**WRIGHT STATE UNIVERSITY**

**PROGRAM REVIEW**

**DATA OVERVIEW**

Prepared By

Institutional Research and Effectiveness

and

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**Introduction**

*The purpose of this tab is to make sure Wright State’s documentation of programs with ODHE and HLC are accurate.*

Retype the name of the program as it appears on the Template folder.

*Program –* Either (a) an associate, bachelor, master, or doctoral degree in a given major or (b) courses offered solely to meet the requirements of a certificate or minor. Reviews are not needed at this time for a minor or certificate that can be completed by taking courses that are offered to meet one or more associate, bachelor, master, or doctoral programs. In addition, concentrations or tracks within a program are not delineated. If a program should be moved to a different department, state that and explain. The change will be made after the program review process is completed.

*Deactivated* – The program is no longer offered. This includes programs that are merged with other programs or programs that had a name change. If yes, explain why and when the last degree was awarded. If there are data in the template, explain as best you can. If the data should be combined with a new program, combine the data when completing the review for the new program. It’s not necessary to complete the other narrative tabs for a deactivated program. The changes will be made after the program review process is completed.

*Majority of Program is Online* – More than 50% of the courses required in the program (excluding Core and College requirements) can be taken online.

*Fully Online Program* – 100% of the courses required in the program (excluding Core and College requirements) can be taken online.

**Overview**

*The information listed in this tab is consistent with the last program review and provides each program with a narrative that tells its unique academic program.*

This section is similar to the format for program reviews submitted between 2014-2016. Those reviews are available from the Academic Affairs website at <https://www.wright.edu/academic-affairs/academic-program-review/current-program-reviews>

*Program distinctiveness –* Highlight the qualities of the program that makes it unique.

*Program Learning Outcomes –* Students will be able to . . . after completing the program. There is no limit on the number of program learning outcomes that can be listed. The program learning outcomes should match the program assessment plan submitted in Spring 2019 which are available from SharePoint at <https://raidermailwright.sharepoint.com/sites/communities/academics/acadprog>

*Alignment with University Mission* – Repeat or amend this section from the 2014-2016 program review.

**Program Assessment**

*The purpose of this tab is to document the HLC expectation that programs annually assess student learning outcomes and that programs make improvements, if needed, based on the assessment.*

*Summary of Assessment findings for the past five years –* Provide a summary of findings from annual assessments conducted from 2014-2015 through 2018-2019. Explain the reason for any year in which learning outcomes were not measured.

*Major curricular changes* – Describe any new courses that were added, any courses that were deleted, any changes in the program of study, any changes in admissions requirements, any changes to graduation requirements, and any other changes to the curriculum.

*Professional accreditation* – If the program has professional accreditation and was reviewed from 2014-2015 through 2018-2019, attach the findings from the accrediting body. Do not attach the full report.

**Post-Graduate Success**

*Documenting post-graduate employment is a student outcome reported to ODHE and HLC.*

The following data points were generated for the students who earned degrees (see Degrees Awarded) from the program:

*Percentage of graduates pursing advanced degrees post degree* – The percentage of graduates who pursued an advanced degree post-graduation. An advanced degree was considered to be any degree program (i.e., bachelor, master, doctoral/professional) beyond the degree earned by the graduate, as reported by the National Student Clearinghouse.

*Percentage of graduates employed in Ohio post degree* – The percentage of graduates who are employed\* in Ohio.

*Percentage of graduates pursing advanced degrees and/or employed in Ohio post degree* – The percentage of graduates who either (a) pursued an advanced degree post-graduation and/or (b) are employed\* in Ohio.

*Median income of graduates employed in Ohio* *post degree* – The median annualized salary of graduates who are employed\* in Ohio. *Note:* Annualized salaries were derived per employer by dividing the graduate’s wages earned in the third quarter of 2019 by the number of weeks paid in the third quarter of 2019 to calculate a weekly wage and, then, multiplying the weekly wage by 52 weeks.

