###### UNIVERISTY OF WISCONSIN WHITEWATER

**AUDIT AND REVIEW**

###### Accredited Programs Self Study Template

**Date of Evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**This document is to be used to review the self-study questions so you can draft responses in the months ahead of your self-study due date. Closer to your due date, you will receive email notification when the Office of Academic Assessment creates your self-study in the portal. Please follow the email prompts to begin your report and submit the final self-study, including any additional documents you wish to have the review team consider, in the online Audit & Review portal. \*Short Self-Studies follow a different process. Please contact** **caseyk@uww.edu** **for information.**

Those programs in which Audit and Review occur for both the undergraduate and graduate programs 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. Provide a program description, which should include a mission statement if available.
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. Describe the program’s current accreditation status including review cycle and any other relevant information, such as required actions, status updates, or interruptions in your accreditation approval.

**Alignment within the University**

1. Provide a brief paragraph describing how the program contributes to the Mission of UWW. UW-W’s Mission Statement is located at: <http://www.uww.edu/strategic-plan/mission-vision-value>.
2. Describe how the program contributes to the values and strategic priorities of the institution.
3. [Undergraduate Programs] Describe how the program supports general education and/or 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. Please refer to the general education goals for guidance: <https://www.uww.edu/gened/goals-outcomes>

#### Program Goals and Accomplishments

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?

## Curriculum

1. In order to familiarize the reviewers with the program under review, provide a brief description of the curricular scope and sequence.
2. Indicate which of the following High Impact Practices (HIPs) are available to students and relevant to your program. Provide as much detail as possible in the description text boxes including participation numbers where available.

#### Assessment of Student Learning

1. Upload the program’s assessment plan using the UWW Assessment Plan Template. If your accrediting body expects a different format, you may upload that document.Provide a brief summary of the plan.
2. [Undergraduate Programs] Select the Essential Learning Outcomes (ELOs) that your program Student Learning Outcomes (SLOs) align with. Type the SLO in the textbox next to the ELO box. Note: not every SLO needs to align with an ELO.
3. [Graduate Programs] Complete the table below to indicate how your program’s SLOs of other objectives align with the Master’s Level Essential Learning Outcomes from the Graduate School.

# Student Enrollment, Retention, and Graduation

Program data related to many of the questions below can be found on the [Audit and Review Dashboard](https://www.uww.edu/irp/dashboards).

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.

2. How does the program’s structure and processes support retention and student progress?

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

1. How successful are your students in finding jobs after graduation?
2. What are the projections for finding jobs with program degrees in the future?
3. Identify unique features that set the program apart from other competing programs in the UW System, or other comparable colleges and universities.

#### Faculty and Staff Characteristics

1. Identify anticipated staffing changes or areas of need since the last program review, and how these will affect the program.
2. Are there factors affecting the ability to recruit and retain outstanding faculty in your program?

#### Student Resources

1. Does the program have adequate facilities, equipment, technology, and library holdings available for the purposes of supporting a high-quality program?

**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 representative) have for the programs discussed 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.

**Submission Instructions and Due Dates:**

Submit self-studies using the online submission portal. Program Coordinators 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.

Use the portal to enter responses to each question, upload files related to questions and any other relevant documents.

***Complete your self-study by October 1.*** 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.

***Submit to the Office of Academic Assessment by November 1.*** 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 a self-study has been submitted to the A&R Committee

***QUESTIONS?***

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**Department/Program Assessment Plan Template**

Overview: This template provides guidance to programs when creating their assessment plans. Some sections provide example items to use as needed when writing program-specific plans.

|  |  |
| --- | --- |
| Department/Program |  |
| Department Chair |  |
| Lead person (or team) |  |
| Date updated/submitted |  |

1. STUDENT LEARNING OUTCOMES (SLOs)

Definition of SLO: Statements that specify what **students** will know and demonstrate when they have completed or the program/emphasis/minor. Learning outcomes should be specific to content, measurable, ambitious, and time bound.

Please indicate at least one differentiating SLO for each program emphasis (if applicable).

Example of SLO: *Teacher candidates will distinguish between the different levels of learning among students with disabilities and describe how to best support their individualized needs through differentiation*.

