vice Chancellor's Office.

(Updated August 2008)

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**UNIVERSITY OF WISCONSIN OSHKOSH ACADEMIC PROGRAM CHANGE MATRIX  
APPROVAL AND REVIEW LEVELS**

	Academic Department/Unit	Division (L & S)	Relevant College Committee	College Dean	Other Deans (if affected)	Office of Graduate Studies and Graduate Council <sup>❶</sup>	Faculty Senate (After APC)	Provost and Vice Chancellor	Chancellor	UW System Administration	UW Regents	
<b>PROGRAM PROPOSALS</b>												
1.	New Major or Degree <sup>❷</sup>											<b>Information Needed</b>
	Stage 1. Preliminary Entitlement <sup>❸</sup>	Y	Y	Y	R	Y	Y	Y	Y	Y	IO	Form C
	Stage 2. Authorization to Implement <sup>❸</sup>	Y	Y	Y	R	Y	Y	Y	Y	Y	Y	Form C
	Stage 3. Implementation <sup>❸</sup>	Y	Y	Y	R	Y	IO	Y	Y	IO	--	Form C
	Stage 4. Joint Review <sup>❸</sup>	Y	Y	Y	R	Y	IO	Y	Y	Y	IO	Form C
2.	Degree Program Extended to a Second Institution	Y	Y	Y	IO	Y	Y	Y	Y	Y	IO	Form C <sup>❹</sup>
3.	Substantive Redirection of Major/Degree	Y	Y	Y	IO	Y	Y	Y	Y	Y	IO	Form C <sup>❹</sup>
4.	Eliminate Degree/Major/Minor (Submajor) /Emphasis	Y	Y	Y	IO	Y	Y	Y	Y	IO	IO	Form C <sup>❹</sup>
5.	Rename Degree/Major/Minor (Submajor)/Emphasis	Y	Y	Y	IO	Y	Y	Y	Y	IO	IO	Form C <sup>❹</sup>
6.	Establishing a Submajor or Certification Program	Y	Y	Y	R	Y	Y	Y	Y	IO	IO	Form C
7.	Establish, Rename, or Eliminate Department	Y	Y	Y	IO	IO	IO	Y	Y	IO	IO	Form C
<hr/>												
<b>NO. OF COPIES REQUIRED:</b>												
	Undergraduate	❸	❸	❸	1	1	--	1	1	1	1	--
	Graduate	❸	❸	❸	1	1	7	1	1	1	1	--
<hr/>												

- 3 NOTATION:  
 4 ❶ = Only on items relating to Graduate Curriculum.  
 5 ❷ = See UW System ACIS-1.0 guidelines for proper UW System formats & detailed explanations.  
 6 ❸ = See entitlement in UW System ACIS-1.0.  
 7 ❹ = No format specified by UW System; see Form C.  
 8 ❺ = Depends on unit size.  
 9 IO = Information only—requires no approval action.  
 10 R = Review Only—requires objection/no objection notification.  
 11 Y = Yes—requires approval/disapproval action.  
 12 Form C and ACIS-1.0 guidelines are available in the Provost and Vice Chancellor's Office  
 13 (Updated August 2008)

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## Nontraditional Academic Programs\* Approval and Review Levels

