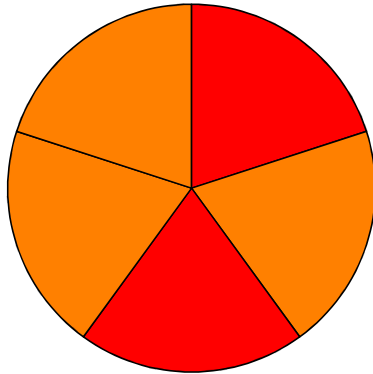


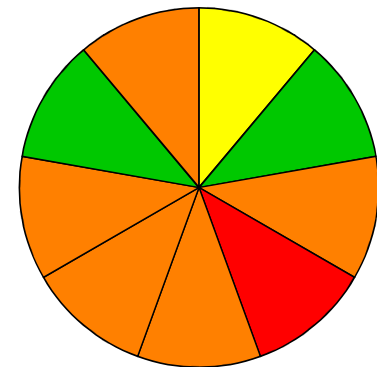
Academic Program

Mission Centrality



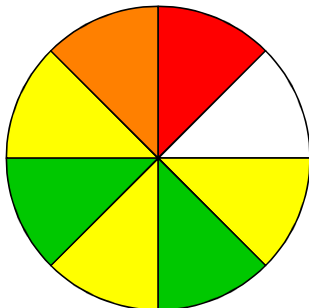
- Supports University Purpose, Vision, and Strategic Goals
- Program Learning Goals Aligned with Liberal Education / Graduate Learning Goals
- Contribution to Other Programs
- Graduates Meet Regional / State Needs
- Contribution to the Region

Quality



- Modern and Well-Developed Curriculum
- Well-Developed Assessment Process that Improves the Program
- Instructional Currency
- Faculty Scholarship
- Not Vulnerable to Staffing Changes
- Experiential and Transformative Learning
- Demonstrates and Promotes EDI
- Excellence in Teaching and Advising
- Contribution to the University's Identity / Distinctiveness

Cost



- SCH per FTE
- SCH per Undergrad/Grad Level
- SCH per Upper/Lower Division Course
- SCH per Faculty/IAS FTE
- Direct Instructional Expenditures per SCH
- Importance and Incremental Cost of Small-Enrollment Programs
- Importance and Incremental Cost of Small-Enrollment Classes
- Student Retention, Credits to Degree, Graduation Rates

