**mansfield university**

**Academic Program Review Report Form**

**2019-2020**

**Name of Program: Degree(s) Offered:**

**CIP Code: Delivery Methods:**

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List the name of each program offered within the department. This should include all degree programs (along with all concentrations), minors, and certificates. Add additional lines if necessary.

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| --- | --- | --- | --- | --- |
| **Name of Program** | **Degree Awarded** | **Number of Credits** | **CIP Code** | **Delivery Method** |
|  |  |  |  |  |
| Add rows as needed |  |  |  |  |

**DESCRIPTIVE INFORMATION**

**Introduction**

1. Members of the Program Review Team:

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| --- | --- | --- |
| Name | Title | Relationship to Department |
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| Add rows as needed. |  |  |

2. Program Description from University Catalog.

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**The Purpose of the Program and its Role in the University Mission**

1. Mansfield University Mission Statement:

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| Offering dynamic programs in the arts and humanities, natural and social sciences, and professional studies, Mansfield University of Pennsylvania prepares our students for successful lives and careers. As an inclusive public institution, Mansfield University provides our students with a welcoming environment, individualized attention, and meaningful opportunities to learn and grow within and beyond the classroom. Through the Mansfield experience, our students develop the knowledge, skills, and character necessary to achieve their educational and career goals. |

2. Mansfield University Vision Statement:

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| Mansfield University will be the leading higher education institution in the region.  We will strive to:   * Provide students with the richest possible educational experience in a supportive environment. * Nurture the whole student through an inclusive, diverse, and welcoming community. * Develop academic programs that meet the needs of regional, state, and global communities. * Collaborate with other educational institutions to achieve mutual goals and expand student opportunities. |

3. Department Mission Statement:

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4. Department Vision Statement:

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5. Degree Program Mission Statement:

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6. Degree Program Vision Statement:

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7. Describe how the degree program supports and is aligned with the Department, College, and University missions.

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8. Degree Program Vision: Where should this program be in five years, in relation to both the university’s mission and the program’s academic discipline?

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**Program Curriculum**

1. Provide a curriculum overview for the degree program being reviewed. An example can be found in **Appendix A.**
2. Provide an academic map that outlines the course sequence as appropriate for full-time students and, if applicable, a course sequence if the program is designed as a degree completion program. An example can be found in **Appendix B**.
3. List all of the courses (required and electives) for the program. Include the course prefix and number (i.e., BIO 101), course title, delivery method (face-to-face, online, blended, ITV), and if the course is required or is an elective.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Prefix | Course Number | Course Title | Delivery Method | Required or Elective |
|  |  |  |  |  |
| Add rows as needed |  |  |  |  |

1. Include official master course syllabi for each required and elective course in **Appendix C**.

**Student Learning Outcomes**

1. List all the student learning outcomes for the degree program and, if relevant, for its associated concentrations.

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2. Describe the degree program’s assessment plan for gathering and analyzing student learning outcome data and for using the results. Include a copy of the program’s curriculum map in **Appendix D**. For each SLO, include the following:

a) how each SLO was measured

b) when each SLO was measured (e.g, year 1, year 2, fall semester, spring semester)

c) the results from each SLO assessment, and

d) any actions taken based on the results from the assessment

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| **Student Learning Outcome** | **How SLO was measured** | **Frequency of measurement of SLO** | **Results from SLO assessment** | **Actions taken based on results** |
|  |  |  |  |  |
| Add rows as needed |  |  |  |  |

3. For concepts, theories, and skills introduced, reinforced, or applied in each required or elective course, indicate:

1. Which SLOs is/are introduced in the course

b) which SLOs is/are reinforced in the course

c) which SLOs is/are applied in the course

d) which courses had data collected for program assessment

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| **Course Number** | **SLO # Introduced** | **SLO # Reinforced** | **SLO # Applied** | **Data Collection (Y/N)** |
|  |  |  |  |  |
| Add rows as needed |  |  |  |  |

4. Describe any curriculum changes made to the program over the previous five years. Include the date and the reason for the changes. If the change was based on an analysis of assessment data, please be sure to indicate that.

