**Institutional Effectiveness**

**5-Year Academic Program Assessment**

Each section listed below must be completed, approved, and uploaded by May 31st for the current Assessment Cycle. Include curriculum map to submission.

|  |
| --- |
| **Academic Program Information** |
| Basic Information |
| Academic Program Name: |  | Total Program Credit Hours |
| Academic Department: |  |
| Academic College: |  |  |
| Contacts |
| Assessment Lead: |  |
| Program Coordinator/Director/Chair: |  |
| Department Lead: |  |
| External Accrediting Information (if applicable) |
| Accrediting Organization: |  |
| Date of last program review: |  |
| Date of next program review: |  |

**Section I – Program Overview**

**Purpose:** Provide a brief narrative introducing the program’s current state and highlights from the past five years.

**Prompt:**

*Describe the program’s purpose, delivery modality (face-to-face, online, hybrid), level (UG/GR), and any key accomplishments or milestones over the last five years (new concentrations, curriculum changes, community impact).*

If your program is also offered at **CIW** and/or **Bajío**, include how the program is delivered and assessed at those campuses.

**Section II – Program Mission**

**Purpose:** Demonstrate alignment between the program and institutional mission, with real-world examples.

1. Provide your current program mission statement. If it has been revised in the last five years, explain the process and reasoning for the change.

<narrative>

1. Describe how your program’s mission supports and enhances the University of the Incarnate Word’s mission. Include 1–2 examples (courses, capstones, research, service-learning, community partnerships, or surveys) that bring your mission to life.

<narrative>

**Section III – Enrollment Trends and Analysis**

**Purpose:** Understand enrollment patterns and analyze trends over five years.

1. Using Power BI or provided institutional research data, insert a graph or table showing enrollment trends for your program over the past five years. If applicable, include disaggregated data (by location, modality, or demographics).

<graph and / or table>

1. Analyze your enrollment trends. Provide possible explanations for changes. Use the following questions as a guide:
2. Are changes in enrollment consistent with *national trends\** in your discipline?
3. If not, what *local, regional, or program-specific factors*\* explain the differences?
4. How have *changes in the job market\** or industry affected enrollment?
5. What *actions have you taken*\* (or will take) in response to these trends?

\*Attach any supporting documentation, such as external reports or labor market data.

<narrative>

**Section IV – Program Goals and Student Learning Outcomes (SLOs)**

**Purpose:** Evaluate how effectively your program measures and improves student learning.

1. List your program’s current Student Learning Outcomes (SLOs). For each:
2. Describe the assessment method(s) used (direct or indirect).
3. Include a visual (graph/table) summarizing assessment results.
4. Indicate which campuses or modalities the results represent (Broadway, CIW, Bajío, online).
5. If any SLOs or assessments are required by disciplinary accreditors or align with national standards, describe and provide evidence.
6. Describe where and how your program incorporates [***Catholic Social Teaching***](https://www.uiw.edu/mission/missionsupport.html#social-teaching) into courses or activities. Give at least one example tied to a course, assignment, or service-learning initiative.

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1. If your program supports the Core Curriculum, describe how. Include examples and data that show how your courses contribute to [core learning outcomes](https://my.uiw.edu/coreoutcomes/core-outcome-statements.html).

<narrative>

1. Reflect on how previous assessment results have led to program improvements:
2. List 2–3 examples of changes made in response to assessment findings.
3. Describe how those changes affected student learning or program quality.

<narrative>

**Section V – Student Engagement and Partnerships**

**Purpose:** Highlight how the program fosters student involvement and builds external relationships that benefit learning.

1. Describe how faculty promote student engagement inside and outside the classroom. Include:
2. Active learning strategies
3. Mentoring or advising approaches
4. Co-curricular opportunities or student organizations

<narrative>

1. List external partnerships (with industry, schools, or community organizations). Explain how these partnerships enhance student learning, employability, or program reputation.

<narrative>

**Section VI – Progress to Graduation & Alumni Outreach (Revised)**

1. Student Progression and Completion

Using data from Power BI and other relevant sources, describe how your students progress through the program from admission to graduation over the past five years.

1. Summarize trends in **admission, retention, and graduation rates**.
2. Identify any **notable gaps** in student success based on demographics (gender, race/ethnicity, first-generation).
3. Where possible, include graphs or tables to illustrate the trends.

<narrative>

1. Faculty Role in Supporting Student Success

Describe the specific ways faculty support students’ progress through the program, such as:

1. Academic advising or mentoring
2. Degree planning and course selection
3. Outreach to at-risk students
4. Support for time-to-degree or on-time graduation

<narrative>

1. Planned Improvements for Student Success

List any **planned or ongoing strategies** your program is implementing to improve retention and graduation rates.

1. Tie changes to insights from data or previous assessment findings.
2. Consider using **SMART goals** (Specific, Measurable, Achievable, Relevant, Time-bound).

<narrative>

1. Review and Update of Degree Plan

Attach your most recent degree plan(s). Review the flow and sequencing of courses to ensure clarity and alignment with student progression goals.

1. Are prerequisites logically ordered and clearly communicated to students?
2. Are course offerings frequent and accessible enough to allow timely graduation?
3. Are there any bottlenecks or hard-to-schedule electives?

*Please attach updated degree plan(s) at the end of this report.*

Describe the needs assessment or form of evaluation that led to the degree plan change.

If your degree program is also offered at CIW and/or Bajio campuses, describe any implementation issues and their solutions to those degree plan changes.

<narrative and attachment>

1. Course-Level SLO Alignment and Review

Reflect on the **student learning outcomes (SLOs)** listed in your course syllabi.

Use the checklist below:

1. Are course-level SLOs measurable and clearly worded (per Bloom’s Taxonomy)?
2. Do course SLOs align with program-level SLOs?
3. Are learning outcomes scaffolded from lower- to upper-division courses?
4. Do course sequences build knowledge in a logical way?

List any planned changes based on this review.

<narrative>

1. Curriculum Flow and Coherence

Describe how the curriculum is structured to support student progression:

1. How well does the flow of courses reflect prerequisites and skills development?
2. How do you ensure students are adequately prepared at each stage of the curriculum?
3. List any changes, adjustments, or supports planned to improve the course pathway.

<narrative>

1. Alumni Data Collection

Describe how your program gathers and maintains **alumni data**, including:

1. Graduate school placement
2. Employment data (job titles, sectors, locations)
3. Licensure or certification outcomes
4. Alumni feedback or engagement

Include both formal (surveys, LinkedIn tracking) and informal (advisory boards, faculty contact) approaches.

<narrative>

1. Alumni Outcomes and Industry Alignment

Describe trends in alumni outcomes. Compare them to national or industry-specific trends.

1. Where are your graduates working or studying?
2. Are there areas where outcomes differ from national expectations?
3. How does your curriculum prepare students for evolving opportunities in the field?

<narrative>

**Section VII – Program Resources**

**Purpose:** Evaluate the human, library, and technology resources that support your program.

1. Faculty Composition

For the past five years, provide a table showing faculty by:

1. Rank and tenure status
2. Full-time vs. part-time
3. Credentials or areas of expertise

<table>

1. Library Resource Use
2. Describe how your program uses library services (research guides, instruction, Canvas modules).
3. Describe how you determine whether resources are sufficient for student success and program outcomes.

<narrative>

1. Student Engagement with Information Literacy
2. Describe how students are introduced to research, databases, or discipline-specific informatics.
3. Provide course-level examples.

<narrative>

1. In recent years, what if any assessments have led to the development of library collections or related services for your program? (Work with your library liaison to answer this one.)

<narrative>

1. Reflect on the connection, impact or influence that faculty development has on program objectives (include changes to curriculum, degree plan, course sequence, internships, etc.)

<narrative>

1. Describe how your program uses the Center for Teaching and Learning (CTL) and how you measure the impact of those sessions within your program.

<narrative>

1. Describe how technology is integrated into the curriculum. How are students being prepared with digital literacy and technological competencies relevant to your discipline? Provide specific course-level examples of technology integration in your program courses.

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**Section VIII Continuing Ed and Non-Credit Courses**

1. If your program offers **non-credit courses** (certificates, continuing education, CEUs), summarize their content, audience, delivery format, and purpose. Using a table, indicate the courses taught by UIW faculty (full or part-time) or contracted out, and the numbers of sections and attendees for each course.

<table>

**Section IX – Visioning for the Next Five Years**

**Purpose:** Support strategic planning aligned with mission, labor trends, and program improvement.

1. Future Program Goals and SLOs

Outline goals for your program over the next five years, including:

1. Curriculum development
2. Assessment improvements
3. Student success goals
4. Planned changes to SLOs or pedagogy

<narrative>

1. Resources for Future Growth

What resources (human, technological, curricular, financial) are needed to achieve your vision? Be specific where possible.

<narrative>

1. Strategic Planning and Mission

Describe how your program mission and strategic plans align with the university’s mission and strategic priorities.

<narrative>

**Section X – Meta-Assessment Feedback**

**Purpose:** Improve the program review process through user feedback.

1. Please share feedback on the program review process:
2. Was the template clear and manageable?
3. Were institutional data resources (e.g., Power BI, IR reports) accessible?
4. Are there sections that should be added, clarified, or simplified?

<narrative>

**Section XI – Review Comments and Acknowledgement Signatures**

In the space provided below Deans are invited to comment on the 5-year program review.

|  |
| --- |
| **Dean Review Comments** |
|  |
| **Dean Signature** | **Date** |
|  |  |
| **Institutional Effectiveness Review Comments** |
|  |
| **IE Representative Signature**  | **Date** |
|  |  |