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Senators: Chair – David Rainville, Vice Chair – Kristen Hendrickson, Secretary – Kris Hiney, Executive Committee – Glenn Potts, David Furniss

To: Connie Foster, Chancellor  
116 North Hall  
University of Wisconsin-River Falls

From: David Rainville, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2008/2009/47

At the December 10, 2008 meeting of Wisconsin-River Falls Faculty senate, motion 2008-2009/47 was passed. This motion is forwarded for your action.

A motion from AP&P to approve the Academic Program Self Study Tool. This tool is a guide to aid departments when submitting data and information about each program which will be used in the program prioritization as described in OP 2.1 of the Strategic Plan.

### **Academic Program Self-Study Tool**

The Academic Program Self-Study Tool provides data and information for each of six criteria (not in priority order). The criteria are:

- I. Consistency with University Mission, Vision and Values and UWRF's Strategic Plan
- II. External and Internal Demand
- III. Quality – Program Inputs and Outcomes
- IV. Productivity, Costs and Efficiency
- V. Benchmarking with Peers
- VI. Crucial Information Not Addressed by other Criteria

#### **I. Consistency with University Mission, Vision and Values and UWRF's Strategic Plan**

Describe how the activities of the program are consistent with the University Mission, Vision and Values, and UWRF's Strategic Plan. (250 word limit)

1. List *up to* five core strengths that tie the program into the institution's *Mission, Vision and Values*, as well as the four operational goals of the strategic plan *Operating Paradigm*.

#### **II. External and Internal Demand and Potential for Growth**

Describe the current external and internal demand for the program, its courses, and its activities. (250 word limit)

1. Is there external demand for graduates of the program? Refer to employment projections based on state information from both Wisconsin and Minnesota provided by Institutional Research.
2. Describe and address internal demand for major courses and service courses (to other departments and general education). The following data needed to address internal demand will be provided by Institutional Research (3-year history):
  - i. Number of majors/minors/graduate students in the program.
  - ii. Internal and external transfers of majors.
  - iii. Contribution ratio: Give the number of SCH generated by a program for other programs and the total number of SCH generated by the department (eg: other majors, other minors, general education, graduate programs, University requirements, secondary education) and the ratio of the two measures.

### III. Quality – Program Inputs and Outcomes

Describe activities of the program that lead to high program quality and document how that quality is measured.

1. What steps has the program taken to develop innovative and forward-looking curricula? Give examples of course development by program faculty. (250 word limit)
2. Provide evidence of program teaching effectiveness (5 years of history) :
  - i. Results described in the program's annual assessment report (Department to provide).
  - ii. Teaching and Advising Awards (Department to provide)
  - iii. Student evaluations of teaching (Survey Research Center to provide).
  - iv. Recognition of faculty teaching load – including number of preparations and courses taught
3. Provide evidence of an active and engaged faculty. Data will be collected on an FTE basis. Faculty professional and scholarly activity data for the past five years may include:
  - i. Number of refereed publications
  - ii. Number of non-refereed publications by faculty
  - iii. Number of juried creative works and performances
  - iv. Number of state, regional or national presentations
  - v. Number of grants submitted – internal to UWRF and external
  - vi. Number and amounts of grants received – internal to UWRF and external
  - vii. Other professional, college, and university, or community service activities
  - viii. Number of textbooks, reference books, novels, volumes of collected works authored by faculty or edited volumes by faculty
  - ix. Number of externally funded contracts and grants received by faculty
  - x. Number of professional conference papers and presentations by faculty
  - xi. Number of active faculty memberships in professional associations and/or honor societies Number of faculty engaged in faculty development or curriculum development activity as part of their assigned workload
  - xii. Average proportion of students over past three years passing licensing, certification, or accreditation examinations related to academic major
  - xiii. Number of undergraduate/graduate students formally engaged in research activity with a faculty mentor
  - xiv. Number of undergraduate/graduate students engaged in internships or practica under direct faculty supervision
  - xv. Number of students who author or co-author with a faculty mentor, a journal article or book chapter
  - xvi. Number of students presenting or co-presenting with a faculty mentor, a paper at a professional meeting

xvii. Service to student organizations

**IV. Productivity, Costs and Efficiency**

1. The following data will be provided by Institutional Research:
  - i. Total FTE
  - ii. Total SCH
  - iii. Total Budget
  - iv. SCH/FTE
  - v. Budget/SCH
  - vi. Budget/SCH of major (undergraduate only)
  - vii. Budget/SCH of minor (undergraduate only)
  - viii. Budget/SCH serving other programs
  - ix. S&E/SCH
  - x. Actual Credits to Graduation/ Required Credits to Graduate
  - xi. Advisees per FTE
  - xii. Auxiliary Services and any other related costs essential to the Academic Program (e.g., Group Decisions Lab, Lab Farms, GIS Lab, Greenhouse, etc.):
    - i. S&E Budget
    - ii. Personnel, including reassigned time
  
2. Space and facilities information provided by campus planning and Institutional Research
  - i. Lists of space by type
  - ii. Laboratory utilization
  - iii. Classroom demand equivalent

**V. Benchmarking with Peers**

1. How does your program compare with peers in terms of cost and productivity? (250 word limit)  
Data will be provided by Institutional Research.

**VI. Crucial Information Not Addressed by other Criteria**

There may be special considerations that contribute to a program and have not been covered in the points above. This section provides an opportunity for programs to discuss such considerations. (500 word limit)

X Approved

\_\_\_\_\_ Disapproved

Connie Foster  
Connie Foster, Chancellor

2-13-2009  
Date