Example of SLO: *Students will integrate human anatomy and physiology concepts, and demonstrate ability to design programs that will optimize health and performance.*

Our program learning outcomes are as follows *[3-8 recommended]*:

|  |  |
| --- | --- |
| SLO 1 |  |
| SLO 2 |  |
| SLO 3 |  |
| SLO 4 |  |
| SLO 5 |  |
| SLO 6 |  |
| SLO 7 |  |

Some program SLOs should align with Essential Learning Outcomes (ELOs), and programs may have additional, unique SLO topics. The ELO topics are:

1. Knowledge of human cultures and the physical and natural world
2. Intellectual and practical skills
3. Personal and social responsibility
4. Integrative and applied learning
5. LEARNING OPPORTUNITIES.

Use a “curriculum map” to illustrate which courses and requirements help students meet the intended outcomes. An “I” on the curriculum map indicates where the program plans to introduce students to each SLO. A “D” on the curriculum map indicates where the program plans to provide opportunities for students to develop SLOs. An “A” on the curriculum map indicates when the program plans to assess each learning outcome.

Sample curriculum map:

*The program’s courses are listed in the top row, and SLOs are listed in the first column. In addition, programs are encouraged to identify the signature assessments used to evaluate student learning.*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SLO | 150 | 201 | 230 | 320 | 355 | 365 | 410 | 440 | 480 | 493 |
| 1 | I |  |  | D |  |  |  | D, A1 |  |  |
| 2 |  | I |  |  | D |  |  | D, A4 | A2 |  |
| 3 | I |  |  | D |  | D |  |  |  | A6 |
| 4 |  | I, A5 |  |  |  |  |  |  | A5 |  |
| 5 | I |  |  | D |  |  | A4 |  |  | A3 |
| 6 |  |  | I |  |  | D |  |  |  | A1 |
| 7 |  |  | I |  |  |  | D | A1 |  | A3 |

Example signature assessments:

A1) Artifact in portfolio

A2) Capstone exam

A3) Internship supervisor’s student evaluation

A4) Course-based exam

A5) Writing analysis with common rubric

A6) Alumni survey

1. TIMELINE

Complete a timeline that indicates the programs plan to assess the SLOs and who will lead the work for the specified outcome. SLOs can be assessed on a rotational basis.

|  |  |  |
| --- | --- | --- |
| SLO | When assessed: | Team member responsible: |
|  |  |  |

1. ASSESSMENTS

Describe the measure/process used to assess SLOs, and the criterion for performance.

|  |  |  |
| --- | --- | --- |
| **SLO** | **Measure or assessment tool and process used to evaluate** | **Criterion**  |
| 1 | *Example: capstone writing assignment, sample scored using writing matters rubric in final semester*  | *Example: Students score X or above to be determined proficient* |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

1. FINDINGS

Briefly describe the results of the information collected from the assessments in #4 (*What are the implications of the findings? Are students achieving expected learning outcomes?)*. How will the program use the results for program growth and improvement?

|  |  |
| --- | --- |
| SLO 1 | Example: *During pre- and student-teaching semesters, Cooperating Teachers and University supervisors evaluate teacher candidates (TC) on their attitudes, skills, and competencies related to being a responsible professional, see attached form (SLO 5). TC are evaluated on a 0 – 4 scale, from no basis for judgment (0) to advanced (4). Faculty and program coordinators use these data as an indicator of TC development as a teacher throughout their program of study. TC generally improve throughout the program and that improvement is evident by increased scores from pre- to student-teaching field experiences. However, if a student does not make progress on these standards throughout their program, the University Supervisor and/or Cooperating Teacher initiates the programs remediation process.* *The Special Education program reports 2% of students have participated in the remediation process, which means the majority of candidates are performing at the basic (2) to advanced (4) levels, as expected of candidates upon completion of an initial preparation program. Of those who do participate in remediation, 75% successfully complete student teaching.*  |
| SLO 2 | Example: *The results of the capstone exam were slightly below our criterion (74% students scored 80 or higher on the capstone exam, and the criterion, based on national standards, was 80% scoring 80 or higher). A detailed analysis of the capstone results demonstrated that students struggle in particular with X concepts. As a result, the program faculty plan to revise the content in course # 230, requiring more foundational knowledge to better prepare students for the higher-level courses.*  |
| SLO 3 |  |
| SLO 4 |  |
| SLO 5 |  |
| SLO 6 |  |
| SLO 7 |  |

1. ACTION PLAN

The action plan should include the specific actions individuals in the program will take to make changes to the program based on assessment results. Include the timeline and people responsible for each action.

|  |  |  |
| --- | --- | --- |
| Action Items | Team member responsible: | Timeline: |
|  |  |  |