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| **Semester/Year of Change** | **Description of Change** | **Rationale** |
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| Add rows as needed. |  |  |

5. Analysis of findings from the assessment plan. Are students meeting the program SLOs at the level you want? If not, where does the program need improvement to meet its SLOs? If so, to what do you attribute student success?

|  |  |
| --- | --- |
| **SLOs Assessed during the Past 5 Years** | **Analysis of Data** |
| 1. | 1. |
| 2. | 2. |
| 3. Add rows as needed. | 3. [Add rows as needed] |

1. In the box below, describe the procedure your program uses to collect, discuss, and make decisions based on your data.

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| **a. How we make sure data is collected**:  **b. Who meets when to discuss data**:  **c. Who meets when to make decisions based on data**: |

1. Explain how the department has incorporated the results of the assessment back into the curriculum.

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1. Explain how students are meeting the program’s learning outcomes at the planned level. If outcomes are not met, explain what should be changed to achieve the desired results. If they are met, explain specific efforts that can be attributed to the students’ success.

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9. List actions taken over the last five years to improve the program based on the above analysis of the program’s student learning outcomes. Is there evidence to indicate that the actions have improved student learning? Explain why or why not.

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| **Actions Taken, Based on Assessment Data, to Improve Student Learning** | **Date Implemented** | **Evidence that Student Learning Has Improved, Based on the Action Taken** |
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| Add rows as needed. |  |  |

10. List support for the SLOs supported by departments other than the department hosting the program.

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| --- | --- | --- |
| Department Name | Course Prefix and Number | Description of Support Provided |
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| Add rows as needed |  |  |

**Faculty**

1. Provide a summary description of the current full-time program faculty, their academic preparation, their professional experience and maintenance of current knowledge, and their teaching and research specializations.

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| --- | --- | --- | --- |
| Name of Faculty Member | Academic Preparation | Professional Experience and Maintenance of Current Knowledge | Teaching and Research Specializations |
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| Add rows as needed. |  |  |  |

2. Include updated CVs for all current, regular, full-time faculty (i.e., tenured and tenurable) in **Appendix E.**

3. Describe and assess the numbers and qualifications of temporary faculty (non-tenurable, full-time or part-time) teaching in the program during the review period. If temporary faculty teach in the program routinely, explain why. Include updated CVs for all temporary faculty members who have taught in the program for two years or more in **Appendix F**. If your program employs regular, part-time faculty as defined in Article 45 of the Collective Bargaining Agreement, include CVs for those faculty in Appendix C.

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4. List all faculty achievements (e.g., grants, publications, awards, professional development activities, etc.) over the past five years that are relevant to the degree program in **Appendix G**.

5. List all achievements (e.g., publications, presentations, awards, etc.) over the past five years by students enrolled in the degree program in **Appendix H**.

**Budget**

1. Summarize typical program expenditures that are supported through the department’s operating budget. If some aspects of the budget are shared among several programs (departmental budget), please list budget components that are shared, and explain how the costs are proportioned among all programs. If expenditures were made that benefited the program but were not departmental/program expenditures (i.e., Technology), please identify these program investments.

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2. Describe any budgetary challenges that have impacted achieving program goals and overall program performance.

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3. List all capital investments that have been made for the program/department over the review period. This list should include some or all of the following, as applicable:

a) new positions

b) educational/instructional technology enhancements

c) educational/instructional equipment and/or supplies

d) facilities/remodeling

e) travel

f) faculty (conferences, professional development)

g) expenditures for undergraduates and graduate students (conferences, professionalism, competitions, etc.)

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**STRATEGIC PLANNING**

**Progress on Previous Degree Program Goals**

1. List all completed goals and any unmet goals from the previous five-year program review. Include an analysis of the progress made on the degree program’s goals, noting any challenges and including additional comments as needed. Specifically note how the department has incorporated the results from the assessment process into the curriculum or department/program efforts (i.e., closing the loop).

