

For Self-Study Coordinators' reference only. Reviewers use a Qualtrics Survey to submit their evaluation.

**University of Wisconsin–Whitewater
Committee Form: Review of Audit & Review Self-Studies
Graduate Programs
Major/Minors and Standalone Minors**

Date of Evaluation _____ Short Self-Study (SS*) _____

Program _____ Major(s) _____ Minor(s) _____

Emphasis(es) _____ Other _____

Uploads section:

1. Previous Audit & Review evaluation report from last review and progress reports. (uploaded by Department of Academic Assessment)
2. Assessment plan. (template provided by Department of Academic Assessment or plan based on accreditation standards)
3. Summary of any accreditation that the program has obtained (uploaded by program)
4. Dual-listed courses delineating graduate expectations (if applicable, uploaded by program)
5. Student enrollment and graduation data. (uploaded by Department of Academic Assessment)
6. Faculty and staff information table (uploaded by program)
7. Department promotion and tenure standards and post-tenure expectations (uploaded by program)

Reviewers: When you insert comments in the “comments” areas below, please include a number at the front of each comment to indicate the question or item to which your comment relates.

I. General Program Information

| Criterion | Patterns of Evidence | | | |
|---|----------------------|---------------------|-----------------------|---------------------|
| | N/A | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| 1. The program’s mission statement reflects the nature and scope of the program. | | | | |
| 2. The program’s mission statement aligns with the School of Graduate Studies mission. | | | | |
| 3. Program described changes impacting the program since the last review. | | | | |
| 4. Characteristics of the program set it apart from others when compared regionally and nationally. The unique aspects of the program attract students. | | | | |
| 5. The program has been responsive to actions recommended from previous Audit and Review Reports; Progress Reports have been submitted, if relevant. | | | | |

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|---|--|--|--|--|
| 6. The program has achieved or maintained program-level accreditation or has considered seeking it, where appropriate. <i>(Only select N/A if there is no accreditation available)</i> | | | | |
|---|--|--|--|--|

Comments:

II. Alignment within the University

| Criterion | Patterns of Evidence | | | |
|--|----------------------|---------------------|-----------------------|---------------------|
| | N/A | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| 1. The program contributes to the fulfillment of UW-Whitewater's Mission. | | | | |
| 2. The program contributes to the fulfillment of UW-Whitewater's Strategic Plan. | | | | |

Comments:

III. Program Goals & Accomplishments

| Criterion | Patterns of Evidence | | | |
|--|----------------------|---------------------|-----------------------|---------------------|
| | N/A | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| 1. Goals and objectives were identified and undertaken to improve and advance the program. | | | | |
| 2. Goals currently in place will contribute to the program's advancement. Criteria for determining success were measurable and attainable. | | | | |
| 3. The program has a process for setting and assessing goals and making decisions about changes to the program goals. | | | | |
| 4. Program faculty, staff, and/or students received special recognitions or awards. | | | | |

Comments:

IV. Curriculum

| Criterion | Patterns of Evidence | | | |
|--|----------------------|---------------------|-----------------------|---------------------|
| | N/A | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| 1. The program has a clearly articulated, efficient, and purposeful curriculum, complete with a capstone experience. | | | | |
| 2. Dual-listed courses are described and explain differences between expectations for undergraduate and graduate students. | | | | |

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|---|--|--|--|--|
| 3. Changes to the curriculum were described, including the basis for the changes. | | | | |
| 4. Appropriate assessment data were used in making curricular revisions. | | | | |
| 5. The program provides opportunities for students to participate in high impact practices. | | | | |

Comments:

V. Assessment of Student Learning (corresponds to uploads section 2)

| Criterion | Patterns of Evidence | | |
|--|----------------------|-----------------------|---------------------|
| | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| 1. Student learning outcomes are “mapped” to Master’s Level Essential Learning Outcomes. | | | |
| 2. <i>[refer to assessment plan]</i> The program collected a variety of appropriate assessment data allowing judgments about the extent to which students are achieving learning outcomes. | | | |
| 3. <i>[refer to assessment plan]</i> Program faculty consider assessment data in making changes to the curriculum, students’ learning outcomes, and/or other aspects of the program. | | | |
| 4. Assessment data and related outcomes are shared with appropriate constituencies | | | |

