Appendix B

A cover page is required for the self-study report. It should include the name of the program under review, names and academic ranks of members of the unit who will be the contacts for the review committee, and the report's date of submission. The report should be no more than 25 pages (not including appendices).

This guide provides a basis for the self-study that will be used in the program review. Units should address to what extent the program meets each of the standards listed below and are encouraged to provide any supplemental information that is deemed necessary to assist with the review.

Area	Standards adopted by APCC September 2002	Evidence presented in Self-Evaluation	Focus of Audit Team
1. Executive Summary		One-page summary of significant issues and major changes identified in the self-study.	The report must include specific recommendations to strengthen, maintain, consolidate, reorganize, or phase out the academic program.
			Evaluation of the standards and the unit's summary should provide the needed support for the recommendation.
2. Actions since Previous Review		**A. Response to Previous Review** Report actions taken to address major recommendations from the last APCC review. **B. Opportunities and Challenges** Describe intervening developments that supported or challenged the response since the previous review, such as changes in the discipline, student demand, societal need, or institutional context.	
3. Department/Program Overview		**A. Department/Program Mission and Organizational Structure** 1. Discuss the department's mission statement in the context of UWM's strategic priorities. 2. If the program is not housed within a single department or department-like body, discuss the program's mission in this section.	Consult with dean or director of unit under review. Meet with group responsible for program governance. Include student representatives if at all possible.

	3. Describe the organization of the unit as it relates to the undergraduate program. Note the relationship with related units/programs.	Review exhibits, documents, and materials that support and augment the unit's report.
	4. Describe the mechanisms for governance of the program, and student involvement, including committee membership and participation in curricular policy making.	

B. Facilities and Resources

There are sufficient resources to meet program needs for program stability.	1. Assess the resources currently available to the program, including staff, physical facilities, and budget allocation. Comment on patterns of total salaries, capital, and supply expenditures over the past seven years. Discuss the allotment of those expenditures to undergraduate instruction. Discuss how current resources will be used to meet future goals of the program.	Review budget documents, including planning documents and their updating, and the Department Profile.
There are sufficient resources to meet program needs for facilities and space within the university.	2. List space and facilities requirements for the program and assess adequacy of current allocation.	Observations, including a tour, may be appropriate.
	3. List research and teaching equipment available for the program and assess adequacy.	
	4. Describe procedure for recommending additions to the UWM Library holdings. Assess adequacy of library resources for students and faculty.	
There are sufficient resources to meet program needs for facilities and space outside the university.	5. List space and facilities being used for the undergraduate program off-campus and assess adequacy.	
	6. List research and teaching equipment used for the undergraduate program off-campus and assess adequacy.	
	7. Describe technology support for online offerings and assess adequacy.	

C. Curriculum and Instruction

Learning outcomes reflect expected workforce competencies.

1. Identify the educational goals/ outcomes of the program. Explain how educational goals/outcomes of the program prepare students for employment.

   Include related discussions as part of the faculty/staff meeting, and the student meeting.

There is an organized and coherent sequence of coursework that prepares students to meet the educational goals of the program, secure appropriate employment, and pursue graduate study.

2. Explain the organization of courses, credits, and sequencing within the program.

   Review the Course Offering list of undergraduate and U/G courses offered in the past three academic years.

3. Explain the organization of courses, credits, and sequencing within sub-majors.

4. Describe how course content and activities help students meet course objectives.

5. Describe delivery modes used for the program and its courses. Describe how the program ensures that instructional quality is maintained across all modes of delivery.

6. Discuss any changes made in curriculum and instruction since the last APCC review.

7. Discuss any such changes that are being planned.

D. Assessment and Evaluation

An evaluation process that involves students, faculty, graduates, and community members, as appropriate, is in place and the data gathered is used to monitor the program and direct its changes.

1. Summarize the assessment plan used to evaluate the extent to which students are meeting program learning outcomes and how the program is engaged in coherent process of continuous curricular and program evaluation/improvement.

   Meeting with faculty/staff to discuss perceptions, strengths, weakness, and future of the program.

2. Report how assessment data trends are used to improve or modify the program.

   Meeting with students to discuss their perceptions of their program. Other mechanisms for securing student input may be needed. An example might be an e-mail survey.

Relevant credential, if any, achieved within one year of graduation.

75% of graduates have satisfactory employment within one year of graduation.

3. If the program leads to licensure or certification, provide success rates of graduates in obtaining licensure or certification.
4. Provide data for the past five years and discuss the program's efforts to improve success rates.

5. Assessment reports will be provided to the unit.
6. Attach minutes of relevant faculty meetings.

E. Contribution to General Education

Discuss the contributions made by the program to UWM General Education Requirements. Include a summary of the assessment of general education learning outcomes supported by the program's courses. Discuss the changes /improvements made to general education courses offered by the program.

Contact with alumni presents same challenges as do students. Again, an email survey might be appropriate.

Review evaluation data, committee minutes, and other exhibits.

4. Faculty

Faculty and instructional academic staff are qualified and in sufficient numbers to provide relevant quality learning experiences.

A. Faculty Composition

Discuss the composition of the faculty with respect to representation of faculty/ instructional academic staff from traditionally underrepresented groups in the field and the balance of tenured and tenure-track faculty and instructional academic staff. Use the trend data to describe changes in program faculty, including additions, non-retentions, retirements, resignations, etc. that have occurred over the past seven years.

B. Faculty Numbers and Qualifications

Evaluate the faculty's overall strengths and weaknesses in core programmatic areas. Describe how the current strengths should evolve in the future, and how weaknesses will be addressed.

Meet with program faculty/staff.Meet with program faculty/staff.

Review curriculum vitae of faculty and instructional academic staff, particularly of those involved with the undergraduate program.

Review exhibits of faculty work.

Review Department Profile information including faculty workload, and number and dollar amount of research proposals submitted and awarded over the past 7 years.

C. Faculty/Staff Workload

At least 25% of total tenure/tenure track faculty time is committed to the undergraduate program.	Complete the attached faculty/staff workload table. Describe the role of part-time instructional staff not included in the table. Describe other program-related duties of faculty and staff, including academic and professional advising, program coordination, etc.	

5. Students

A. Student Numbers and Composition

There are adequate numbers of qualified students for meaningful cohorts to meet learning objectives.	Discuss the enrollment trends in the program and related sub-majors, certificates, and minors. Discuss the enrollment of students from underrepresented groups in the field and the program's efforts to increase the number of students from underrepresented groups.	Review Instructional Capacity Analysis data or comparable exhibits that include curricular area code, course number and title, enrollments, semester offered, frequency of course offerings, FTE students conveyed by year compared to courses offered.

B. Student Success

90% of students complete the program within five years.	1. Discuss the retention, persistence, and graduation rates of students in the program and how these measures have evolved over the past seven years. Discuss plans to improve those areas. 2. Describe the efforts to identify and eliminate achievement gaps of students in the program.	
There are sufficient resources to meet program needs for assisting students.	3. Evaluate the department's strengths and weaknesses as they relate to student support services, including academic advising, career services, professional development, and experiential learning opportunities.	Include related discussions as part of student meeting, and faculty/staff meeting. Meet with advisors and financial officers, as appropriate.

6. Plans for the Future

	Describe actions that the department/program plans to take, including changes in instructional resources and practices, curriculum, and assessment of student learning.	

Appendix I

For each member of the faculty (including lecturers), attach an abbreviated curricula vitae (2-3 pages) with selected publications and most recent scholarly activities.