UNIVERSITY OF WISCONSIN-WHITEWATER
FORMAT FOR AUDIT AND REVIEW SELF-STUDIES
UNDERGRADUATE PROGRAMS
Majors/Minors and Standalone Minors

Program Title: _____   **Review Year:** __**2019-2020**__

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 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.

Upload Audit and Review Evaluation Report (Uploaded Document A) from last review in Question I.A.4. You can find this Report as the "Final Eval" accessible under "Audit & Review Schedule" at: https://www.uww.edu/assessment/program-review/audit-and-review/schedule

Upload a summary of any accreditation that the program has attained (Uploaded Document B) in Question I.B.6.

For web links provided within these instructions: if the links don't work, please see the list of "Resources for Self-Studies" accessible from the Audit & Review website at (you may need to cut and paste this link into your web-browser): https://www.uww.edu/assessment/program-review/audit-and-review#ResourcesforSelf-Studies

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

I. Program Purpose and Overview

A. Centrality

1. Describe how the program contributes to the core values, Mission, and Strategic Plan of the University of Wisconsin-Whitewater. UW-W's values and mission statement are located at: http://www.uww.edu/campus-info/about-uww/mission-and-goals. UW-W's Strategic Plan is available at: http://www.uww.edu/strategic-plan.

2. Explain how the program supports general education, proficiency, and/or other academic programs at the University. If the department offers GENED and/or proficiency courses, specify the ways in which the course(s) support(s) the goals of the General Education program at UW-W. If the program does not offer GENED courses, please describe how it supports other academic programs.

3. Explain how your program meets, or is working to meet, at least two of the long-term goals of Inclusive Excellence (IE) listed in the UW-Whitewater Inclusive Excellence Guidelines found at

https://www.uww.edu/equity-diversity-and-inclusion. Pick at least two of these goals and describe activities and accomplishments from your program in meeting these goals. Also briefly explain the process used in your program to consider, discuss, and work toward achieving IE goals.

4. List recommended actions made in the previous Audit and Review Evaluation and discuss how the program has responded to these recommendations (referring to Uploaded Document A as necessary). If the program was asked to submit Progress Reports in the last Audit & Review, include uploads of these reports as well.

B. Program Mission, Goals & Accomplishments

1. Provide the mission statement for the program (if not provided above), reflecting the nature and scope of the program.

2. Describe the process for setting goals, gathering and reviewing data for assessing program goals, and making decisions about changes to the program goals.

3. List program goals and objectives that were undertaken to improve or advance the program during the review period; e.g., increasing enrollment, adding emphases or post-baccalaureate certificate programs, earning accreditation, etc. Review the program's success in meeting these goals and objectives.

4. Based on the assessment of program goals, discuss potential revisions to the program's mission, goals, or objectives that are being considered for the future. Given the current status of the program, what is the "vision" for where the program wants to be in the future and what steps will be needed in order to move the program to the next level?

5. List any special recognitions or awards earned during the review period:

    a. Faculty/staff
    b. Students
    c. Program as a whole

6. Is accreditation available for this program? If the program is accredited, provide a brief overview of the importance/advantages of holding accreditation, and explain the current accreditation status of the program. If accreditation is available, but the program is not accredited, explain why.

    (Upload accreditation reports, or executive summaries of longer reports, as Uploaded Document B.)

II. Assessment

A. Curriculum

1. Overview the current curriculum, including options available within the program. List and describe the different emphases, minors and other options related to the program. Upload check sheets that list coursework for different emphases and options. Explain how the curriculum is both efficient and purposeful.

2. If the program offers dual-listed (undergraduate/graduate) courses, explain how course content, intensity, and self-direction differ for undergraduate and graduate students.

    (Upload syllabi of all dual-listed courses as Uploaded Document C.)

3. If changes were made to the curriculum during the review period (e.g., curricular revisions, adding new courses, deleting courses, changing prerequisites), explain the basis for the changes and specify the assessment data that was used in making the programmatic changes.

4. Discuss any additional opportunities that the academic program offers for students beyond the classroom. Examples may include student organizations, mentoring programs, opportunities to conduct research with faculty, scholarships, internships, international field placement, capstone course, etc. Include data showing participation rates among these activities. Discuss the extent to which students make use of these opportunities and ways that student involvement in these activities has impacted the University, community, and/or region.

5. If the program offers online courses or academic programs, describe how these are assessed for effective delivery, continuous improvement, and student learning.