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| **Program Goals from Previous 5-Year Review** | **Status of the Goal: Met or Unmet** | **Analysis, Challenges, and/or Comments** |
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| Add rows as needed. |  |  |

**PROGRAM APPRAISAL**

**Review of Program Performance**

1. Insert a summary table of relevant program data provided by the Office of Institutional Research.

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| --- | --- | --- | --- | --- | --- |
|  | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Program Enrollment |  |  |  |  |  |
| Program Completion |  |  |  |  |  |
| Student Credit Hours |  |  |  |  |  |
| Four-Year Graduation Rate |  |  |  |  |  |
| Six-Year Graduation Rate |  |  |  |  |  |
| Second-Year Retention Rate |  |  |  |  |  |
| Third-Year Retention Rate |  |  |  |  |  |
| Fourth-Year Retention Rate |  |  |  |  |  |

IR will pre-populate. **(Is this still true, or will IR provide the data? Not all of it is available in the Fact Book).**

2. Analyze the data provided by Institutional Research. Compare program performance against any declared institutional, departmental, and/or program targets. Indicate if the goal was met.

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3. Describe any challenges or external factors that may have impacted program performance.

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**Program Demand**

1. Describe the trends in the number of student majors, enrollments, and degrees granted since the previous review. Explain the factors that account for these trends.

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2. Are there any developments within the profession, local community, or the Commonwealth that identify an anticipated need, or lack thereof, for the program in the future? Include market research if available.

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3. If the program has not met the completion criteria in the latest Program Sustainability Report or is a program of concern, include an analysis of why the Program Sustainability criteria is not being met or is a program of concern.

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**Resources**

1. Describe the current human, physical, and fiscal resources that support the degree program’s goals. Indicate if the resources are meeting the needs of the program’s goals and objections, and, if not, explain any factors that affected it.

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2. Analyze the adequacy of the degree program’s current staffing.

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3. Analyze the adequacy of the degree program’s physical resources.

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4. Analyze the adequacy of the degree program’s sources of funding.

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**Academic Support Services**

1. Describe departmental, college, and university services that support the program (e.g, writing center, learning center, computer laboratories, and/or tutorial services).

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**Environmental Analysis**

1. Describe below the results of certification exams and employer and/or alumni surveys, as applicable.

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2. List any notable changing student characteristics or demographics.

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3. Describe any changes in technology or how technology is used that had, or will have, an impact on the program.

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4. Describe the top trends in the field (or related fields) and explain how they relate to the existing curriculum and educational experiences provided by the degree program.

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5. If relevant, describe areas of collaboration, either internal or external to PASSHE, that have been explored. Explain the outcome.

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6. List any new program priorities that have emerged during the review period and explain, using data and analysis, why these items are now priorities.

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| **New Priorities** | **Rationale** |
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| Add rows as needed. |  |

**Five-Year Program Strategic Plan**

1. Drawing on the data and analysis included in this report, identify 4 to 6 major goals for the program, and then describe the planned actions needed to address each goal. Then, describe additional resources needed (if any) to meet the goals, and the method of measurement used to assess progress on each goal. Finally, indicate also how each goal aligns with one or more of the MU2020 Strategic Plan initiatives. If a goal does not align with any MU2020 initiatives, explain briefly why the goal is nevertheless important for the degree program to pursue.

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| --- | --- | --- | --- | --- |
| **Program Strategic Plan Goals** | **Planned Actions to Address Goal** | **Additional Resources Needed to Meet the Goal (if relevant)** | **Method of Measurement used to Assess the Goal** | **Alignment with MU 2020 Strategic Plan Initiatives** |
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| Add rows as needed. |  |  |  |  |

**Additional Information**

1. Provide additional comments or information not addressed in other areas that would be helpful in understanding this review.

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**DEGREE PROGRAM REPORT ASSESSMENTS**

**External Evaluator’s Assessment**

1. If applicable, include the external reviewer’s assessment. Provide the external reviewer with the “Academic Program Review Information for External Evaluators” document in advance.

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**\*\*Forward the completed review to your Dean by June 30\*\***

**Response from the Dean and the Provost**

1. Dean’s Assessment, Comments, and Planned Actions

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2. Provost’s Assessment, Comments, and Planned Actions

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**Department’s Response to Program Report Assessments**

1. Program Review Team: Reply to your external reviewer, dean, and/or provost in the space below, then sign the review and forward it to your dean for final signature.

