**UNIVERSITY OF WISCONSIN-WHITEWATER**

**FORMAT FOR AUDIT AND REVIEW SELF-STUDIES**

**Graduate Programs**

Date of Evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Short Self-Study (SS\*) \_\_\_\_\_\_\_\_

Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Use this document to review the questions asked and develop drafts of your responses. Submit the final self-study, including any additional documents you wish to have the review team consider, in the online Audit & Review portal. You will receive email notification when the Office of Academic Assessment creates the self-study in the portal. Please follow the email prompts to begin your report. \*Short Self-Studies follow a different process. Please contact** [**assessment@uww.edu**](mailto:assessment@uww.edu) **for information.**

Those programs in which Audit and Review for both the undergraduate and graduate programs occurs during the same academic year must submit separate self-studies for the undergraduate and graduate programs (total of two self-studies). Instructions for each are provided at the Audit & Review website.

**Please list the Majors and Minors covered in this review:**

**Major(s):**

**Minor(s):**

**Emphasis(es):**

**Other:**

**General Program Information**

1. Insert the department/program’s mission statement (as found on department/program university webpage). If the program does not have a mission statement, provide a working draft.

*Mission statements should be clear, concise, describe program’s purpose, provide future directions, and value to students.*

1. Describe how the program’s mission and purposes align with the School of Graduate Studies mission statement. The Graduate School’s Mission Statement can be found at https://www.uww.edu/gradstudies/about
2. Describe the changes that have impacted the program since the last review (such as faculty turnover, curricular changes, building projects, accreditation process, etc.). Provide only a general overview here, you will be asked to provide more detail later in the report.
3. Identify unique features and accomplishments that set the program apart from other comparable programs, both regionally and nationally. What do you feel draws students to the program? What are the major strengths of your program?
4. List the recommended actions made in the previous Audit and Review evaluation and discuss how the program has responded to these recommendations.

*Please include the recommended actions and provide a brief summary. If you plan to expand on the actions in later sections of the report, it is fine to refer to review team to those sections. For example, “The assessment plan has been implemented and will be described in detail under Assessment of Student Learning.”*

1. Is the program accredited? *\*\*There is a yes/no selection provided in the portal*

**Alignment within the University**

1. Provide a brief paragraph describing how the program contributes to the Mission of UWW. UWW’s Mission Statement is located at: <https://www.uww.edu/strategic-plan/mission-vision-value>.
2. Describe how the program contributes to the values and strategic priorities of the institution.

*Link to Strategic Plan*: <https://www.uww.edu/strategic-plan>

*Consider how your program advances the four themes of the strategic plan, as opposed to aligning with specific action items.*

1. Please describe how the program supports other academic programs. Provide a brief statement on how the program is interconnected to other programs, such as cross-listed courses, double majors, supporting minors, courses that are electives/required in other programs, etc.

**Program Goals and Accomplishments**

1. List program goals undertaken and completed since the last review (e.g. increasing enrollment, adding emphases or post-baccalaureate certificate programs, earning accreditation, etc.). Note

how each goal contributed to improving/advancing the program. What were the criteria for determining success in completing the goal?

*Program goals are broader and more all-encompassing that Student Learning Outcomes (SLOs). For example, “To increase the number of internship opportunities for students so they are better prepared for careers in “X” field.” Reviewing Department meeting minutes and annual reports may provide some useful information to address this item.*

1. List program goals (short and long term) currently in process. Note how each goal will contribute to improving/advancing the program. Include the proposed timeline for completing each goal. What will be the criteria for determining success in completing each goal?

*The first question in this section asks what the program already accomplished during the review cycle. This question asks what the program is currently working on. Include those who are assisting with the work, timeline for completion, and expected outcomes.*

1. Describe the program’s processes for setting goals and gathering and reviewing data for assessing program goals.

*Reviewing Department meeting minutes and annual reports may provide some useful information to address this item.*

1. List any special recognitions or awards the program or individuals (faculty, staff, students, program as a whole) earned during the review period.

**Curriculum**

1. Provide an overview of the current curriculum, including options available within the program (e.g. different emphases). Include in this overview a discussion of the capstone experience options (e.g. comprehensive exam, thesis, etc.) the program offers.

*Please attach the program plan of course offerings, and/or advising schedule for the program under review.*

1. If the program offers dual-listed (undergraduate/graduate) courses, explain how the course content, intensity, and self-direction differ for graduate and undergraduate students. Include a discussion of the dual-listed courses play in your curriculum.   
     