B. Assessment of Student Learning

1. Compile a list of student learning outcomes, specifying (with action verbs) what students will know and be able to do upon completion of the program and create Uploaded Document D. Include in Uploaded Document D a matrix or chart that "maps" the program's curriculum/curricula to students' learning outcomes, showing the extent to which each learning outcome is met in which course(s) (you might use a check-mark system or terms such as "introduced," "developed," and "assessed"). From the list of learning outcomes, identify which ones received specific attention during the review period. If appropriate, include in the charts or matrices in Uploaded Document D showing courses not in the major that were used by the program in the achievement of one or more of the students' learning outcomes (e.g., breadth requirements, College core requirements, etc.).

2. Create a separate table that shows how the program's student learning outcomes align with the LEAP Essential Learning Outcomes. See Table 1 at the end of this document, and a link to the LEAP ELOs can be found at https://www.uww.edu/Documents/acadaff/Assessment/EssentialOutcomes_Chart.pdf Include this table in Uploaded Document D.

3. Describe the program's assessment plan for measuring students' progress in attaining the learning outcomes listed in Uploaded Document D.

4. Summarize internal and external data, gathered through indirect and direct methods of assessment that were collected during the review period and were used to determine the extent to which students achieved the desired learning outcomes. Also summarize information from the University's senior exit survey and surveys of UW-W alumni (available at: http://www.uww.edu/irp/surveys and https://www.uww.edu/irp/surveys/soas). Include department-specific assessment information from other sources, e.g., pre- and post-test results, scores on standardized tests or content area, tests in a capstone course, assessment information from internship supervisors, cooperating teachers, Advisory Board feedback, etc., especially as they address the stated learning outcomes for the program. If the program offered online courses, include a discussion of the ways in which students' learning was assessed in the online delivery system.

5. Describe the process by which the program faculty consider assessment data in making changes to the curriculum, student learning outcomes, and other aspects of the program. These changes might include changes to course scheduling, departmental or advising procedures, instructional methods, curriculum delivery methods, assessment data collection procedures, etc.

6. Discuss how the assessment information has been shared with important internal and external constituencies, including students, staff, advisory boards, etc. In particular, indicate systematic efforts, e.g., regularly-scheduled orientation meetings, departmental newsletters, etc.

III. Student Recruitment, Enrollment, Retention, and Graduation

A. Trend Data:

1. Using the data in *Document E* (this has already been emailed to the identified self-study author by the Office of Academic Assessment) on the number of students enrolled each fall for each of the past five years, (data also provided by the Office of Academic Assessment available at: http://www.uww.edu/irp/dashboards)

   Explain reasons for fluctuations and discuss whether these data reflect vitality and sustainability in the program.

2. Refer to *Document E* showing the number of degrees (Majors and/or Minors) granted each year for the past five years (data also available at: http://www.uww.edu/irp/dashboards). Explain reasons for fluctuations and discuss whether these data reflect vitality and sustainability in the program.

3. [For Majors Only] Refer to *Document E* showing the average number of credits to degree for the past five years (data also available at: http://www.uww.edu/irp/dashboards). If averages are substantially above 120, explain why.

4. Describe strategies used in your program to recruit and retain students, and in particular describe strategies used to enhance diversity among students in your program.

5. [For Majors Only] To what extent does the composition of students in the program reflect the diversity of the University? Refer to *Document E* (data also available at http://www.uww.edu/irp/dashboards). Describe any initiatives or strategies that the program uses to assist diverse students.

6. Discuss the extent to which students are able to enroll in the classes they need to proceed through the program without delaying their graduation.

7. 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.

B. Demand for Graduates: Identify career and graduate school opportunities available for graduates of the program.

1. [For Majors Only] Summarize and discuss student placement information from the report that Career and Leadership Development provides, and any other information collected by the program or other sources, including acceptance into graduate programs and employment.

2. Employment:
    a) <u>For majors</u>, summarize and discuss employment projections provided by national or state employment bureaus or agencies and/or other indicators of employment trends, especially in the region.
    b) <u>For standalone minors</u>, discuss advantages that specific majors who complete this minor would have upon graduation.

3. Discuss systematic efforts the program has made for the tracking of graduates of the program.

C.   Comparative Advantage(s)

1. Identify unique features that set the program apart from other competing programs in the UW System and other colleges or universities in Wisconsin, and elements that contribute to the program having a competitive edge. Examples could include the program's content or special emphases, its focus on a specific population, the expertise of the faculty and staff in specific areas, the availability of practicum or internship experiences, and/or the lack of duplication of the program at other institutions in the University of Wisconsin System.