Program Proposals	Faculty Comm.**	Affected Department Chairs***	Deans	CNL Academic Council	LLCE AVC	Faculty Senate (after APC)	Provost	Chancellor	UWSA	UW Regents
<b>1. New major or degree:</b>										
<b>Stage 1: Preliminary Entitlement</b>	Y	IO	R	Y	Y	Y	Y	Y	Y	IO
<b>Stage 2: Authorization to Implement</b>	Y	IO	R	Y	Y	Y	Y	Y	Y	Y
<b>Stage 3: Implementation</b>	Y	IO	R	Y	Y	IO	Y	Y	IO	--
<b>Stage 4: Joint Review</b>	Y	IO	R	Y	Y	IO	Y	Y	Y	IO
<b>2. Degree program extended to second institution</b>	IO	IO	IO	Y	Y	Y	Y	Y		Y
<b>3. Substantive redirection of Major/Degree</b>	Y	IO	IO	Y	Y	Y	Y	Y	Y	IO
<b>4. Eliminate Degree/Major/Minor</b>	Y	IO	IO	Y	Y	Y	Y	Y	IO	IO
<b>5. Rename Degree/Major/Minor</b>	Y	IO	IO	Y	Y	Y	Y	Y	IO	IO
<b>6. Establish a Submajor or Certification Program</b>	Y	IO	R	Y	Y	Y	Y	Y	IO	IO
<b>7. Establish, Rename, or Eliminate Department</b>	--	--	--	--	--	--	--	--	--	--

5 Approved 04-14-06; updated August 2008.

6 \* Interdisciplinary programs administered and delivered through the Center for New Learning  
7 within the Division of Lifelong Learning and Community Engagement

8 \*\* Program Development Faculty Committee as defined in the Recommended Curricular  
9 Approval Process for Nontraditional Degree Programs. (Contact Provost and Vice Chancellor's  
10 office for copy.)

11 \*\*\* Chairs of departments with courses included in the proposed program curriculum.

# Academic Program Review Process

Academic program review will occur every seven years except for new programs which must undergo a joint System and institution review after five years as specified in ACIS-1. Every effort will be made to schedule reviews to coincide with scheduled accreditation visits. (Sections of an accreditation report with content comparable to any of the information requested below may be inserted unchanged in the appropriate location.) Also, opportunity will be provided for Deans and/or program faculty to identify programs that, for any reason should be evaluated out of their usual seven-year cycle.

Program faculty and Deans should seek evaluation by external consultants as a supplement to the internal self-study. Consultants will be selected by program faculty in consultation with the Dean and Provost and Vice Chancellor. Consultant honoraria will be funded by the Provost's Office; other expenses will be funded by the Department/College.

The program self-study document should not exceed 25 pages in length (excluding appendices), using a 1 ½" left margin and 1" right, top, and bottom margins, 12 pt font size, and double spacing. Both the document and appendices are to be as brief as possible.

## GOALS OF ACADEMIC PROGRAM REVIEW

The program review process shall serve as a basis for program evaluation and for long-range curriculum and resource planning. Its goals are to:

- I. Identify program goals, objectives and performance trends and relate them to College and University missions, goals, and societal needs
- II. Document quality and adequacy of staffing
- III. Analyze resource availability and utilization
- IV. Evaluate strengths, weaknesses and needs
- V. Recommend future directions

## SELF-STUDY GUIDE FOR UNDERGRADUATE PROGRAM REVIEW

The following serves as a guide for academic program reviews. Individual colleges may establish additional qualitative or quantitative criteria.

- I. Description of program (Major, Minor, and Service Functions)
  - A. Statement of goals and objectives and their relationship to College and University missions and goals and to societal needs.
    1. How does the program support the mission of the College and University?
    2. How does the program serve to strengthen the Department, College, and University?
  - B. Description of the major/minor and emphases.  
*Insert copy from current Undergraduate Bulletin, excluding course descriptions. If Bulletin is not current, add approved changes to current Bulletin copy. Nothing else is to be inserted here.*
  - C. Describe major changes in the program since the last review and list courses added or dropped since that time. Have these changes kept the curriculum current?
  - D. Program Performance
    1. Trends relating to program performance for the past seven years. *Insert the following tables which will be provided by Office of Institutional Research. Nothing else is to be inserted here.*
      - a. Number of majors (head count)
      - b. Number of minors (head count)