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**Required Signatures**

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| --- | --- |
| **NAME** | **DATE** |
|  |  |
| **Department Chair** | |
|  |  |
| **Dean** | |
|  |  |
| **Provost** | |

**Required Appendices**

**Appendix A: Curriculum Overview and Four-Year Course Sequence**

**Appendix B: Academic Map**

**Appendix C: Course Syllabi**

**Appendix D: Curriculum Map (SLO Matrix/Crosswalk)**

**Appendix E: Tenured and Tenure-Track Faculty C.V.**

**Appendix F: Temporary Faculty C.V.**

**Appendix G: Faculty Accomplishments**

**Appendix H: Student Accomplishments**

**APPENDIX A: SAMPLE CURRICULUM OVERVIEW AND FOUR-YEAR COURSE PLAN**

**SAMPLE TO ILLUSTRATE CURRICULUM FORMAT**

**BS Degree**

Major and major-related courses (60 credits)

100/200 level prerequisites and requirements 15 credits

300/400 level requirements 27 credits

Specialization courses 12 credits

Major Electives 3 credits

Seminar 3 credits

Total 60 credits

General education courses (42 credits)

Wellness 3 credits

Composition, math, and speech skills 9 credits

Science distribution 6 credits

Social sciences distribution 12 credits

Humanities distribution 12 credits

Total 42 credits

Free Electives 18 credits

Total 120 credits

Include all major and major-related courses. If concentrations are offered, please list all courses associated with each concentration.

Include an **Academic Map** that outlines the course sequence as appropriate for FT students over an 8 semester period and if applicable a course sequence if designed as degree completion for non-traditional students. An example Academic Map is included below:

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| **Bachelor of Science in Biology – Sample Academic Map (4-Year Course Plan)** |

A Suggested Sequence of Required Courses (2015-2016 Catalog)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Freshman Year** | | | | | | |
| Fall | | | Spring | | |
| \_\_\_\_ | 4 | BIO 120 General Zoology  OR  BIO 125 General Botany | \_\_\_\_ | 4 | BIO 125 General Botany  OR  BIO 120 General Zoology |
| \_\_\_\_ | 4 | CHE 101 General Chemistry I | \_\_\_\_ | 4 | CHE 102 General Chemistry II |
| \_\_\_\_ | 3 | ENG 101 English Composition I | \_\_\_\_ | 3 | ENG 102 English Composition II |
| \_\_\_\_ | 1 | UNI 100 First-Year Seminar | \_\_\_\_ | 3 | General Education Course |
| \_\_\_\_ | 3 | General Education Course |  |  |  |
| Total | 15 |  | Total | 14 |  |
| **Sophomore Year** | | | | | | |
| Fall | | | Spring | | |
| \_\_\_\_ | 4 | BIO 215 Cellular and Molecular Biology OR  BIO 248 General Ecology | \_\_\_\_ | 4 | BIO 248 General Ecology  OR  BIO 215 Cellular and Molecular Biology |
| \_\_\_\_ | 3 | Basic Calculus OR  Calculus I | \_\_\_\_ | 4 | CHE Organic Chemistry I |
| \_\_\_\_ | 3 | General Education Course | \_\_\_\_ | 3 | General Education Course |
| \_\_\_\_ | 3 | General Education Course | \_\_\_\_ | 3 | General Education Course |
| \_\_\_\_ | 3 | General Education Course |  |  |  |
| Total | 16 |  | Total | 14 |  |
| **Junior Year** | | | | | | |
| Fall | | | Spring | | |
| \_\_\_\_ | 4 | BIO 3XX Plant or Animal Physiology OR  BIO 3XX Plant or Animal Anatomy | \_\_\_\_ | 4 | BIO 3XX Plan or Animal Physiology OR  BIO 3XX Plan or Animal Anatomy |
| \_\_\_\_ | 3 | CHE 341 Organic Chemistry II Lecture | \_\_\_\_ | 4 | BIO 318 Genetics |
| \_\_\_\_ | 1 | CHE 342 Organic Chemistry II Lab | \_\_\_\_ | 3 | Unrestricted Elective |
| \_\_\_\_ | 3 | MAT 215 Statistics | \_\_\_\_ | 3 | \*General Education |
| \_\_\_\_ | 3 | \*General Education Course |  |  |  |
| \_\_\_\_ | 3 | \*General Education Course |  |  |  |
| Total | 17 |  | Total | 15 |  |
| **Senior Year** | | | | | | |
| Fall | | | Spring | | |
| \_\_\_\_ | 3 | BIO 478 Evolution | \_\_\_\_ | 4 | PHY 122 General Physics II |
| \_\_\_\_ | 3 | ENS 495 Design & Analysis | \_\_\_\_ | 4 | Related Elective |
| \_\_\_\_ | 4 | General Physics I | \_\_\_\_ | 3 | Related Elective |
| \_\_\_\_ | 4 | Related Elective | \_\_\_\_ | 3 | Unrestricted Elective |
| Total | 14 |  | Total | 14 |  |