IV. Resource Availability and Development

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

In this section, you are asked to upload five specific tables showing faculty characteristics and accomplishments. A template for each table is included at the end of this instruction document. For the tables on teaching enhancement, research, and service, please be selective in your reporting and enter a maximum of four items per person (please select the most important items). This is to streamline the reporting process and give the reviewers a sense of the most important accomplishments of faculty and staff over the review period. We realize that people will have many more activities to report in some cases, and in others they may not have four items to report. In the table on research and scholarly activities, the cap of four items per person is not an indication that we expect everyone to have four publications, presentations, etc. during the review period—those expectations vary by program.

A. Faculty and Staff Characteristics

1. Upload Table 2 listing all faculty and instructional academic staff in your program, show each person's name, rank, years of service, percentage of time appointed to the program, and the courses that each faculty member or instructional academic staff member usually teaches or is responsible for. Provide data on your program's diversity (e.g., gender, race/ethnicity). All data should be reported for the review period only.

2. To provide a context for understanding and interpreting the data in Table 2, use 1-3 paragraphs to discuss the expectations in your program for the composition of the faculty and staff, e.g., significance of professional preparation or prior work experience, appropriateness of expertise to the needs of the program, unit cohesiveness, success in meeting diversity goals in the recruitment and retention of faculty, etc.

3. To what extent has the composition of the faculty changed since the last Audit & Review, and how have any changes affected the program?

4. Identify anticipated staffing changes or areas of need, and how these will affect the program.

B. Enhancing Teaching and Advising

1. Upload Table 3 listing the most important activities that the faculty and teaching staff engaged in to enhance their teaching and academic advising. For each faculty and staff member, list accomplishments or participation, such as participation in on-campus and off-campus workshops (e.g., LEARN Center events) aimed at improving teaching, enhancing support of student learning, or improving academic advising. Be selective, listing a maximum of four items per person.

2. To provide a context for understanding and interpreting the data in Table 3, use 1-3 paragraphs to summarize the program's expectations of the program's faculty and staff toward the improvement of teaching and advising, since the previous Audit & Review.

C. Research and Other Scholarly/Creative Accomplishments

1. Upload Table 4 showing the research/scholarly/creative accomplishments of program faculty (and instructional academic staff, if relevant). Examples may include presentations at professional meetings, exhibits, performances, and publications as means of presenting original basic and applied research. List a maximum of four accomplishments per person, in bibliographic form, selecting the most important or significant accomplishments in this area. Note: capping the reporting at four items does not suggest that each person is expected to have four during the review period.

2. To provide a context for understanding and interpreting the data in Table 4, use 1-3 paragraphs to summarize the expectations of the faculty and staff related to research and other scholarly/creative activities since the previous Audit & Review.

D. External Funding

1. Upload Table 5 showing the grant-writing and other means of generating external funding (e.g., through contracts or gifts) by program faculty and instructional academic staff. Include sources, requested dollar amounts, and current status of grants, contracts, and requests. For each activity, please indicate clearly whether the grant, etc. was funded, pending, or rejected.

2. To provide a context for understanding and interpreting the data in Table 5, use 1-3 paragraphs to summarize the expectations of the faculty and staff in generating funding through grants, contracts and/or gifts since the previous Audit & Review.

E. Professional and Public Service

1. Upload Table 6 showing the professional and public service activities of faculty (and instructional academic staff, if appropriate) *beyond department-level service*. List activities such as roles and memberships in university and college committees; service in professional organizations at state, regional, national, or international levels; editing or reviewing for professional publications within the discipline; and non-compensated consulting or intervention activities related to the discipline. Be selective, listing a maximum of four items per person.

2. To provide a context for understanding and interpreting the data in Table 6, use 1-3 paragraphs to summarize the expectations of the faculty and staff related to professional and public service activities since the previous Audit & Review.

F. Resources for Students in the Program

1. Discuss whether the program has adequate personnel, student help, and service and 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.

G.   Facilities, Equipment, and Library Holdings

1. Discuss the adequacy of the facilities, equipment, technology, and library holdings available for the purposes of supporting a high quality program. Identify any deficiencies and describe plans to remedy them.

V. Conclusions and Recommendations from the Department or Program

1. Discuss what the department or program sees as the main strengths of this program. Focus on the areas included in this self-study, but also feel free to add items or areas not asked about in this 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 this self-study, but also feel free to add items or areas not asked about in this 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. Add any other remarks or comments that should be considered by the Audit and Review team.