Comments:

VI. Student Recruitment, Enrollment, Retention, and Graduation (corresponds to uploads section 5)

A. Trend Data

| Criterion | Patterns of Evidence | | |
|--|----------------------|-----------------------|---------------------|
| | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| 1. Program explains fluctuations in enrollment. | | | |
| 2. Five-year enrollment and graduation trends reflect program vitality and sustainability. | | | |
| 3. Program has strategies to recruit and retain students. | | | |

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| 4. Students can enroll in appropriate courses and proceed without delaying graduation. | | | |
| 5. Program made efforts to engage underrepresented communities within the University. | | | |
| 6. Composition of students approximates or exceeds the diversity of students at the University. | | | |
| 7. Claim that the program is oversubscribed, undersubscribed, or at optimum level is justified or supported by examples or data. | | | |

Comments:

B. Demand for Graduates

| Criterion | Patterns of Evidence | | |
|--|----------------------|-----------------------|---------------------|
| | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| 1. Placement information indicates that program graduates find employment or continue their education. | | | |
| 2. Data suggests that employment opportunities for graduates of this program will remain strong. | | | |
| 3. Described efforts to retain and track graduates. | | | |
| 4. Described unique features of the program that set it apart from other system or regional colleges and universities. | | | |

Comments:

VII. Resource Availability & Development

A. Faculty and Staff Resources (corresponds to uploads section 6)

| Criterion | Patterns of Evidence | | | |
|---|----------------------|---------------------|-----------------------|---------------------|
| | N/A | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| 1. Information on numbers of full and part-time faculty and staff are provided. Expertise of teaching staff are aligned with the needs and future vision for the program. | | | | |
| 2. Tenure and promotion standards, including post-tenure requirements, reflect faculty and staff ability to advance in rank | | | | |
| 3. Information is provided about changes in the faculty since the last Audit and Review. | | | | |
| 4. The program has identified staffing changes and anticipated areas of potential future need. | | | | |

Comments:

B. Student Resources

| Criterion | Patterns of Evidence | | | |
|---|----------------------|---------------------|-----------------------|---------------------|
| | N/A | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| 1. The program has adequate personnel, student help, and service and supplies to serve its graduate student population. | | | | |

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|--|--|--|--|--|
| 2. The program has adequate facilities, equipment, technological, and library resources to effectively serve its students. | | | | |
|--|--|--|--|--|

Comments:

VIII. Conclusions and Recommendations from the Department or Program

| Criterion | Patterns of Evidence | | |
|--|----------------------|-----------------------|---------------------|
| | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| 1. Areas of strength are provided. | | | |
| 2. Areas of improvement and continued progress are provided. | | | |
| 3. Recommendations and resources are provided. | | | |
| 4. Other comments by program (optional) | ----- | ----- | ----- |

Comments:

Reviewer Conclusions:

Strengths of the Program:

Areas for work or improvement:

Other comments/questions:

Recommended actions:

- 1.
- 2.
- 3.

Recommended Result:

___ Continuation without qualification. *Next self-study will be a shortened one focusing on the Recommended Actions from the current report.*

___ Continuation with minor concerns. *Progress report may be required, at the discretion of the Audit & Review Committee.*

___ Continuation with major concerns in one or more of the four areas. Submit progress report(s) addressing the concerns as directed by the Audit & Review Committee. Progress reports must be submitted to the College Dean, Associate Vice Chancellor for Academic Affairs, and the Audit & Review Committee.

___ Withhold recommendation for continuation, place on probation, and require another completed Audit & Review self-study within 1-3 years, at the Committee's discretion.

___ Withhold recommendation for continuation, place on probation, recommend placing in receivership within the college and require another complete Audit & Review self-study within 1-3 years at the Committee's discretion.

___ Non-continuation of the program.

___ Insufficient information in the self-study to make a determination; revise and resubmit.

___ Refer to Provost for Action.