*Ohio employers\* who hired five or more graduates over the last 5 years graduates* – Among the graduates from the past five years who are employed\* in Ohio, the employers who hired five or more graduates\*\*

\*Paid wages by an employer in the third quarter of 2019 that were taxed by the State of Ohio, as reported by the Ohio Department of Job and Family Services (ODJFS).

\*\*ODJFS requires that WSU only report the names of employers who hired at least five graduates within the reported timeframe.

**Post-Graduate Success Comments**

This section is optional. Provide any explanation of the Post-Graduate Success data provided in the previous tab.

**Enrollment**

*Enrollment data of students in a program is one indicator of income for and interest in a program. Fall headcount enrollments are used to generate the student-to-TET faculty FTE ratio per program.*

The table in the Enrollment worksheet (tab) includes the fall headcount enrollments of all students registered in the program selected as of the fall census date. The total headcount enrollments are also disaggregated by the following characteristics:

* *Sex* – female, male, and unknown/not reported.
* *Race/ethnicity category* – American Indian or Alaskan Native; Asian; Black or African-American; Foreign, Non-Resident Alien (i.e., non-citizens/international students); Hispanic; Native Hawaiian or Pacific Islander; Two or more races; Unknown; and White.
* *Age* (as of the fall census date)
* *Unmet need* – a derived measure of students’ ability to pay (i.e., income); a student’s expected family contribution (EFC) is subtracted from the cost of full-time, in-state tuition for the full-year (fall and spring) to derive his or her unmet need; a student with a higher amount/larger proportion of unmet need will have more financial need (i.e., lower income) than a student with a lower (or no) amount/smaller proportion of unmet need.

**Enrollment Comments**

This section is optional. Provide any explanation of the Enrollment data provided in the previous tab.

**Degrees Awarded**

*Degrees awarded demonstrate student success and completion in a specific program, measures which are part of the ODHE subsidy.*

The table in the Degrees Awarded worksheet (tab) includes the number of degree recipients from the program selected in a given academic year (summer, fall, and spring). The counts of degree recipients are also disaggregated by the following characteristics:

* *Sex* – female, male, and unknown/not reported.
* *Race/ethnicity category* – American Indian or Alaskan Native; Asian; Black or African-American; Foreign, Non-Resident Alien (i.e., non-citizens/international students); Hispanic; Native Hawaiian or Pacific Islander; Two or more races; Unknown; and White.
* *Age* (as of the end date of the term in which the degree was conferred)
* *Unmet need* – a derived measure of students’ ability to pay (i.e., income); a student’s expected family contribution (EFC) is subtracted from the cost of full-time, in-state tuition for the full-year (fall and spring) to derive his or her unmet need; a student with a higher amount/larger proportion of unmet need will have more financial need than a student with a lower (or no) amount/smaller proportion of unmet need.

**Degrees Awarded Comments**

This section is optional. Provide any explanation of the Degrees Awarded data provided in the previous tab.

**Undergraduate Retention Rate (First-Year)**

*Undergraduate retention rates measure progress toward student success and completion.* Retention rates for graduate students are not currently calculated.

The table in the Undergraduate Retention (First-Year) worksheet (tab) includes fall-to-fall retention data for students included in the University’s first-year, degree/certificate-seeking, undergraduate student, entering fall cohort by students’ primary program (first major). Therefore, no data will exist in this worksheet (tab) for graduate/professional programs and data may not exist for all undergraduate programs.

The table displays the total count/percentage of the fall cohort who:

* *Did not return* – students who began their studies in the program selected but did not enroll at Wright State University in the subsequent fall term.
* *Different program* – students who began their studies in the program selected and enrolled at Wright State University in the subsequent fall term but were in a different program (i.e., the students changed majors).
* *Same program* – students who began their studies in the program selected and enrolled at Wright State University in the subsequent fall term in the same program.

