WSU Five-Year Graduate Program Review

Self-Study

Cover Page

Department/Program:

Semester Submitted:

Self-Study Team Chair:

Self-Study Team Members:

Contact Information:

Phone:

Email:

Information Regarding Current Review Team Members:

(Note: Minimum of two Review Team Members for Graduate Programs, one internal and one external to the university. Internal members should, at a minimum, be a tenured associate professor.)

1. Brief Introductory Statement
2. Mission Statement
   1. Description of Program Mission
   2. Brief discussion of the alignment of the program mission with the mission, core themes, and strategic plans of Weber State University  
      (see http://weber.edu/universityplanning/Mission\_and\_core\_themes.html)
3. Program and Curriculum
   1. Program Description
      1. Include all admission, retention, and degree requirements. Include GPA, standardized test scores, English language proficiency requirements, etc.

(Alternatively, include a link to the online catalog or website that provides this information)

* + 1. List the program level learning outcomes
    2. Include a list of course titles and numbers (combine ii and iii in a curriculum-grid like chart, see example – Curriculum map on next page)
    3. Web address for WSU catalog page AND any program webpages which provide a description of the program’s curriculum, degree requirements, and course descriptions.

Curriculum Map

| Core Courses in Department/Program | Department/Program Learning Outcomes | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Learning Outcome 1 | Learning Outcome 2 | Learning Outcome 3 | Learning Outcome 4 | Etc. |  |  |  |
|  |  |  |  |  |  |  |  |  |
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*Notea*: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ

*Noteb:* Rows and columns may be transposed as required to meet the needs of each individual department

* 1. Evidence of ongoing demand for the program

Please provide data on the last five academic years on admissions, enrollments, and degrees awarded:   
*In order to provide consistent data that conforms to the format for reporting to the Utah Board of Regents, some data will be provided by the Office of Institutional Effectiveness. Contact that office at extension 8586 for assistance.***NOTES:**

* + - 1. The IR data above is collected in a manner that may not match departmental data on enrollment.
      2. An applicant may be enrolled, but not matriculated if they are limited to 5000-level courses

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic Year** | **New applications** | **Admitted Applicants** | **Selectivity (%)** | **Applicants Enrolled** | **Yield (%)** | **Total**  **Matriculated Students**  **[IR]** | **Matriculated Domestic Students** | **Matriculated International Students**  **[IR]** | **Number of Graduates (Sum, Fall, Spr)**  **[IR]** |
| 2018-19 |  |  |  |  |  |  |  |  |  |
| 2017-18 |  |  |  |  |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |  |  |  |  |
| 2014-15 |  |  |  |  |  |  |  |  |  |

* + 1. Enrollment History:

|  |  |
| --- | --- |
| **Academic Year** | **Number of Majors** |
| 2018-19 |  |
| 2017-18 |  |
| 2016-17 |  |
| 2015-16 |  |
| 2014-15 |  |

|  |  |  |
| --- | --- | --- |
| **Academic Year** | **Faculty/Student ratios across program curr.** | **Average class size** |
| 2018-19 |  |  |
| 2017-18 |  |  |
| 2016-17 |  |  |
| 2015-16 |  |  |
| 2014-15 |  |  |

* + 1. Average time to degree completion (months): \_\_\_\_\_\_\_\_\_\_

(Note: If the program has different timeline options, please explain this in your narrative and   
 organize your data based on the different options/tracks.)

* + 1. Enrollment projections – briefly describe enrollment patterns and factors influencing demand for the degree. (Note: programs are not expected to project an exact number of expected students, but rather a qualitative assessment of potential opportunities and/or threats to enrollment as well as any strategies for maximizing opportunities and managing threats.).
  1. Student profile

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Entering Class** | **Ave. GRE** | **Ave. GMAT** | **Ave. GPA (undergrad)** | **Ave. Age (years)** | **Ave. Relevant Work Experience (months) (optional)** |
| 2018-19 |  |  |  |  |  |
| 2017-18 |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |
| 2014-15 |  |  |  |  |  |

* + 1. *Please provide information on the entering class for each of the past 5 years:*
    2. *Success rate of your students’ post-graduation regarding employment and/or further graduate education. Add narrative if desired.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Graduating Class** | **# of Graduates (A)** | **# of Graduates Employed in Field (B)** | **# of Graduates in Add’l Graduate Program (C)** | **# of Graduates with unknown status** | **Placement Rate (B+C)/A** |
| 2018-19 |  |  |  |  |  |
| 2017-18 |  |  |  |  |  |
| 2016-17 |  |  |  |  |  |
| 2015-16 |  |  |  |  |  |
| 2014-15 |  |  |  |  |  |

* + 1. *List the most common career fields represented among your students (optional):*
    2. *Does your program provide career placement services: Describe:*
    3. *List any recent awards, honors or recognition received by your students (optional).*

Summary Information (as needed)

1. Student Learning Outcomes and Assessment

Measureable Learning Outcomes

At the end of their study at WSU, students in this graduate program will

1.