   ***(Upload a list of all dual-listed courses delineating graduate expectations as Uploaded Document 4).*** *Graduate expectations would include a discussion of: Content: What content areas of the course will graduate students explore with greater depth, and/or what additional content areas will graduate students examine? Intensity: What are the unique course requirements for graduate students – in terms of additional readings or assignments, different requirements in assignments, different role expectations, and/or different evaluation methods and/or standards – that reflect greater intellectual intensity or rigor? Self-Direction: What outside-of-class activities are required of graduate students, including research, and how do they reflect a greater degree of self-directed learning?)*
2. List any changes made or planned changes to the curriculum during the review period (e.g., new courses, dropped courses, changes to course modalities or requirements). *This response should be a summary and not a list of proposals submitted to Courseleaf.*

*In addition, describe just the meaningful changes, such as changes in course sequencing, types of courses offered, changes in course content.*

1. Explain the basis for the changes and the criteria by which the change was determined to be an improvement. Specify the assessment data used in making the changes. Assessment may include a variety of sources, but please make sure to indicate how program data on student learning performance played a role in curriculum decisions.
2. Discuss any additional opportunities the program offers for students not discussed above. Examples may include student organizations, mentoring programs, opportunities to conduct research with faculty, scholarships, practicums, international field placements etc. Include participation rates for these activities. Describe how participation in these activities has impacted the University, community, and/or region.

**Assessment of Student Learning**

Please present your program’s Student Learning Outcomes (SLO’s) and signature assignments used to evaluate. These should specify with action verbs what students will know and be able to do upon completion of the program.

1. Complete the table below to indicate how your program’s SLOs or other objectives align with the Master’s Level Essential Learning Outcomes from the Graduate School.

|  |  |  |
| --- | --- | --- |
| Master’s Essential Learning Outcomes | Aligned with which Program Student Learning Outcomes | Assessment Measures |
| Advanced abilities in gathering, investigating, documenting, analyzing, interpreting, evaluating, and synthesizing complex information from the discipline and its practice |  |  |
| Ability to apply discipline-specific skills (e.g. procedures, techniques, craft, technology and tool use) and knowledge (e.g. ideas, problems, concepts, vocabulary, history, and theory of the discipline) to real-world contexts. |  |  |
| Highly developed functional skills and behaviors necessary for maturing professionals including self-direction, problem-solving, decision-making, collaboration and the capacity for networking and leadership. |  |  |
| Writing Skills that reflect advanced practice in professional contexts. |  |  |
| Effective oral communication and interpersonal skills that support successful interaction with colleagues and professionally relevant constituents. |  |  |
| A capacity to recognize ethical challenges relevant to disciplinary practice and the ability to articulate and justify a professional response. |  |  |
| The ability to understand and respond effectively to the diverse interests and needs of domestic and global colleagues and constituents served by the discipline and its practice. |  |  |
| Recognition of the need for continuous professional development through self-directed learning and on-going engagement with colleagues and other processionals. |  |  |

1. Please present your programs complete assessment plan. *\*A copy of the assessment plan template is provided under Audit Templates on the* [*Audit and Review website*](https://www.uww.edu/assessment/audit-and-review). If you use a different template, make sure to include all areas from Academic Assessment and address the following:
   * *Summarize data gathered according to the program assessment plan during the review period. Describe how the data were used to make changes to all aspects of the program (e.g. course scheduling, advising, instruction, curriculum, data collection, etc.). Include sources of data from within the program as well as external sources (i.e. supervisors, teachers, advisory council, etc.)*
   * *Describe how assessment information was shared with important constituencies, including students, graduate faculty, the community, etc. In particular, indicate systemic efforts, such as regularly-scheduled orientation meetings, departmental newsletters, etc.*

**Student Recruitment, Enrollment, Retention, and Graduation**

**Trend Data:**

*These data can be found on the Audit and Review Dashboard:* [*https://www.uww.edu/irp/dashboards*](https://www.uww.edu/irp/dashboards)*. MFA is required for access, and you want to look for the “Audit and Review Self-Study Data” tile. This will direct you to the Dashboard. It may be helpful to read the notes tab first to understand the terminology and timeframe associated with the data. You can request additional information, or guidance on how to use the data by emailing irp@uww.edu.*

1. Please address the following:
   1. Describe the 5-year enrollment trends and explain likely reasons for fluctuations.