Percentages of students are also disaggregated by the following characteristics:

* *Sex* – female, male, and unknown/not reported.
* *Race/ethnicity category* – American Indian or Alaskan Native; Asian; Black or African-American; Foreign, Non-Resident Alien (i.e., non-citizens/international students); Hispanic; Native Hawaiian or Pacific Islander; Two or more races; Unknown; and White.
* *Age* (as of the fall cohort census date)
* *Unmet need* – a derived measure of students’ ability to pay (i.e., income); a student’s expected family contribution (EFC) is subtracted from the cost of full-time, in-state tuition for the full-year (fall and spring) to derive his or her unmet need; a student with a higher amount/larger proportion of unmet need will have more financial need than a student with a lower (or no) amount/smaller proportion of unmet need.

**Undergraduate Retention Rate (First-Year) Comments**

This section is optional. Provide any explanation of the Undergraduate Retention Rate (First-Year) data provided in the previous tab.

**Undergraduate Retention Rate (Transfer)**

*Retention rates measure progress toward student success and completion.*

The table in the Retention (Transfer) worksheet (tab) includes fall-to-fall retention data for students included in the University’s transfer-in, degree/certificate-seeking, undergraduate student, entering fall cohort by students’ primary program (first major). Therefore, no data will exist in this worksheet (tab) for graduate/professional programs and data may not exist for all undergraduate programs.

The table displays the total count/percentage of the fall cohort who:

* *Did not return* – students who began their studies in the program selected but did not enrolled at Wright State University in the subsequent fall term.
* *Different program* – students who began their studies in the program selected and enrolled at Wright State University in the subsequent fall term but were in a different program (i.e., the students changed majors).
* *Same program* – students who began their studies in the program selected and enrolled at Wright State University in the subsequent fall term in the same program.

Percentages of students are also disaggregated by the following characteristics:

* *Sex* – female, male, and unknown/not reported.
* *Race/ethnicity category* – American Indian or Alaskan Native; Asian; Black or African-American; Foreign, Non-Resident Alien (i.e., non-citizens/international students); Hispanic; Native Hawaiian or Pacific Islander; Two or more races; Unknown; and White.
* *Age* (as of the fall cohort census date)
* *Unmet need* – a derived measure of students’ ability to pay (i.e., income); a student’s expected family contribution (EFC) is subtracted from the cost of full-time, in-state tuition for the full-year (fall and spring) to derive his or her unmet need; a student with a higher amount/larger proportion of unmet need will have more financial need than a student with a lower (or no) amount/smaller proportion of unmet need.

**Undergraduate Retention Rate (Transfer) Comments**

This section is optional. Provide any explanation of the Undergraduate Retention Rate (Transfer) data provided in the previous tab.

**Undergraduate 6-Year Graduation Rate (First-Year)**

*Six-year undergraduate graduation rates measure student success and are part of the ODHE subsidy formula.*

The table in the 6-Yr Grad Rate (First-Year) worksheet (tab) includes six-year graduation rate data for students included in the University’s first-year, degree/certificate-seeking, undergraduate student, entering fall cohort by students’ primary program (first major). Therefore, no data will exist in this worksheet (tab) for graduate/professional programs and data may not exist for all undergraduate programs.

The table displays the total count/percentage of the fall cohort who:

* *Did not graduate* – students who began their studies the program selected and did not earn any degree/certificate from Wright State University within six years.
* *Different program* – students who began their studies in the program selected and earned a degree/certificate from Wright State University within six years but not from the program selected (i.e., the student changed majors and earned a degree from a different program).
* *Same program* – students who began their studies in the program selected and earned a degree/certificate from Wright State University within six years from that same program.