- 1 c. Number of degrees granted
- 2 d. SCH production by department
- 3 e. SCH per FTE (if available)
- 4 f. Credits to Degree
- 5 g. Semesters to Graduation
- 6 2. Course Scheduling Patterns/Enrollment
- 7 a. *Insert course scheduling patterns table provided by Office of Institutional Research.*
- 8 b. List all department courses in the current Bulletin which have not been offered within
- 9 the last three years and briefly explain why each was not offered.
- 10 c. Provide enrollment projections for the next five years (for the numbers of majors and
- 11 minors only). Indicate data source/basis for projections.
- 12 E. Relationship to Other Academic Programs
- 13 1. Briefly discuss the program's service mission. What accommodations are made for
- 14 course needs of non-majors? *Insert credit consumption by other undergraduate majors*
- 15 *enrolled in courses offered by the department; table provided by Office of Institutional*
- 16 *Research.*
- 17 2. Identify any current or potential cooperative efforts between the program being reviewed
- 18 and other programs.
- 19
- 20 II. Staffing
- 21
- 22 A. Faculty. *Insert table of ranked faculty and continuing academic staff provided by Office of*
- 23 *Institutional Research and fill in specialty column.* Append a brief CV for each person listed
- 24 above, to include at a minimum:
- 25 1. Credentials
- 26 2. Juried publications, papers, and posters; creative accomplishments; and funded grants for
- 27 the past seven years
- 28 3. Sabbaticals during the past seven years
- 29 4. Involvement with field-based professional and/or clinical activities and service over the
- 30 past seven years
- 31 B. Adequacy of Staffing
- 32 1. *Insert table from Office of Institutional Research indicating changes in faculty by*
- 33 *resignation, retirement, non-retention, etc. since the last program review (supplement*
- 34 *table as necessary).*
- 35 2. Describe problems, if any, in recruiting and/or retaining faculty. How have these problems
- 36 been addressed?
- 37 3. Describe departmental teaching load policy.
- 38 4. List activities in which faculty currently engage without credit against teaching load, e.g.,
- 39 small sections taught as overload and independent study.
- 40 C. Describe clerical and administrative support staff and needs
- 41
- 42 III. Resources
- 43
- 44 A. Address the adequacy and quality of support services which are critical to the major/minor.
- 45 1. Library collections and/or services
- 46 2. Non-print media collection
- 47 3. Computing services
- 48 4. Testing services
- 49 5. Availability of appropriate physical facilities, equipment, etc.
- 50 6. Other (please specify)
- 51 B. Extramural programmatic funding
- 52
- 53 IV. Evaluation
- 54
- 55 A. Append any assessment of the program by external consultants or accreditation groups and
- 56 your response to the assessment.
- 57 B. Describe results of assessment of student learning outcomes and how these results have
- 58 affected the program, curriculum, and assessment procedures.

- 1 C. Describe evidence of student satisfaction with the program. Provide results of surveys of
- 2 alumni and students.
- 3 D. Cite the placement and/or graduate program admissions experience of graduates.
- 4 E. Cite employer evaluation of graduates (where applicable).
- 5 F. Summarize areas of strength and weakness for the program.

#### 7 V. Recommendations

- 9 A. List the recommendations of the Dean and Provost from the last program review and indicate
- 10 actions taken in response to those recommendations.
- 11 B. Have any changes been made or proposed as a result of this program review? Please
- 12 explain.
- 13 C. Indicate any additional recommendations regarding the future of the program, including
- 14 support and resources needed. These recommendations should be based on the information
- 15 presented and discussed in this program review.

#### 17 SELF-STUDY GUIDE FOR GRADUATE PROGRAM REVIEW

18 The following serves as a guide for the review of graduate academic programs. The Graduate  
19 Council and/or individual colleges, in consultation with the Graduate Council, may establish whatever  
20 additional qualitative or quantitative criteria they deem appropriate for use in their evaluation efforts.  
21 Qualitative factors are considered of prime concern in the academic review process.

#### 23 I. Overview of the program

- 24 A. Goals and Objectives
- 25 1. Program
- 26 2. Relationship to mission for Graduate Studies on this campus
- 27 B. Description
- 28 1. Emphases, number of credits, and requirements for each emphasis
- 29 2. Admission requirements unique to the program
- 30 3. Process used for Admission to candidacy
- 31 4. Culminating experience requirement(s)

#### 33 II. Program Performance/Quality/Evaluation

- 34 A. Data relating to program performance (use tables)
- 35 1. Number of students enrolled in program over a period of seven years (year-by-year data)
- 36 2. Degrees awarded (year-by-year data)
- 37 3. Average length of time to complete degree
- 38 B. Indicate changes and modification that have occurred since the previous program review.
- 39 C. Use standards of professional associations, accreditation bodies, and certification
- 40 requirements when applicable for program review.
- 41 D. Provide the evaluation report of the program by external consultants or accrediting bodies and
- 42 include a response to such reports. External consultants will be selected by program faculty
- 43 in consultation with the Graduate Council, Dean, chief officer of the Office of Graduate Studies
- 44 and Provost and Vice Chancellor.
- 45 E. Describe results of assessment of student learning outcomes and how these results have
- 46 affected the program, curriculum and assessment procedures.
- 47 F. Provide evidence of student satisfaction with the program
- 48 1. Evaluation of the program by graduates
- 49 2. Surveys or other comments
- 50 3. Employer evaluations
- 51 4. Placement and/or achievement of graduates
- 52 5. Student evaluation of program
- 53 6. What have students identified as a major issue in the program?
- 54 G. Trends influencing the program
- 55 1. Describe the continuing needs for the program in terms of local, regional, and national
- 56 trends.

- 1           2. Indicate the immediate and projected employment and career opportunities available to  
 2           program graduates.  
 3           3. Identify key factors that may influence the future direction of the program.  
 4       H. Identify the primary strengths and weaknesses of the program relative to professional  
 5       standards and quality.  
 6

7       III. Curriculum Management

- 8  
 9       A. Indicate dual and graduate level courses by number and enrollment by section in each course  
 10       offered during the past seven years (use table).  
 11

<u>Total Courses</u>	<u># Sections Taught</u>		
	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Dual level courses	_____	_____	_____
Graduate level courses	_____	_____	_____

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 17       B. Describe any special scheduling for part-time students.  
 18       C. Describe resources needed for the graduate program, and explain how they will contribute to  
 19       the overall effectiveness and efficiency of the program.  
 20       D. Indicate activities which faculty must engage in without credit against teaching load, e.g.,  
 21       small sections taught as overload, independent study, thesis advising.  
 22

23       IV. External Activities

- 24  
 25       A. Describe community outreach and/or in-service efforts.  
 26       B. Describe extramural or grant activities which have been developed for graduate program  
 27       support.  
 28

29       V. Faculty

- 30  
 31       A. Describe faculty qualifications to teach graduate level courses--list courses and faculty  
 32       expertise in those areas.  
 33       B. Describe the strengths, growth and development of graduate faculty.  
 34       C. Describe any changes in graduate faculty that have directly affected the program. How have  
 35       these problems been addressed?  
 36       D. State the FTE (as part of load) that are assigned to the graduate program.  
 37

38       VI. Support Staff and Services

- 39  
 40       A. Describe support staff and needs that are related to the graduate program.  
 41       B. Address the adequacy and quality of support services which are critical to the graduate  
 42       program.  
 43       C. Describe how Graduate Assistant workload is apportioned.  
 44

45       VII. Recommendations and Evaluation

- 46  
 47       A. Identify the strengths, weaknesses, and problem areas of the program as related to  
 48       curriculum, productivity, faculty, support staff and services.  
 49       B. Make specific recommendations regarding the future needs of the program.  
 50       C. Establish timeline for implementation of recommendations.  
 51       D. Report progress toward the implementation of recommendations as part of annual program  
 52       report.

1 **University of Wisconsin Oshkosh**  
2 **Academic Program Review Process**

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4 Unit/Department identifies self-study committee.



7 Self-study committee identifies external consultant(s)  
8 to be approved by the Dean and Provost.



11 Office of Institutional Research prepares quantitative data for  
12 program under review.



15 Program faculty completes self-study.



18 External consultant visits campus and completes report.



21 Program faculty committee(s) and chair complete program review assessment  
22 including response to consultant's report.



25 College Program Review Committee reviews program assessments and makes  
26 recommendations with copies to the dean and department chair.



29 Dean reviews program assessment and college committee recommendations and makes  
30 recommendations with copies to the college committee and department chair.



33 If a graduate program, Graduate Council reviews program assessment and recommendations of  
34 college committee and college dean, and makes own recommendations with copies to the  
35 college dean, college committee, and department chair.



38 Academic Policies Committee reviews program assessment and recommendations of previous levels  
39 and makes own recommendations with copies to the college dean, college committee,  
40 and department chair.



43 Faculty Senate reviews program assessment and recommendations for information.



46 Provost and Vice Chancellor reviews all materials, recommendations, etc.,  
47 and makes recommendations to the department with copies to the dean, college committee,  
48 APC, and Graduate Council (if graduate program).



50 Provost and Vice Chancellor prepares summary report for System Administration.  
51  
52

Revised August 2005

# Academic Program Review Process for Certification Programs

The program self-study document should not exceed 25 pages in length (excluding appendices), using a 1 ½" left margin and 1" right, top, and bottom margins, 12 pt font size, and double spacing. Both the document and appendices are to be as brief as possible.

## GOALS OF ACADEMIC PROGRAM REVIEW OF CERTIFICATE PROGRAMS

The program review process shall serve as a basis for program evaluation and for long-range curriculum and resource planning. Its goals are to:

- I. Identify program goals, objectives and performance trends and relate them to College and University missions, goals, and societal needs
- II. Document quality and adequacy of staffing
- III. Analyze resource availability and utilization
- IV. Evaluate strengths, weaknesses and needs
- V. Recommend future directions

## SELF-STUDY GUIDE FOR PROGRAM REVIEW OF CERTIFICATE PROGRAMS

The following serves as a guide for academic program reviews of certificate. Individual colleges may establish additional qualitative or quantitative criteria.

- I. Description of certificate program
  - A. Statement of goals and objectives and their relationship to College and University missions and goals and to societal needs.
    1. How does the program support the mission of the College and University?
    2. How does the program serve to strengthen the Department, College, and University?
  - B. Description of the courses in the certificate program.  
*Insert copy from current Undergraduate Bulletin, excluding course descriptions. If Bulletin is not current, add approved changes to current Bulletin copy. Nothing else is to be inserted here.*
  - C. Describe major changes in the certificate program since the last review and list courses added or dropped since that time. Have these changes kept the curriculum current?
  - D. Program Performance
    1. Trends relating to program performance for the past four years. *Insert the following tables which will be provided by Office of Institutional Research. Nothing else is to be inserted here.*
      - a. Number of program certificates granted
      - b. SCH production by certificate program
    2. Course Scheduling Patterns/Enrollment
      - a. *Insert course scheduling patterns table provided by Office of Institutional Research.*
      - b. List all department courses in the current Bulletin which have not been offered within the last three years and briefly explain why each was not offered.
      - c. Provide enrollment projections for the next three years. (Indicate data source/basis for projections.
- II. Staffing
  - A. Faculty. *Insert table of ranked faculty and continuing academic staff provided by Office of Institutional Research and fill in specialty column. Append a brief CV for each person listed*

