



**INDIANA UNIVERSITY
SOUTHEAST**

PROGRAM REVIEW

SELF-STUDY REPORT

Department/School or Unit:

Program Name:

Self-Study Committee Members (Name and Titles):

Prepared by:

Introduction

Please provide an overview of the program, the history of the program, and the program goals.

Program Overview

Program History

Program Goals

| Admissions Trends | Academic Years | | | | |
|-----------------------------------|----------------|---------|---------|---------|---------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| Total Number of Entering Freshmen | | | | | |
| • Campus Program | | | | | |
| • Online Program | | | | | |

Commentary on Admissions Trends Data Points

Please provide commentary on the above admissions trends data points.

| Enrollment Trends | Fiscal Years | | | | | | | | | | | | | | |
|------------------------------------|--------------|----|----|---------|----|----|---------|----|----|---------|----|----|---------|----|----|
| | 2017-18 | | | 2018-19 | | | 2019-20 | | | 2020-21 | | | 2021-22 | | |
| | SU | FA | SP | SU | FA | SP | SU | FA | SP | SU | FA | SP | SU | FA | SP |
| Campus Program | | | | | | | | | | | | | | | |
| <i>Gender</i> | | | | | | | | | | | | | | | |
| • Female | | | | | | | | | | | | | | | |
| • Male | | | | | | | | | | | | | | | |
| • Not Reported | | | | | | | | | | | | | | | |
| <i>Ethnicity</i> | | | | | | | | | | | | | | | |
| • American Indian/Alaska Native | | | | | | | | | | | | | | | |
| • Asian | | | | | | | | | | | | | | | |
| • Black/African American | | | | | | | | | | | | | | | |
| • Hispanic/Latino | | | | | | | | | | | | | | | |
| • Native Hawaiian/Pacific Islander | | | | | | | | | | | | | | | |
| • NR-Alien | | | | | | | | | | | | | | | |
| • Two or More Races | | | | | | | | | | | | | | | |
| • Unknown | | | | | | | | | | | | | | | |
| • White | | | | | | | | | | | | | | | |
| Online Program | | | | | | | | | | | | | | | |
| <i>Gender</i> | | | | | | | | | | | | | | | |
| • Female | | | | | | | | | | | | | | | |
| • Male | | | | | | | | | | | | | | | |
| • Not Reported | | | | | | | | | | | | | | | |
| <i>Ethnicity</i> | | | | | | | | | | | | | | | |
| • American Indian/Alaska Native | | | | | | | | | | | | | | | |
| • Asian | | | | | | | | | | | | | | | |
| • Black/African American | | | | | | | | | | | | | | | |
| • Hispanic/Latino | | | | | | | | | | | | | | | |
| • Native Hawaiian/Pacific Islander | | | | | | | | | | | | | | | |
| • NR-Alien | | | | | | | | | | | | | | | |
| • Two or More Races | | | | | | | | | | | | | | | |
| • Unknown | | | | | | | | | | | | | | | |
| • White | | | | | | | | | | | | | | | |

Commentary on Enrollment Trends Data Points

Please provide commentary on the above enrollment trends data points.

| Instructional Productivity | Fiscal Years | | | | | | | | | | | | | | |
|--|--------------|----|----|---------|----|----|---------|----|----|---------|----|----|---------|----|----|
| | 2017-18 | | | 2018-19 | | | 2019-20 | | | 2020-21 | | | 2021-22 | | |
| | SU | FA | SP | SU | FA | SP | SU | FA | SP | SU | FA | SP | SU | FA | SP |
| <i>No. of On-Campus Courses Taught</i> | | | | | | | | | | | | | | | |
| • # sections <11 | | | | | | | | | | | | | | | |
| • # sections 11-20 | | | | | | | | | | | | | | | |
| • # sections 21-30 | | | | | | | | | | | | | | | |
| • # sections >30 | | | | | | | | | | | | | | | |
| <i>No. of Online Courses Taught</i> | | | | | | | | | | | | | | | |
| • # sections <11 | | | | | | | | | | | | | | | |
| • # sections 11-20 | | | | | | | | | | | | | | | |
| • # sections 21-30 | | | | | | | | | | | | | | | |
| • # sections >30 | | | | | | | | | | | | | | | |
| <i>No. of Credits Offered</i> | | | | | | | | | | | | | | | |
| • On-Campus | | | | | | | | | | | | | | | |
| • Online | | | | | | | | | | | | | | | |
| ○ Total | | | | | | | | | | | | | | | |

* Note: 'Online' includes anything not 100% face-to-face/traditional (Hybrid, Online, Distance, etc.)