2.

3.

4.

5.

Etc…

Assessment of Graduating Students

Please provide a brief narrative describing the assessment processes for graduating students.

Summary Information (as needed)

Evidence of Learning: Courses within the Program (replicate as needed or place in appendix)

| Evidence of Learning: Courses within the Program | | | | | |
| --- | --- | --- | --- | --- | --- |
| Measurable Learning Outcome  Students will… | Method of Measurement  Direct and Indirect Measures\* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Learning Outcome 1.A: | Measure 1: (Ex. A set of 10 multiple choice questions from Exam 1) | Measure 1: (Ex. 85% of students will score 80% or better on 10 questions) | Measure 1: (Ex. 93% of students scored 80% or better on 10 questions) | Measure 1: (Ex. Students successfully demonstrated interpretation skills) | Measure 1: (Ex. No curricular or pedagogical changes needed at this time) |
| Measure 2: | Measure 2: | Measure 2: | Measure 2: | Measure 2: |
| Learning Outcome 2.A: | Measure 1: (Ex. Results of standardized test) | Measure 1: (Ex. 85% of students will score at or above the national average) | Measure 1: (Ex. 90% of students scored above national average) | Measure 1: (Ex. Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly | Measure 1: (Ex. Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review |
| Measure 2: | Measure 2: | Measure 2: | Measure 2: | Measure 2: |

\*At least one measure per objective must be a direct measure. Indirect measures may be used to supplement evidence provided via the direct measures.

Summary Information (as needed)

Evidence of Learning: High Impact or Service Learning (if applicable)

| Evidence of Learning: High Impact Service Learning | | | | | |
| --- | --- | --- | --- | --- | --- |
| Measurable Learning Outcome  Students will… | Method of Measurement  Direct and Indirect Measures\* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Learning Outcome 1.A: | Measure 1: (Ex. A set of 10 multiple choice questions from Exam 1) | Measure 1: (Ex. 85% of students will score 80% or better on 10 questions) | Measure 1: (Ex. 93% of students scored 80% or better on 10 questions) | Measure 1: (Ex. Students successfully demonstrated interpretation skills) | Measure 1: (Ex. No curricular or pedagogical changes needed at this time) |
| Measure 2: | Measure 2: | Measure 2: | Measure 2: | Measure 2: |
| Learning Outcome 2.A: | Measure 1: (Ex. Results of standardized test) | Measure 1: (Ex. 85% of students will score at or above the national average) | Measure 1: (Ex. 90% of students scored above national average) | Measure 1: (Ex. Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly | Measure 1: (Ex. Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review |
| Measure 2: | Measure 2: | Measure 2: | Measure 2: | Measure 2: |

\*At least one measure per objective must be a direct measure. Indirect measures may be used to supplement evidence provided via the direct measures.

Summary Information (as needed)

1. Academic Advising

Advising Strategy and Process

Effectiveness of Advising

Past Changes and Future Recommendations

1. Faculty and Teaching
   1. Describe the minimum qualifications required of graduate faculty (e.g., degree, professional experience):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Home Dept** | **Title/Qual** | **Type (tenure, tenure track, contract or adjunct)** | **Gender** | **Ethnicity** |
|  |  |  |  |  |  |
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* 1. Faculty Demographic Information – list all faculty who teach in the program:  
       
       
       
       
       
     1. Percentage of graduate courses and/or credits taught:

|  |  |  |  |
| --- | --- | --- | --- |
|  | # of courses or credits taught in-load | # of courses or credits taught in overload | Percentage of courses or credits taught in overload |
| 2018-19 |  |  |  |
| 2017-18 |  |  |  |
| 2016-17 |  |  |  |
| 2015-16 |  |  |  |
| 2014-15 |  |  |  |

* + 1. *Describe the faculty compensation model for thesis advising, directed study, supervision of student consulting projects / internships, etc.*
  1. Programmatic/Departmental Teaching Standards

Faculty Qualifications

Evidence of Effective Instruction

1. Regular Faculty
2. Adjunct Faculty

Mentoring Activities

Diversity of Faculty

Ongoing Review and Professional Development

1. Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

1. Ongoing Staff Development

Adequacy of Administrative Support

Adequacy of Facilities and Equipment

Adequacy of Library Resources

1. Relationships with External Communities

Description of Role in External Communities

Summary of External Advisory Committee Minutes

1. Results of Previous Program Reviews

|  |  |  |
| --- | --- | --- |
| Problem Identified | Action Taken | Progress |
| Issue 1 | Previous 5 Year Program Review: |  |
| Year 1 Action Taken: |  |
| Year 2 Action Taken: |  |
| Year 3 Action Taken: |  |
| Year 4 Action taken: |  |
| Issue 2 | Previous 5 Year Program Review: |  |
| Year 1 Action Taken: |  |
| Year 2 Action Taken: |  |
| Year 3 Action Taken: |  |
| Year 4 Action taken: |  |