**Notes:**

* This academic map is a suggested four-year schedule of courses based on degree requirements in the undergraduate catalog. This sample schedule serves as a general guideline to help build a full schedule each term. Milestones, courses, and special requirements necessary for timely progress to complete a major are designed to keep students on track. This program is designed for students who desire a strong, diverse background in the sciences.
* A grade of “C” or better in 31 hours of biology courses used for the major **AND** in all courses required in non-Biology area of your audit
* BIO 120 and 125 are prerequisites to all upper level BIO courses
* Elective Requirements: A total of 11 credits of electives must be BIO courses
* Specific concentrations are available within the biology major including:
* Etc.

**APPENDIX D: CURRICULUM MAP**

**Purpose**

The purpose of a curriculum map is to indicate clearly how the program’s required courses and the assessments embedded within them are aligned with the program’s stated outcomes. The map also indicates when the assessment data is collected as part of the program’s assessment efforts.

**Instructions**

1. List the SLOs along one side of a table.
2. List the program’s core courses along the other side of the table.
3. Determine where you will gather assessment evidence from assignments for the purpose of analyzing that evidence and making improvements to the program.
   1. Look at the course-level outcomes to determine which courses align with which program SLOs.
   2. Consider the assignments given in each course. Which ones will provide you with direct evidence of meeting your program SLOs?
   3. For each SLO, chose two or three places in the curriculum where you will gather and analyze evidence.
4. Indicate your plans to gather and analyze evidence in the appropriate intersecting box. The examples provided list three types of information in the boxes: the assessment, when it is offered, and at what level it is offered. Enter information that is helpful to you for the purpose of program planning.

**Notes**

* Include only *content* courses that are required of every single student who completes the degree program. *Do not include electives or general education courses.*
* You do not need to gather and analyze assessment evidence for every program SLO in every course. Generally speaking, a program’s individual courses are not designed to address every program SLO.
* Focus on gathering and analyzing assessment evidence at key points in the curriculum: where material is introduced, reinforced, and mastered.
* It does not matter if you array SLOs at the top of the matrix or down the side.
* When deciding which assessments you will use, do not restrict yourself to using only one type of tool. Use multiple measures of assessment for each SLO. Reliance strictly on multiple-choice exams is not a best practice.
* For concentrations that share a core set of courses with other concentrations within a single degree program: Make one core matrix for the degree program’s core courses and use that core matrix for each concentration rather than duplicating your effort. Then, provide a separate map for the courses that apply only to each individual concentration. Attach both the core matrix along with the concentration-specific matrix.