Commentary on Instructional Productivity Data Points

Please provide commentary on the above instructional productivity data points.

| Faculty Data Points | Fiscal Years | | | | |
|------------------------------------|--------------|---------|---------|---------|---------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| Total Faculty Headcount | | | | | |
| <i>Distribution</i> | | | | | |
| • Full-Time | | | | | |
| • Part-Time | | | | | |
| <i>Gender</i> | | | | | |
| • Female | | | | | |
| • Male | | | | | |
| • Not Reported | | | | | |
| <i>Rank</i> | | | | | |
| • Professor | | | | | |
| • Associate Professor | | | | | |
| • Assistant Professor | | | | | |
| • Instructor | | | | | |
| • Adjunct | | | | | |
| <i>Degree Level</i> | | | | | |
| • Doctoral - Professional | | | | | |
| • Master | | | | | |
| • Bachelor | | | | | |
| <i>Tenure Track Status</i> | | | | | |
| • Tenured | | | | | |
| • Non-Tenured | | | | | |
| <i>Ethnicity</i> | | | | | |
| • American Indian/Alaska Native | | | | | |
| • Asian | | | | | |
| • Black/African American | | | | | |
| • Hispanic/Latino | | | | | |
| • Native Hawaiian/Pacific Islander | | | | | |
| • NR-Alien | | | | | |
| • Two or More Races | | | | | |
| • Unknown | | | | | |
| • White | | | | | |

NOTE: Fiscal year includes summer, fall & spring terms.

| Faculty Data Points | Fiscal Years | | | | |
|--|--------------|---------|---------|---------|---------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| <i>Summary of Scholarly Productivity</i> | | | | | |
| • Number of Grants Submitted | | | | | |
| • Number of Grants Awarded | | | | | |
| • % of Grants Awarded (# Sub. # Awrd.) | % | % | % | % | % |
| • Total \$ Grant Amount Requested | \$ | \$ | \$ | \$ | \$ |
| • Total \$ Grant Amount Awarded | \$ | \$ | \$ | \$ | \$ |
| • % of Grant \$ Awarded (\$ Req./\$ Awrd.) | % | % | % | % | % |
| • Peer-Reviewed Publications | | | | | |
| • Regional, National & Intl Presentations | | | | | |
| • Publications: Books, Chapters | | | | | |
| • Patents | | | | | |
| • Performances/Exhibits/Shows | | | | | |
| • Other | | | | | |

NOTE: Fiscal year includes summer, fall & spring terms.

Commentary on Faculty Data Points

Please comment on the profile of the collective faculty in terms of meeting the needs of the students and the program. This may include the academic qualifications, reputation, and experiences of the faculty as a whole; use and qualifications of adjuncts; congruence of faculty qualifications with program needs, etc.

Please comment on the scholarly productivity of the collective faculty as it contributes to the reputation of the program, meets program needs, contributes to student learning, and meets tenure and promotion guidelines.

Faculty Achievements

Please provide a summary/listing of scholarly productivity for the most recent academic year. (You may copy and paste the headings below as many times as necessary)

Name:

Listing of grants submitted and awarded (please include the dollar amount of funding requested and awarded):

Listing of peer-reviewed publications:

Listing of regional, national and international presentations:

Listing of publications of books and chapters:

Listing of patents:

Listing of performances, exhibits and shows:

Listing of other scholarly productivity:

Name:

Listing of grants submitted and awarded (please include the dollar amount of funding requested and awarded):

Listing of peer-reviewed publications:

Listing of regional, national and international presentations:

Listing of publications of books and chapters:

Listing of patents:

Listing of performances, exhibits and shows:

Listing of other scholarly productivity:

| Student Outcome Data Points | Fiscal Years | | | | |
|---|--------------|---------|---------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Fall to Fall Program Retention Rate | | | | | |
| • B.A./B.S. | | | | | |
| • M.S. | | | | | |
| • Certificate | | | | | |
| • Department Institutional (IUS) Retention | | | | | |
| Number of Degrees Conferred by Degree Type | | | | | |
| • Associates-seeking students | | | | | |
| • Bachelor-seeking students | | | | | |
| • Certificate-Seeking | | | | | |
| Average Time to Degree (in years) | | | | | |
| • Bachelor-seeking students | | | | | |
| • Certificate-seeking students | | | | | |
| • Associate-seeking students | | | | | |
| Post-Graduation Status | | | | | |
| • Employment | | | | | |
| • Service | | | | | |
| • Graduate/Professional School | | | | | |
| • Still Seeking a Position | | | | | |
| • Unknown | | | | | |
| Average Cumulative GPA at Graduation | | | | | |
| • A.A./A.S. | | | | | |
| • Certificate | | | | | |
| • B.A./B.S. | | | | | |
| Percentage of Completion (credit hours successfully completed/attempted) | | | | | |
| • A.A./A.S. | | | | | |
| • B.A./B.S. | | | | | |
| • Certificate | | | | | |
| Pass Rate: Professional Certification Exams | | | | | |
| Acceptance Rate: IUS UG to Grad/Prof. | | | | | |
| Acceptance Rate: IUS UG to IUS Grad/Prof. | | | | | |

NOTE: Fiscal year includes summer, fall & spring terms.

| Academic Program Assessment Evaluation Scores | Academic Years | | | | |
|--|----------------|---------|---------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Program Learning Goals | | | | | |
| Student Learning Outcomes | | | | | |
| Measures and Tools | | | | | |
| Data and Success Criteria | | | | | |
| Location of Data (removed beginning 2014-15) | | | | | |
| Continuous Improvement | | | | | |
| Feedback Loop | | | | | |
| • Total Score | | | | | |
| Assessment Cycle (Annual/Biennial/Triennial) | | | | | |
| Report Required (Update/Full/None) | | | | | |

*Note that Academic Year refers to the data collected and analyzed in that time

Commentary on Student Outcomes Data Points

Please comment on the above student outcomes data points.

Please comment on the quality of summative student projects (e.g. theses, portfolios, capstone projects), if applicable.

Please provide information pertaining to the program's efforts to collect information from alumni, including a description of survey methods used and an interpretation of results.

Student Learning

What evidence exists that students are meeting the program outcomes?

Explain how the program addresses areas of improvement in the assessment plan or process. For example, response to OIE feedback and rubric evaluation scores.

Student Satisfaction

How is student satisfaction data collected and used to enhance the quality of the program (e.g. survey data, course evaluations, student ratings of instruction, focus groups)?

Program Evaluation

Describe the 5 most significant changes that have been made in the program, including innovations made to improve student learning in the program (e.g. curriculum, admission changes, etc.).

Provide an assessment of enrollment trends over the past 5 years in relationship to disciplinary/professional contexts and societal needs.

What is the impact of current enrollment trends (either positive or negative) in the program and the University?

What areas of potential collaboration exist for the program within your academic unit and across other academic units?

How is the program advancing the state of the discipline or profession?

Faculty

What efforts have been made to develop faculty to improve quality of instruction/student learning?

In what ways does the program provide adequate support for faculty research/scholarship?

Please provide any available evidence that faculty service meets program needs and contributes to the mission of the University.

Summary

Please list 3 to 5 strengths of the program.

Please list 3 to 5 areas of enhancement for the program.

Based on a programmatic analysis, please list 2 to 3 specific questions or areas in which you would like the program reviewers to comment on and make recommendations.