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| I.1 | Supports University Purpose, Vision, and Strategic Goals | Red | Program demonstrates great breadth and depth of connection to and outcomes that advance the university purpose, vision and goals. |
| I.2 | Program Learning Goals Aligned with Liberal Education / Graduate Learning Goals | Orange | Program has learning goals and they seem to support the university LELGs reasonably well. However it is difficult to determine level of development, faculty familiarity with university LELGs, and program outcomes. Anthropology learning goals are limited to a single goal statement, though the case is made that this goal is meaningfully linked to the LELGs. |
| I.3 | Contribution to Other Programs | Red | Program is highly involved in contributing to other programs. Contributions represent a significant part of the program's activities. |
| I.4 | Graduates Meet Regional / State Needs | Orange | Information provided in the departmental response clarifies and strengthens the evidence on demand for and satisfaction with geography graduates. |
| I.5 | Contribution to the Region | Orange | Program has several formal and informal linkages with external communities, with either an inferred or demonstrated positive impact. |
| II.1 | Experiential and Transformative Learning | Orange | The Geography program provides a large array of experiential learning opportunities for students including field work, hands-on projects, and faculty/student collaborative research. The Anthropology portion of the program, however, provides no information on experiential learning opportunities. Neither program offers convincing evidence or discussion indicating that transformative learning is taking place. |
| II.2 | Modern and Well-Developed Curriculum | Yellow | The assignment of yellow is a blend of colors: red for geography and blue for anthropology. Content and pedagogy in geography's curriculum are informed by program review and the National Council on Geographic Education. Geography has streamlined curriculum, reducing the majors from 5 to 2; courses are sequenced for skill development. Anthropology provides no data to assess the depth, breadth, and development of the curriculum. The evaluation team acknowledges that combining of anthropology and geography into one department is complex |
| II.3 | Demonstrates and Promotes EDI | Orange | EDI is infused within the curriculum. The faculty are active in EDI-related initiatives. The program indicates a lower percentage of women than the university population, but indicates their percentage is better than other hard sciences. The program has only one faculty member of color, one female faculty, and one female IAS but does report to have tried to diversify its recruitment pools. The report does not address issues of student or faculty equity or the racial/ethnic diversity of the student body |
| II.4 | Well-Developed Assessment Process that Improves the Program | Green | Though the geography faculty annually meet to discuss student learning and achievement, the report recognizes that this is not a formalized assessment plan. Currently, geography has broad goals for student learning, and they are working on developing measurable learning outcomes, mapping the curriculum for their majors, identifying assessments (direct & indirect) and developing a mechanism for "closing the loop." Because anthropology is a minor, there is no assessment plan required (at this point) |
| II.5 | Instructional Currency | Orange | The geography faculty are current in content and pedagogy. Geography currency includes a high level of participation in faculty student collaborative research; The department has DPI accreditation for teacher development and is involved in NET workshops and CETL programs. Additionally, the geography faculty are typically the first adopters of new instructional technology. |
| II.6 | Faculty Scholarship | Red | Geography and anthropology are prolific scholars. |
| II.7 | Excellence in Teaching and Advising | Green | The program reports to using student evaluations of instruction as part of annual salary recommendations, however, no evidence is provided to support claims of excellence in instruction. The program reports that it does not assess individual advising quality. The program does provide group advising activities related to general course planning, resume writing, graduate school application, and so forth. The program reports that alumni surveys indicate general satisfaction with advising but also indicate room for improvement. No data is provided from these surveys |
| II.8 | Contribution to the University's Identity / Distinctiveness | Orange | The report provides a compelling argument that it is readily discernable (in meaningful ways) from similar programs. The program does make a significant contribution to the faculty/student collaborative research program. |

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| II.9 | Not Vulnerable to Staffing Changes | Orange | The department is resilient: faculty are broadly trained, able to cover sabbaticals and medical leaves, and they are meeting the heavy teaching demands. However, the report does not indicate a systematic or long term plan, |
| III.1.a | SCH per FTE | Red | SCH per FTE is significantly above national benchmark [SCH/FTE is comparable to UWEC norm]. PEEQ report attributes high SCH to heavy teaching loads. |
| III.1.b | SCH per Undergrad/Grad Level | N/A | No color assigned. Department does not grant graduate degrees. |
| III.1.c | SCH per Upper/Lower Division Course | Yellow | Upper and lower division SCH is comparable to national benchmark. |
| III.1.d | SCH per Faculty/IAS FTE | Green | More SCH generated by IAS than faculty compared to national benchmark. |
| III.1.e | Direct Instructional Expenditures per SCH | Yellow | Direct instructional expenditures are comparable to national benchmark [expenditures are comparable to UWEC norm]. |
| III.2 | Importance and Incremental Cost of Small-Enrollment Programs | Green | Number of graduates in the Department's programs (26.3) has declined slightly since 2002 but appears to be stable. Taken collectively, numbers are below the UWEC norm. Number of majors is limited by availability of essential technologies and FTE. Two interdisciplinary minor programs to which the Department contributes are small: Computational Science requires no program-specific courses and costs nothing to administer, and ESC is a new minor for which graduation rates are unknown. |
| III.3 | Importance and Incremental Cost of Small-Enrollment Classes | Yellow | Department's average section size for lecture courses during Fall 2008 (35.70) is comparable to UWEC norm; 6 of 37 lecture sections enrolled fewer than 12 students. Enrollment in many upper division courses is capped at 10-12 students due to 1) requirement for considerable student-instructor contact, 2) availability of suitable transportation, and 3) limited availability of geospatial technology. |
| III.4 | Student Retention, Credits to Degree, Graduation Rates | Orange | Credits to degree (136.27) are comparable to UWEC norm; students graduate in approximately 4.5 years. Retention rate (31.1%) is significantly higher than UWEC norm. PEEQ report indicates that because students declare the major relatively late in their college careers, the vast majority are retained. Some anthropology minors have left UWEC to pursue the anthropology major at other universities. |