**Examples are given on the next page.**

**EXAMPLE OF A CURRICULUM MAP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **SLO 1** | **SLO 2** | **SLO 3** | **SLO 4** |
| **Course 1** | *Assessment:* Exam #1, Items 4-10, 11, and 15  *Schedule:*  Every spring  *Level:*  Introductory |  | *Assessment:*  *Schedule:*  *Level:* | *Assessment:*  *Schedule:*  *Level:* |
| **Course 2** |  |  | *Assessment:*  *Schedule:*  *Level:* | *Assessment:*  Research Paper  *Schedule:*  Every fall  *Level:*  Mastery |
| **Course 3** |  | *Assessment:*  *Schedule:*  *Level:* |  | *Assessment*  *Assessment:*  *Schedule:*  *Level:* |
| **Course 4** | *Assessment:*  *Schedule:*  *Level:* |  | *Assessment:*  *Schedule:*  *Level:* |  |

**OR**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Course 1** | **Course 2** | **Course 3** | **Course 4** |
| **SLO 1** | *Assessment:* Exam #1, Items 4-10, 11, and 15  *Schedule:*  Every spring  *Level:*  Introductory |  |  | *Assessment:*  *Schedule:*  *Level:* |
| **SLO 2** |  |  | *Assessment:*  *Schedule:*  *Level:* |  |
| **SLO 3** | *Assessment:*  *Schedule:*  *Level:* | *Assessment:*  *Schedule:*  *Level:* |  | *Assessment:*  *Schedule:*  *Level:* |
| **SLO 4** | *Assessment:*  *Schedule:*  *Level:* | *Assessment:*  Research Paper  *Schedule:*  Every fall  *Level:*  Mastery | *Assessment:*  *Schedule:*  *Level:* |  |

**APPENDIX E: TENURED AND TENURE-TRACK FACULTY CVs**

Include updated CVs for all current, regular, full-time faculty (i.e., tenured and tenurable) in Appendix B.

**APPENDIX F: TEMPORARY FACULTY CVs**

Include updated CVs for all temporary faculty members who have taught in the degree program for two years or more in Appendix C. If your degree program employs regular, part-time faculty as defined in Article 45 of the Collective Bargaining Agreement, include CVs for those faculty in Appendix C.

**APPENDIX G: FACULTY ACHIEVEMENTS**

List all faculty achievements (e.g., grants, publications, awards, professional development activities, etc.) over the past five years that are relevant to the degree program in Appendix D.

Give full bibliographic data in appropriate form (e.g., Chicago, MLA, APA).

Section headings are to help programs and the University identify and collect different kinds of evidence of quality and do not imply that programs should have items under all headings.

**Discipline-Based, Peer-Reviewed Publications (e.g., books, essays, creative works)**

**Peer-Reviewed Publications Reflecting the Scholarship of Teaching and Learning**

**Other Relevant Publications (e.g., popular or non-peer-reviewed articles)**

**Presentations, Performances, or Exhibits at Professional Meetings (off Campus – International, National, or Regional)**

**Presentations, Performances, or Exhibits in other Venues (off Campus)**

**Presentations, Performances, or Exhibits on Campus**

**Academic or Professional Honors, Awards, or other Recognitions**

**Externally Funded Grants Awarded or Continued**

**University Grants Awarded**

**Patents Awarded**

**Faculty Service to the Profession (outside the University)**

**Faculty Service to the University**

**Faculty Service to the Community**

**Other Evidence of Faculty Distinction**

**APPENDIX H: STUDENT ACHIEVEMENTS**

List all achievements (e.g., publications, presentations, awards, etc.) over the past five years by students enrolled in the degree program in Appendix E.

Give full bibliographic data in appropriate form (e.g., Chicago, MLA, APA).

Section headings are to help programs and the University identify and collect different kinds of evidence of quality and do not imply that programs should have items under all headings.

**Publications by Students (Alone or with Faculty) in Peer-Reviewed Journals**

**Publications by Students (Alone or with Faculty) in other Formats**

**Presentations by Students (Alone or with Faculty) at Professional Meetings off Campus**

**Presentations by Students (Alone or with Faculty) in other off-Campus Settings**

**Presentations by Students (Alone or with Faculty) on Campus**

**Other Student Research and Projects (including Independent Study)**

**Student Internships (include table)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Name** | **Placement** | **Location** | **Major** |
|  |  |  |  |

**Honors, Scholarships, or other Recognitions**

**Admissions to Graduate Schools**