Uploads: The following must be uploaded to the appropriate section of the self-study:

Uploaded Document A	Audit and Review Final Report ("Final Eval") from Last Review, and Progress Reports (if any)	*Section I.A.4*
Uploaded Document B	Executive Summary/Recommendations from Accreditation Report (if any)	*Section I.B.6*
Uploaded Document C	Syllabi of Dual-Listed Courses and Graduate Requirements (if any)	*Section II.A.2*
Uploaded Document D	List of Students' Learning Objectives, "Map" Linking Courses to Learning Outcomes, and LEAP Alignment Table	*Section II.B.1*
Uploaded Document E	Data provided by the Office of Academic Assessment *(This has already been emailed to the identified author of the self-study)*	*Section III.A.1*

Tables: The following tables can be uploaded w/in the body of the self-study or uploaded to the end:

Table 1	LEAP ELO Alignment Table	*See table template on page 9; section II.B.2*
Table 2	Faculty and Staff Characteristics	*See table template on page 10; section IV.A.1*
Table 3	Enhancing Teaching and Advising	*See table template on page 11; section IV.B.1*
Table 4	Research and Other Scholarly/Creative Accomplishments	*See table template on page 12; section IV.C.1*
Table 5	External Funding	*See table template on page 13; section IV.D.1*
Table 6	Professional and Public Service	*See table template on page 14; section IV.E.1*

Submission Instructions and Due Dates:

- Self-studies should be submitted using the online submission portal. Access the portal at https://www.uww.edu/assessment/audit-and-review
- Use the portal to enter responses to each question, upload files related to questions, and upload other related files.
- After your self-study is complete (i.e., all required responses are entered and saved as "final"), click "Submit Report to Dean." Type in the name of your Dean(s) and select their name(s) from the generated list. Add any comments you wish to (they will receive this in an email).
    - NOTE: Once submitted to the Dean, the self-study **cannot** be edited until the Dean returns it to the self-study author
- The Dean can view and download the self-study and all documents uploaded, and add comments. The Dean will send the self-study back to the author with feedback (you will receive this in an email) via the submission portal.
- The author will review the Dean's feedback and make any needed revisions. **The author will then submit the final self-study to Assessment Office using the submission portal** for processing and distribution to the Audit & Review Committee. You will receive an email confirming it was received.
    - NOTE: Edits **cannot** be made after it has been submitted to the A&R Committee
- *QUESTIONS?*
    Catherine Chan
    Interim Director of Academic Assessment
    Assessment Office (Heide Hall 4th floor, room 450E)
    Email: assessment@uww.edu

See Table templates below . . .

Table 1: LEAP ELO Alignment Table

Please complete this table to show how your student learning outcomes align with the LEAP Essential Learning Outcomes. Complete a separate table for each major and minor that is reported in your self-study. If your major has several emphases, please complete this table using only the one emphasis with the highest student enrollment. The third column (on assessment measures) is optional. Include this table (or tables) in Upload D of your self-study.

Major/Minor: _____

AAC&U LEAP Essential Learning Outcomes		Aligned with which Program Student Learning Outcomes	Assessment Measures (Optional)	
Knowledge of Human Cultures and the Physical and Natural World *Focused by engagement with big questions, both contemporary and enduring*				
Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts				
Intellectual and Practical Skills *Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*				
Inquiry & analysis				
Critical thinking				
Problem solving				
Written communication				
Oral communication				
Quantitative literacy				
Information literacy				
Teamwork				
Personal and Social Responsibility *Anchored through active involvement with diverse communities and real-world challenges*				
Civic knowledge (local & global)				
Civic engagement (local & global)				
Intercultural knowledge & competence				
Ethical reasoning & action				
Foundations & skills for lifelong learning				
Integrative Learning *Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*				
Synthesis and advanced accomplishment across general and specialized studies				

Table 2: Faculty and Staff Characteristics

Rank/Title	Name	Years*	% Appointment	Typical Courses
Professors				
Assoc. Professors				
Assist. Professors				
Acad. Staff				
Others				

*For "Years," report the range of years the person served in the department/program during the review period, e.g., 2009-2014. Report these same years in Tables 2-5 below.

Table 3: Enhancing Teaching and Advising

Rank/Title	Name	Years	Activities to enhance teaching and advising: maximum 4 per person.
Professors			
Assoc. Professors			
Assist. Professors			
Acad. Staff			
Others			

Table 4: Research and Other Scholarly/Creative Accomplishments

Rank/Title	Name	Years	Research/scholarly accomplishments, bibliography: maximum 4 per person.
Professors			
Assoc. Professors			
Assist. Professors			
Acad. Staff			
Others			

Table 5: External Funding

Rank/Title	Name	Years	Grants, gifts, or contracts	Status, e.g., funded, pending, rejected
Professors				
Assoc. Professors				
Assist. Professors				
Acad. Staff				
Others				

Table 6: Professional and Public Service

Rank/Title	Name	Years	Service activities: maximum 4 per person.
Professors			
Assoc. Professors			
Assist. Professors			
Acad. Staff			
Others			