- 1 above only if they are not faculty or academic staff at UW Oshkosh. Information should  
2 include:
- 3 1. Credentials
  - 4 2. Juried publications, papers, and posters; creative accomplishments; and funded grants for  
5 the past four years
  - 6 3. Sabbaticals during the past four years
  - 7 4. Involvement with field-based professional and/or clinical activities and service over the  
8 past seven years
- 9 B. Adequacy of Staffing
- 10 1. *Insert table from Office of Institutional Research indicating changes in faculty by*  
11 *resignation, retirement, non-retention, etc. since the last program review (supplement*  
12 *table as necessary).*
  - 13 2. Describe problems, if any, in recruiting and/or retaining faculty. How have these problems  
14 been addressed?
- 15 C. Describe clerical and administrative support staff and needs
- 16
- 17 III. Resources
- 18
- 19 A. Address the adequacy and quality of support services which are critical to the major/minor.  
20 1. Library collections and/or services  
21 2. Non-print media collection  
22 3. Computing services  
23 4. Testing services  
24 5. Availability of appropriate physical facilities, equipment, etc.  
25 6. Other (please specify)
  - 26 B. Extramural programmatic funding
- 27
- 28 IV. Evaluation
- 29
- 30 A. Describe results of assessment of student learning outcomes and how these results have  
31 affected the program, curriculum, and assessment procedures.
  - 32 B. Describe evidence of student satisfaction with the program. Provide results of surveys of  
33 alumni and students.
  - 34 C. Cite employer evaluation of program completers (where applicable).
  - 35 D. Summarize areas of strength and weakness for the program.
- 36
- 37 V. Recommendations
- 38
- 39 A. List the recommendations of the Dean and Provost from the last program review and indicate  
40 actions taken in response to those recommendations.
  - 41 B. Have any changes been made or proposed as a result of this program review? Please  
42 explain.
  - 43 C. Indicate any additional recommendations regarding the future of the program, including  
44 support and resources needed. These recommendations should be based on the information  
45 presented and discussed in this program review.
    - 46 1. Describe the continuing needs for the program in terms of local, regional, and national  
47 trends.
    - 48 2. Indicate the immediate and projected employment and career opportunities available to  
49 program graduates.
    - 50 3. Identify key factors that may influence the future direction of the program.
  - 51 D. Identify the primary strengths and weaknesses of the program relative to professional  
52 standards and quality.
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**University of Wisconsin Oshkosh  
Academic Program Review Process**

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Unit/Department identifies self-study committee.



Office of Institutional Research prepares quantitative data for program under review.



Certification Program faculty/Director completes self-study.



Program faculty committee(s) and chair complete program review assessment including response to consultant's report.



College Program Review Committee reviews program assessments and makes recommendations with copies to the dean and department chair.



Dean reviews program assessment and college committee recommendations and makes recommendations with copies to the college committee and department chair.



If a graduate program, Graduate Council reviews program assessment and recommendations of college committee and college dean, and makes own recommendations with copies to the college dean, college committee, and department chair.



Academic Policies Committee reviews program assessment and recommendations of previous levels and makes own recommendations with copies to the college dean, college committee, and department chair.



Faculty Senate reviews program assessment and recommendations for information.



Provost and Vice Chancellor reviews all materials, recommendations, etc., and makes recommendations to the department with copies to the dean, college committee, APC, and Graduate Council (if graduate program).



Provost and Vice Chancellor prepares summary report for System Administration.

Faculty Senate Approved: 04-28-09

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# ***APPENDIX C***

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## **ACADEMIC ASSESSMENT**

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1 **Academic Assessment**

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3 Academic program assessment will occur every two years. The biennial program assessment report  
4 form is available on the Office of the Provost's Academic Affairs website. The report will have five  
5 sections: 1) Program Goals and Intended Student Learning Outcomes; 2) Assessment Methods/Tools  
6 Appropriate for Learning Outcome; 3) Analysis of Results Feedback Mechanisms; 4) Interpretation of  
7 Assessment Results; and 5) Assessment Results Used to Inform Change or Improvement. These  
8 reports are to be summarized and included in the evaluation portion of the program review self-study  
9 document.

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14 **Academic Assessment Process**