Summary Information (as needed)

1. Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

|  |  |
| --- | --- |
| Problem Identified | Action to Be Taken |
| Issue 1 | Current 5 Year Program Review: |
| Year 1 Action to Be Taken: |
| Year 2 Action to Be Taken: |
| Year 3 Action to Be Taken: |
| Year 4 Action to Be Taken: |
| Issue 2 | Current 5 Year Program Review: |
| Year 1 Action to Be Taken: |
| Year 2 Action to Be Taken: |
| Year 3 Action to Be Taken: |
| Year 4 Action to Be Taken: |

Summary Information (as needed)

Action Plan for Staff, Administration, or Budgetary Findings

|  |  |
| --- | --- |
| Problem Identified | Action to Be Taken |
| Issue 1 | Current 5 Year Program Review: |
| Year 1 Action to Be Taken: |
| Year 2 Action to Be Taken: |
| Year 3 Action to Be Taken: |
| Year 4 Action to Be Taken: |
| Issue 2 | Current 5 Year Program Review: |
| Year 1 Action to Be Taken: |
| Year 2 Action to Be Taken: |
| Year 3 Action to Be Taken: |
| Year 4 Action to Be Taken: |

Summary Information (as needed)

1. Summary of Artifact Collection Procedure

|  |  |  |  |
| --- | --- | --- | --- |
| Artifact | Learning Outcome Measured | When/How Collected? | Where Stored? |
| (i.e. Final Project Rubric) |  | (i.e. end of semester) | (i.e. electronic copies) |
| (i.e. Chi Tester Outcome Report) |  | (i.e. 2-3 times per semester) | (i.e. electronic format, chi tester warehouse) |
|  |  |  |  |
|  |  |  |  |

Summary Information (as needed)

APPENDICES

Appendix A: Student and Faculty Statistical Summary

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 20xx-xx | 20xx-xx | 20xx-xx | 20xx-xx | 20xx-xx |
| Student Credit Hours Total |  |  |  |  |  |
| Student FTE Total |  |  |  |  |  |
| Students in the Program |  |  |  |  |  |
| Program Graduates |  |  |  |  |  |
| Student Demographic Profile |  |  |  |  |  |
| Female |  |  |  |  |  |
| Male |  |  |  |  |  |
| Faculty FTE Total |  |  |  |  |  |
| Adjunct FTE |  |  |  |  |  |
| Contract FTE |  |  |  |  |  |
| Student/Faculty Ratio |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Program Name: |  | 2015 | 2016 | 2017 | 2018 | 2019 |
| Expectation of time to graduation? | # of years |  |  |  |  |  |
| Number and percent of majors meeting expectation for graduating | Department |  |  |  |  |  |
| Number and percent of majors graduating w/in 1 year of expectation | Department |  |  |  |  |  |
| Number and percent of majors graduating w/in 2 years of expectation | Department |  |  |  |  |  |
| Number and percent of majors who don’t complete by 6 years | Department |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Average overall hours of graduates | University |  |  |  |  |  |
|  | Department |  |  |  |  |  |
| Average 'years to degree' for master’s degree recipients | University |  |  |  |  |  |
|  | Department |  |  |  |  |  |
| Other Analyses |  | 2015 | 2016 | 2017 | 2018 | 2019 |
| Percent of courses with adequate completion | Department |  |  |  |  |  |
| (adequate completion = 80%+, A and B grades) | University |  |  |  |  |  |
|  |  |  |  |  |  |  |

*Note*: Data provided by the Office of Institutional Effectiveness

Appendix B: Contract/Adjunct Faculty Profile

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name | Gender | Ethnicity | Rank | Tenure Status | Highest Degree | Years of Teaching | Areas of Expertise |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
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Summary Information (as needed)

Appendix C: Staff Profile

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Gender | Ethnicity | Job Title | Years of Employment | Areas of Expertise |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Summary Information (as needed)

Appendix D: Financial Analysis Summary

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program Name** | | | | | |
| **Funding** | **14-15** | **15-16** | **16-17** | **17-18** | **18-19** |
| Appropriated Fund |  |  |  |  |  |
| Other: |  |  |  |  |  |
| Special Legislative Appropriation |  |  |  |  |  |
| Grants or Contracts |  |  |  |  |  |
| Special Fees/Differential Tuition |  |  |  |  |  |
| Total |  |  |  |  |  |

*Note*: Data provided by Provost’s Office

Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations

|  |  |
| --- | --- |
| Name | Organization |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |