Part I – Program Specific Information and Analysis

While the following questions should be addressed for each academic program or concentration, you are encouraged to organize this section of your report in a manner that offers a coherent picture of the programs without undue repetition. Thus, you may wish to respond to the questions in this section separately for each program, or, if programs have a great deal in common, it may be preferable to write this section for several programs simultaneously and point out differences where they exist.

Some of the items below are noted as appropriate for graduate (Grad) or undergraduate (UG) programs and students. Please respond to those questions that are appropriate for your programs.

1. **Curriculum**

   a. **Student learning outcomes**

      (1) What are the student learning outcomes (knowledge and skills) for students in this program? (List here or attach the outcomes in an appendix.)

      (2) Describe how the outcomes are assessed, what has been learned through assessment and what impact, if any, the assessment results have had on the program.

   b. **Structure and change**

      (1) How is the curriculum organized to support the goals of this program? As part of your response, provide information about the specific courses that contribute to each of the student learning outcomes (see Assessment Matrix I or Student Learning Outcomes by Course).

      (2) Comment on the flexibility available to students in selecting electives to meet their special interests. What criteria, if any, exist for determining offerings, additions, and deletions of electives?

      (3) How does your program build on the five overall WPUNJ student learning outcomes (ability to: express themselves effectively in written and oral form; think critically; locate and use information; integrate knowledge and ideas in a coherent and meaningful manner; work effectively with others) and, for undergraduate programs, outcomes of the General Education program?

      (4) Describe recent changes in the curriculum, including changes made as a result of previous program reviews or accreditation visits. What has been the impact of these changes?

      (5) How does this curriculum compare to national models and/or standards? Comment on any distinctive features of your curriculum.

      (6) How will you integrate present and evolving trends into the curriculum?
2. Student Characteristics

a. Entering Undergraduate and Graduate Students

(1) Append (or insert into the text) the relevant tables from the Statistical Information Packet provided by IR&A. Comment on trends over the past five years, and whether you expect changes in these trends.
   - Number of first-year students and transfers (UG) or number of new graduate students (Grad).
   - Academic characteristics of incoming students: high school class rank, SAT scores, and Basic Skills requirements (UG); scores on graduate entrance exams (e.g., GRE, GMAT) and undergraduate GPA’s (Grad).
   - Types of institutions from which students transfer and their entering GPAs (UG); institutions from which students took their bachelor’s degree, including the proportion from WPU and undergraduate GPA’s (Grad).
   - Numbers of students who apply for admission to the program, the percentage who are accepted and, of those accepted, the percentage who enroll.
   - Racial/ethnic, gender and geographic diversity.
   - Other relevant characteristics.

(2) Are there program/departmental criteria for admission? If so, how do these relate to program quality?

b. Currently enrolled majors/graduate students

Append (or insert into the text) the relevant tables from the Statistical Information Packet provided by IR&A. Comment on trends over the past five years and whether you expect changes in these trends. What are the implications of these trends for program planning and course offerings?
   - Number of students in the program (UG and Grad) and their distribution across class levels (UG)
   - Racial/ethnic and gender diversity
   - Distribution across tracks or concentrations in the program
   - Number of students seeking teacher certification (UG)
   - Other relevant characteristics

Related characteristics.
c. **Overall assessment**

Comment on the number and characteristics of students in your program and their impact on achieving program goals. What changes, if any, do you anticipate in the near future?

3. **Student Progress, Outcomes and Satisfaction**

a. **Attrition**

What is the attrition rate from your program? To another program on campus (UG)? From the University? Is this satisfactory? Why are students leaving?

b. **Progress toward learning outcomes**

How does your department assess student progress toward the learning goals as they advance through the curriculum? State specifically how students are assessed at appropriate intervals to determine their achievement of the student learning outcomes. When problems arise, how are they identified and addressed?

c. **Outcomes and satisfaction at graduation**

(1) Comment on trends in the number of graduates over the past five years and whether you expect this to change. (Append the appropriate table from your Statistical Packet or insert table in text.)

(2) Describe the capstone experiences of students completing your program (e.g., thesis, capstone course performance, portfolio assessment). Give a few examples of how the capstone experiences reflect the achievement of program outcomes. Comment on possible implications for program change.

(3) What are students’ job opportunities upon graduation? What types of positions do they take?

(4) What proportion of your students continue their education in professional or graduate school? Where do they attend?

(5) How is the satisfaction of graduating students and/or alumni assessed? What has been learned from this assessment and how has it been used to modify, if necessary, teaching/learning, the curriculum, and support services?

d. **Overall Assessment**

Comment on the strengths and weaknesses of the program in terms of the numbers of students completing the program, their level of achievement, and their satisfaction with the program. What are the implications of these results for the program in the future?