Percentages of students are also disaggregated by the following characteristics:

* *Sex* – female, male, and unknown/not reported.
* *Race/ethnicity category* – American Indian or Alaskan Native; Asian; Black or African-American; Foreign, Non-Resident Alien (i.e., non-citizens/international students); Hispanic; Native Hawaiian or Pacific Islander; Two or more races; Unknown; and White.
* *Age* (as of the fall cohort census date)
* *Unmet need* – a derived measure of students’ ability to pay (i.e., income); a student’s expected family contribution (EFC) is subtracted from the cost of full-time, in-state tuition for the full-year (fall and spring) to derive his or her unmet need; a student with a higher amount/larger proportion of unmet need will have more financial need than a student with a lower (or no) amount/smaller proportion of unmet need.

**Undergraduate 6-Year Graduation Rate (First-Year) Comments**

This section is optional. Provide any explanation of the Undergraduate 6-Year Graduation Rate (First-Year) data provided in the previous tab.

**Undergraduate 6-Year Graduation Rate (Transfer)**

*Six-year undergraduate graduation rates measure student success and are part of the ODHE subsidy formula.*

The table in the 6-Yr Grad Rate (Transfer) worksheet (tab) includes six-year graduation rate data for students included in the University’s transfer-in, degree/certificate-seeking, undergraduate student, entering fall cohort by students’ primary program (first major). Therefore, no data will exist in this worksheet (tab) for graduate/professional programs and data may not exist for all undergraduate programs.

The table displays the total count/percentage of the fall cohort who:

* *Did not graduate* – students who began their studies the program selected and did not earn any degree/certificate from Wright State University within six years.
* *Different program* – students who began their studies in the program selected and earned a degree/certificate from Wright State University within six years but not from the program selected (i.e., the student changed majors and earned a degree from a different program).
* *Same program* – students who began their studies in the program selected and earned a degree/certificate from Wright State University within six years from that same program.

Percentages of students are also disaggregated by the following characteristics:

* *Sex* – female, male, and unknown/not reported.
* *Race/ethnicity category* – American Indian or Alaskan Native; Asian; Black or African-American; Foreign, Non-Resident Alien (i.e., non-citizens/international students); Hispanic; Native Hawaiian or Pacific Islander; Two or more races; Unknown; and White.
* *Age* (as of the fall cohort census date)
* *Unmet need* – a derived measure of students’ ability to pay (i.e., income); a student’s expected family contribution (EFC) is subtracted from the cost of full-time, in-state tuition for the full-year (fall and spring) to derive his or her unmet need; a student with a higher amount/larger proportion of unmet need will have more financial need than a student with a lower (or no) amount/smaller proportion of unmet need.

**Undergraduate 6-Year Graduation Rate (Transfer) Comments**

This section is optional. Provide any explanation of the Undergraduate 6-Year Graduation Rate (Transfer) data provided in the previous tab.

**Faculty**

*This tab lists all faculty and instructional support paid for by the department (level 5) ledger.*

The tables in the Faculty worksheet (tab) include headcounts of employees by job position who met the following criteria: (a) the employee was on payroll as of November 1 and (b) the job position was funded either partly or fully by the department that is fiscally responsible for the program selected. The first table includes headcounts of employees in faculty positions by tenure status and the second table includes headcounts of employees in the following positions: adjunct, faculty overload, graduate teaching assistants, and student workers paid to assist with instruction.

Total headcounts are also disaggregated by the following characteristics:

* *Sex* – female, male, and unknown/not reported.
* *Race/ethnicity category* – American Indian or Alaskan Native; Asian; Black or African-American; Foreign, Non-Resident Alien (i.e., non-citizens/international students); Hispanic; Native Hawaiian or Pacific Islander; Two or more races; Unknown; and White.

**Faculty Comments**

This section is optional. Provide any explanation of the Faculty data provided in the previous tab.

**Financial Indicators**

*Financial data are used to generate the revenue-to-expenses ratio and the billed student credit hours data for fall term are used to generate a student FTE for the student FTE-to-faculty ratio per department. The department and revenue expenses do not include university-wide costs that support the operation of the entire campus.*

The tables in the Financial Indicators worksheet (tab) include the revenues and expenses for a given fiscal year for the department that is fiscally responsible for the program selected.

Two types of revenue have been estimated:

* State Share of Instruction (SSI) – a portion of the overall SSI for a given fiscal year that can be attributed to the courses offered and degrees conferred by the department for a given fiscal year (summer, fall, and spring).
* Tuition Revenue – a portion of the overall gross tuition revenue that can be attributed to billed student credit hours for courses offered by the department for a given fiscal year (summer, fall, and spring).

Remaining revenues and expenses should match year-end totals for the department selected (excluding carryovers).   
  
Research expenditures attributed to the department for a given fiscal year are disaggregated by indirect (F&A) and direct expenses.

Lastly, the third table displays the total billed student credit hours for courses offered by the department for a given fiscal year (summer, fall, and spring). The billed student credit hours were used to derive the estimated tuition revenue for the department selected.

**Financial Indicators Comments**

This section is optional. Provide any explanation of the Financial Indicators data provided in the previous tab.

**Ratios**

The following ratios have been generated for the program review:

*Student-to-TET faculty FTE per program* – For Fall 2019, the ratio between (a) the number students registered and enrolled in the program and (b) the number of TET faculty FTE assigned to the program (see Appendix A). This ratio will be sent to the department chairs by email by Jan. 10, 2020.

*Student FTE-to-faculty ratio per department* – For a given fall semester, the ratio between (a) the number of students billed for courses offered by the department and (b) the number of faculty (TET and NET combined) with job positions funded by the department.

*Revenue-to-expenses per department* – For a given fiscal year, the ratio between (a) the total revenues generated by the department (including F&A generated by departmental research) and (b) the total expenses incurred by the department.

**Ratios Comments**

This section is optional. Provide any explanation of the Ratios data provided in the previous tab.

**Constituent Feedback**

*Providing constituent feedback on assessment and program review is an expectation of the HLC Assurance Argument.*

*External Program Constituent –* Any person outside of program faculty and current students who have a stake or interest in the field of study related to the program. Examples are alumni, employers, and community members. HLC encourages ongoing assessment results and program changes to be shared with external constituents.

*Feedback –* Pro-active information to help guide program decisions or reactions to information provided by the program faculty. Feedback can be sought through advisory boards, alumni surveys, employer surveys, or other means.

*Note:* If the program did not seek constituent feedback over the last 5 years, state how the program will begin to seek constituent feedback.

**Summary - Due January 20, 2020**

*Program aligns with WSU Mission –* Mark “yes” if this was explained sufficiently under the Overview Tab. If “no”, explain.

*Program utilized assessment of measurable program outcomes to make curriculum decisions –* Mark “yes” if this was explained sufficiently under the Program Assessment Tab. If “no”, explain.

*Post-Graduate Success –* Repeat the % of program graduates employed in Ohio, % of program graduates pursuing advanced degrees, and the sum of these two percentages that were reported in the Post-Graduate Success tab.

*Program Demand* ***–*** Repeat the program’s student-to-TET faculty FTE ratio and the department’s student FTE-to-faculty ratio data provided via email..

*Department Financial Indicators* – Repeat the total revenue, total expenses, and the revenue-to-expenses ratio data from the Ratios tab.

*Program utilized constituent feedback* – Mark “yes” if this was explained sufficiently under the Constituent Feedback tab. If “no”, explain.

*Closing thoughts summarizing full review –* Based on all information provided in the previous tabs, provide a brief summary of how the program is or is not meeting the needs and success of students. Include any need to increase or decrease resources to meet student success.

**Recommendation by Chair – Due Feb. 7, 2020**

*add a new program –* provide rationale for why a program should be added in addition to the current program.

*provide more support to the current program -* provide rationale for the need for specific resources (e.g. faculty, lab equipment, community instructors)

*maintain program at same level of support* - provide rationale for offering the program at the current level of resources

*reduce the amount of support to the program -* provide rationale for reducing specific resources devoted to the program.

*consolidate the program with another program -* provide rationale for consolidating the program with another program;

*eliminate the program -* provide rationale for deactivating the program.

**Recommendation by College Program Review Committee – Due Feb. 21, 2020**

*add a new program –* provide rationale for why a program should be added in addition to the current program.

*provide more support to the current program -* provide rationale for the need for specific resources (e.g. faculty, lab equipment, community instructors)

*maintain program at same level of support* - provide rationale for offering the program at the current level of resources

*reduce the amount of support to the program -* provide rationale for reducing specific resources devoted to the program.

*consolidate the program with another program -* provide rationale for consolidating the program with another program;

*eliminate the program -* provide rationale for deactivating the program.

**Recommendation by Dean – Due Mar. 6, 2020**

*add a new program –* provide rationale for why a program should be added in addition to the current program.

*provide more support to the current program -* provide rationale for the need for specific resources (e.g. faculty, lab equipment, community instructors)

*maintain program at same level of support* - provide rationale for offering the program at the current level of resources

*reduce the amount of support to the program -* provide rationale for reducing specific resources devoted to the program.

*consolidate the program with another program -* provide rationale for consolidating the program with another program;

*eliminate the program -* provide rationale for deactivating the program.

**Recommendation by Provost – Due April 3, 2020**

*add a new program –* provide rationale for why a program should be added in addition to the current program.

*provide more support to the current program -* provide rationale for the need for specific resources (e.g. faculty, lab equipment, community instructors)

*maintain program at same level of support* - provide rationale for offering the program at the current level of resources

*reduce the amount of support to the program -* provide rationale for reducing specific resources devoted to the program.

*consolidate the program with another program -* provide rationale for consolidating the program with another program;

*eliminate the program -* provide rationale for deactivating the program.

**Appendix A: Tenured Eligible and Tenured (TET) Faculty and Percentage of Time Assigned to Program – Due Dec. 13, 2020**

*Percentage of TET faculty time by program will be used to generate a TET faculty FTE which will be used for the student-to-TET faculty FTE ratio per program, a partial measure of the cost of a program.*

For each department (level 5), a separate Excel file has been provided that contains a list of all TET faculty who met the following criteria: (a) the employee was on payroll as of November 1 and (b) the job position was funded either partly or fully by the department that is fiscally responsible for the program selected.

*TET Faculty –* The list of TET faculty assigned to a department (as defined above) are provided in separate Excel file. These TET faculty are paid, fully or partially, by the department (level 5) ledger. **Amend this list, if needed.**

*Faculty percentage of time assigned to program –* Faculty are hired to teach specific courses, conduct research, and/or provide service. Courses may meet multiple needs, such as serving programs in one or more departments, meeting Core requirements, or meeting College requirements. With these multiple interests in mind, the department is also assigning and paying for the faculty to teach courses that are housed in a specific program.

For example, a faculty member in Social Work (SW) may teach SW 2720, which is a Core course, a SW major requirement, and could meet electives for other programs, including interdisciplinary programs such as Women and Gender Studies (WGS). This course is housed in the bachelor’s in SW program, not Core nor WGS. If this faculty taught all undergraduate SW courses, she or he would be assigned 100% to the bachelor’s in SW program. If this person taught undergraduate SW courses and had course releases for research and/or service, she or he would still be assigned 100% to the bachelor’s in SW program. If this person’s teaching load included teaching a non-SW course that was being paid for by the SW department, that person would still be assigned to the SW department.

For interdisciplinary departments, the faculty are meeting multiple interests. Identify the primary program for which the department hired the person to serve.

*If it is difficult for a department to arrive at a distribution of faculty time to program, use the Ratios Comments section to explain.*