

## ISS Major 3<sup>rd</sup> Year Review Criteria

1. Annual student numbers
  - a. # applied
  - b. # who were admissible
  - c. # admitted
  - d. # who accept
  - e. # who enroll in course(s) in autumn
  - f. # part-time
  - g. # who are enrolled at end of 1<sup>st</sup> and 2<sup>nd</sup> year
    - i. attrition
  - h. # graduated
  - i. for all of above, demographic (gender, age, ethnicity, veteran, residence...) additional characteristics as available (urban, rural, employed FT or PT, former UW student, AA from WA CC, etc.)
2. Course and Enrollment Data
  - a. for each course offered
    - i. first week census
    - ii. # who do not complete
    - iii. grade distribution
    - iv. do we understand why students don't succeed? Why they do succeed?
  - b. relevant course evaluation results +
    - i. student evaluation of faculty
    - ii. student evaluation of course
    - iii. student perceptions of success
  - c. student success data obtained from course online course analytics
  - d. analytics data coordinated across courses to identify what is working and what is not
  - e. Challenge Index comparison between traditional and online versions of courses
  - f. enrollment patterns: by discipline, by thematic area, by instructor
3. Student Evaluation of Major
  - a. Student exit surveys and/or interviews
  - b. data extracted from quarterly reviews of e-portfolios
    - i. overall structure and effectiveness of major
    - ii. structure and effectiveness of ISS core
    - iii. structure and effectiveness of thematic areas
    - iv. effectiveness of capstone experience, including e-portfolio
  - c. examples of student e-portfolios
  - d. student experience in an online program
4. Advising
  - a. adviser/student ratio impact of adviser/student ratio on "high touch" advising model

- b. student evaluation of advising on key indices, including: accessibility; communication; effective use of online technologies; understanding of student needs; institutional knowledge, accuracy, and consistency; interest in student learning; effectiveness in unique instructional role, etc. faculty evaluation of advising, including: direct support of faculty in course enrollment and registration; assistance with other institutional processes affecting courses and students; assistance in supporting students experiencing challenges in courses or the major; effectiveness in unique instructional role in ISS
- c. Adviser evaluation of
  - i. program
  - ii. faculty leadership and governance
  - iii. working relationships with faculty, particularly ISS lecturers
  - iv. advising model, structures, and support
  - v. working relationships with EO, especially instructional design

## 5. Faculty

- a. experience teaching individual courses
  - i. would you develop another course for ISS?
  - ii. would ISS lecturers continue to teach core courses?
- b. experience teaching in the ISS major, looking especially at interdisciplinary and integrative aspects
- c. experience teaching in the online/Canvas environment
- d. workload
- e. evaluation of faculty leadership and governance
- f. evaluation of relationship with students
- g. evaluation of relationship with Advising
- h. evaluation of relationship with EO

## 6. Online Learning Experience

- a. evaluation of Canvas LMS for instruction
- b. evaluation of Canvas LMS for advising
- c. evaluation of Google Sites for e-portfolio development
- d. evaluation of tech support (for students, faculty, staff)
- e. quality of instruction, especially compared to on-site versions of courses
- f. quality of interaction, communication between students, faculty, advisers

## 7. Student access to UW services

- a. Overall satisfaction – comparable to on-campus students?
- b. Libraries
- c. Disability resources
- d. Financial aid
- e. Tutoring
- f. Career Services
- g. Diversity
- h. Student organizations and community

- i. Transit and Husky ID
  - j. Commencement
- 8. Beyond ISS and UW
  - a. Available data on career impact of ISS degree
  - b. Outcomes associated with professional success
- 9. lessons learned in first 2 years
  - a. what worked
    - i. can it be expanded?
  - b. what didn't
    - i. why?
    - ii. response?
- 10. ePortfolio/capstone—examples?
- 11. What did we learn about online majors?
  - a. Are there issues outside of ISS that need to be addressed?
  - b. Does program-specific status work?
  - c. Has there been substantial interest from generally admitted students?
  - d. Are there things that we (FCAS or Faculty Senate) should review?