*Audit and Review Dashboard, tab 1 “Enrollment by Major & Emphasis.” Use the filters to select data for the appropriate program and student level.*

* 1. Discuss how these data in question 1.a. reflect vitality and sustainability in the program.
  2. Describe strategies used in your program to recruit and retain students. Are there issues related to recruitment/retention that your program would like to improve upon?
  3. Discuss the extent to which students are able to enroll in the classes they need to proceed through the program without delaying their graduation.

*This item is asking for reflection on the availability of classes, potential barriers to student success, and time to graduation.*

* 1. Describe efforts made by the program to engage underrepresented communities within the university.
  2. To what extent does the composition of students in the program reflect the diversity of the University?

*Audit and Review Dashboard, tab 7 “Diversity of Students.” Use the filters to select data for the appropriate program and student level.*

1. Given the numbers reported, and assuming that the support for the program remains at current levels, what is the optimal number of students for the program? Is the program oversubscribed, undersubscribed, or at the optimum level? Explain.

**Demand for Graduates:**

1. Discuss student placement information from the report that Career Services provides.

*Information can be found on the Career Statistics website:* [*https://www.uww.edu/career/faculty-staff-resources/career-statistics*](https://www.uww.edu/career/faculty-staff-resources/career-statistics)

*It may also be helpful to review information from the First Destination Employment Survey:* [*http://www.uww.edu/irp/surveys/first-destination*](http://www.uww.edu/irp/surveys/first-destination)

1. Summarize and discuss Wisconsin employment projections by the Bureau of Labor Statistics or other agencies/indicators of employment trends.

*Bureau of Labor Statistics website https://www.bls.gov/*

1. Discuss systemic efforts the program has made for the recruitment of students and tracking of graduates in the program.
2. Comparative Advantage: Identify unique features that set the program apart from other competing programs in the UW system or other colleges of universities in Wisconsin.

**Resource Availability and Development**

*(Include information only from the past five years or since the last Audit & Review)*

**Faculty and Staff Characteristics:**

1. Upload Faculty and Staff Table in Uploads Section 6. An example is available at the end of this document.
2. To provide context for understanding and interpreting data in Table in Uploads Section 6, please upload department promotion and tenure standards as well as post-tenure expectations as Uploads Section 7.
3. To what extent has the composition of the faculty changed since the last Audit and Review, and how have the changes affected the program?
4. Identify anticipated staffing changes or areas of need, and how these will affect the program.

**Student Resources:**

1. Discuss whether the program has adequate personnel, student help, and service supplies to serve its undergraduate students. If relevant, refer to the number of students per faculty member; the amount budgeted to student help, capital, supplies/services, etc.
2. Discuss the adequacy of the facilities, equipment, technology, and library holdings available for the purposes of supporting a high-quality program.
   1. Reflecting upon earlier responses, what does the program feel are the most urgent physical and technological needs at this time (facilities, equipment, library holdings, etc.)?
   2. What physical needs does the program foresee in the next five to ten years? Please justify your response(s).
   3. What has the program done to advocate for and attain the needed resources?

**Conclusions and Recommendations from the Department or Program**

1. Discuss what the department or program sees as the main strengths of the program. Focus on the areas included in the self-study, but also feel free to add items not asked about in the self-study.
2. Discuss what the department or program sees as the main areas that need improvement or continued progress. Focus on the areas included in the self-study, but also feel free to add items not asked about in the self-study.
3. What recommendations for action and improvement do you (as the department or program) have for your own program for the next 5 years in the review cycle? What resources will you need to accomplish these actions and improvements?
4. OPTIONAL. Add any other information about the program that has not been included in the report and that you wish to share.

**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.

\_\_\_\_Insufficient information in the self-study to decide; revise and resubmit.

\_\_\_\_Refer to Provost for Action.

**Upload 6 – Faculty and Staff Table**

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| --- | --- | --- | --- | --- | --- | --- |
| **Rank/Title** | **Name** | **Years\*** | **Gender** | **Ethnicity** | **% Appt** | **Typical Courses** |
| **Professors** |  |  |  |  |  |  |
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| **Assoc. Professors** |  |  |  |  |  |  |
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| **Assist. Professors** |  |  |  |  |  |  |
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| **Academic Staff** |  |  |  |  |  |  |
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| **Others** |  |  |  |  |  |  |
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***\*For “Years”, report the range of years the person served in the department/program during the review period, e.g. 2010-2015.***