UNIVERSITY OF WISCONSIN-WHITEWATER
FORMAT FOR AUDIT AND REVIEW SELF-STUDIES
GRADUATE PROGRAMS

*These instructions might be revised during AY 2012-2013, and any revisions will be posted to the Audit and Review website.

Program Title: _____   **Review Date:**   __2013-2014__

Those programs in which Audit and Review for 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.

Attach Audit and Review Evaluation Report from last review as Appendix A. [Note: accessible under "Departments, programs, and due dates" at: http://www.uww.edu/acadaff/assessment/AuditReview/].

Attach as an electronic file a summary of any accreditation that the program has attained as Appendix B.

For web links provided within these instructions: if the links don't work, please see the list of "Data and Information for Self-Studies" at the Audit & Review website (http://www.uww.edu/acadaff/assessment/auditreview/index.html.)

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. UWW's core 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.pdf.

2. Explain how the program supports other undergraduate and graduate programs at the University, if relevant.

3. Explain how your program meets, or is working to meet, at least two of our campus goals defined in the Inclusive Excellence (IE) Guidelines for UWW. Follow this link to find the IE Guidelines: http://www.uww.edu/diversity/reports/. Pick at least two goals from the IE Guidelines 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 from the previous Audit and Review Evaluation and overview how the program has responded to these recommendations (referring to Appendix A as necessary). If the program was asked to submit Progress Reports in the last Audit & Review, include copies of the Progress Reports in Appendix A.

B. Program Mission, Goals, and Accomplishments

1. Provide the mission statement for the program. Include a discussion of how the program's mission and purposes align with the School of Graduate Studies mission statement (http://www.uww.edu/gradstudies/) if not addressed above.

2. List program goals and objectives that were undertaken to improve or advance the program during the review period (e.g., adding post-baccalaureate certificate programs, emphases or post-

baccalaureate certificate programs, earning accreditation, etc.). Review the program's success in meeting these goals and objectives.

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

4. Based on the assessment of program goals, discuss potential revisions to the program's mission, goals or objectives that are being considered. 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 that the program earned during the review period.

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.

II. Academic Assessment

A. Curriculum

1. Overview 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.) that the program offers.

2. If the program offers dual-listed (undergraduate/graduate) courses, explain how course content, intensity, and self-direction differ for graduate and undergraduate students. Include a discussion of the role dual-listed courses play in your curriculum.

   (Attach a list of all dual-listed courses delineating graduate expectations as Appendix C. Graduate expectations would include a discussion of: <u>Content</u>: What content areas of the course will graduate students explore with greater depth, and/or what additional content areas will graduate students examine? <u>Intensity</u>: 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 and rigor? <u>Self-Direction</u>: What outside-of-class activities are required of graduate students, including research, and how do they reflect a greater degree of self-directed learning?)

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 the assessment data that were used in making the programmatic changes.

4. Discuss any additional opportunities that 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 placement, etc. Include data showing participation rates among these activities. Discuss the extent to which students make use of these opportunities and ways 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. Attach this list as Appendix D. Include in Appendix 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 Appendix D charts or matrices showing courses not in the program that were used by the program in the achievement of one or more of the students' learning objectives (e.g., College core requirements, etc.).

2. Describe the program's Assessment Plan for measuring students' progress in attaining the learning outcomes.

3. Discuss the role that student research and scholarly activity plays in the process of achieving the student learning outcomes of your program. This might include a discussion of such issues as how the program defines "research" and "scholarship," and a discussion of how research does or does not play a role in capstone activities (e.g., comprehensive exams, thesis, integrative or applied projects, etc.) required by the program.

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 student learning outcomes. Information may be available in aggregated form from online surveys completed by all graduate students who complete their degree programs (inquire at the School of Graduate Studies) as well as 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 constituencies, including students, graduate faculty, 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: Respond to the following trend data for the program:

1. Number of students enrolled each fall for each of the past five years.* Data available at: http://www.uww.edu/registrar/statistics.php

2. Number of degrees granted each year for the past five years.* Data available at: http://www.uww.edu/registrar/statistics.php

   * Explain reasons for fluctuations in any or the above. Also discuss whether these data reflect vitality and sustainability in your program.

3. To what extent does the composition of students in the program reflect the diversity of

the University? Describe strategies used in your program to recruit and retain students and enhance diversity among students in your program.

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

5. 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? Provide examples or data to support these claims.

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

1. Summarize and discuss student placement information (data to be provided by the program), including acceptance into other graduate programs and employment.

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

3. If it is appropriate, differentiate in the data between those graduates seeking full-time employment upon graduation and those graduates of the program who are already employed and may be seeking career enrichment opportunities, promotions, new job responsibilities, etc., upon the attainment of the degree.

4. Discuss systematic efforts the program has made for the recruitment of students and the tracking of graduates of the program.

C. Comparative Advantage

1. Identify unique features that set the program apart from other competing programs in the UW System or other colleges or universities in Wisconsin, and/or 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 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 only information from the **past five years** (since the last Audit & Review) in this section.

In this section, you are asked to insert 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. Insert Table 1 listing all faculty and instructional academic staff in your program showing each person's name, rank, years of service, gender, ethnicity, 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. All data should be reported for the review period only.

2. To provide a context for understanding and interpreting the data in Table 1, 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. Insert Table 2 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 2, 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. Insert Table 3 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 3, 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. Insert Table 4 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 4, 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. Insert Table 5 showing the professional and public service activities of faculty (and instructional

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

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 related to professional and public service activities since the previous Audit & Review.

F. Resources for Students in the Program

 1. Discuss the extent to which the department has adequate resources such as personnel, student help, and services and supplies to serve the students in the program.

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 graduate 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.

Appendices: The following appendices must be included as attachments to the self-study:

 Appendix A: Audit and Review Evaluation Report from Last Review and Progress reports (if relevant)

 Appendix B: Electronic copy of Executive Summary/Accreditation Report Summary (if relevant)

 Appendix C: List of Dual-Listed Courses and Graduate Requirements

 Appendix D Learning Objectives with Chart, Table, or Matrix Linking Courses to Learning Objectives

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

 Table 1:   Characteristics of Graduate Faculty
 Table 2:   Teaching Enhancements and learning

Table 3:	Research and Scholarly/Creative Accomplishments
Table 4:	Grants, Contracts, & Gifts
Table 5:	Professional & Public Service

Additional requirements:

- Use 10-point or 12-point font.
- Number all pages of the self-study.
- Add tabs (labeled) to identify each Appendix and attachment.
- Print two-sided.
- Bind with large metal clip only; please do not use spiral bindings or hard binders.
- Provide printed copies of information downloaded from the web; providing the URL is not sufficient.

<u>Copies needed:</u>

- Keep 1 complete package to the department
- 1 complete package to the Dean's office of the college sponsoring the graduate program (send to multiple deans if program crosses colleges) – ***DUE NO LATER THAN OCTOER 1ST***
- 11 complete packages for Graduate Programs– ***DUE NO LATER THAN OCTOER 15th***
- 1 electronic copy of the self-study with all appendices and attachmen to:

> Joan Schrank, Program Assistant
> Associate Vice Chancellor's Office
> Hyer Hall - Room 428

See Table templates below . . .

Table 1: Faculty and Staff Characteristics

Rank/Title	Name	Years*	Gender	Ethnicity	% 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., 2006-2011. Report these same years in Tables 2-5 below.

Table 2: 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 3: 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 4: 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 5: Professional and Public Service

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