

## **UWW Graduate Audit & Review**

### **Self-Study Report Instructions**

**Note: If your program is accredited, please meet with the Director of Academic Assessment in order to identify components of accreditation reports that can be copied and pasted into the Audit & Review self-study report.**

#### **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.
4. Dual-Listed Courses delineating graduate expectations if any.
5. Student enrollment and graduation data. (uploaded by Department of Academic Assessment)
6. Faculty and Staff Information Table.
7. Department promotion and tenure standards and post-tenure expectations.

#### **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.
2. 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 <http://www.uww.edu/gradstudies/>
3. 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).
4. 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?

5. List the recommended actions made in the previous Audit and Review evaluation and discuss how the program has responded to these recommendations. **(corresponds with Uploads section 1)**

6. Is the program accredited?

If Yes- please name the accrediting body. In what year is your next accreditation report due? Please provide a brief overview of the advantages/benefits of holding accreditation.

If No- Is accreditation available for your program? If accreditation is available but the program is not accredited, discuss why accreditation is not preferred, required, or obtainable at this time.

**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. Please select one objective from Goals 1 or 2, and one or two other objectives of the Strategic Plan the program supports. UW-W’s Strategic Plan is available at: <http://www.uww.edu/strategic-plan>. Provide an example of how the program contributes to each selected Goal and Objective.

Goal	Objective	Choose 2-3 objectives the program supports (must include 1 from Goals 1 or 2)	Provide an example of how the program contributes to the selected goal/objectives
Goal 1: We will improve student access and success.	<i>Objective 1 - We will recruit a larger and increasingly diverse undergraduate and graduate student body.</i>		
	<i>Objective 2 - We will improve the retention and graduation success of all students, including our first-time freshmen, transfer students, and graduate</i>		

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	<i>students, and significantly narrow the retention and graduation equity gaps.</i>		
Goal 2: We will foster diversity and inclusion.	<i>Objective 1 - We will create a comprehensive diversity assessment to gauge campus climate and cultural competency.</i>		
	<i>Objective 2 - We will augment and strengthen an intentional inclusive campus culture where individuals feel valued.</i>		
Goal 3: We will transform lives and impact society.	<i>Objective 1 - We will provide high-quality academic programming that prepares our graduates to become lifelong learners who lead successful lives and productive careers and to make positive contributions to the State of Wisconsin, to our nation, and to the world.</i>		
	<i>Objective 2 - We will provide experiences that enhance student learning and development.</i>		
	<i>Objective 3 - We will recruit, retain, and support talented and diverse faculty and staff who are committed to challenging and empowering students to reach their fullest potential.</i>		
Goal 4: We will strengthen our resources.	<i>Objective 1 - We will optimize the use of our resources and expand and diversify our sources of revenue.</i>		
	<i>Objective 2 - We will enhance our operational efficiency and effectiveness.</i>		
Goal 5: We will deepen partnerships and relationships.	<i>Objective 1 - We will seek opportunities to build new partnerships with community, business, and governmental organizations in support of our mission.</i>		
	<i>Objective 2 - We will enhance existing relationships with alumni, emeriti, friends, and other partners.</i>		

Goal 6: We will celebrate the accomplishments of our campus community.	Objective 1 - We will enhance the way in which we tell the story of our programs, faculty, staff, students, emeriti, and alumni achievements.		
	Objective 2 - We will strongly articulate and demonstrate the value of the university to the region, state, and beyond.		
	<i>Objective 3 - Shared governance - We make decisions based on strategy, evidence, and transparent, collegial dialogue and we hold one another accountable.</i>		

**Program Goals & 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?
2. 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?
3. Describe the program’s processes for setting goals, and gathering and reviewing data for assessing program goals.
4. List any special recognitions or awards that the program or individuals (faculty, staff, students, program as a whole) earned during the review period.

**Curriculum (corresponds with Uploads section 2)**

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.) 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.

*(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 and 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?)*

3. List any changes made or planned changes to the curriculum during the review period (new courses, dropping courses, changing/requiring prerequisites, etc.)
4. 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.
5. 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 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.		

<p>Effective oral communication and interpersonal skills that support successful interaction with colleagues and professionally relevant constituents.</p>		
<p>A capacity to recognize ethical challenges relevant to disciplinary practice and the ability to articulate and justify a professional response.</p>		
<p>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.</p>		
<p>Recognition of the need for continuous professional development through self-directed learning and on-going engagement with colleagues and other professionals.</p>		

2. Please present your program’s complete assessment plan in **Uploads section 2**. A template is available from the Office of Academic Assessment. If you use a different template be 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 systematic efforts, such as regularly-scheduled orientation meetings, departmental newsletters, etc.*

**Student Recruitment, Enrollment, Retention, and Graduation (corresponds with Uploads section 5)**

**Trend Data**

- 1) Referring to the data provided in **Uploads section 5**, please address the following:
  - a) Describe the 5-year enrollment trends and explain likely reasons for fluctuations.
  - b) Discuss how these data in question 2.a. reflect vitality and sustainability in the program.
  - c) 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?
  - d) Discuss the extent to which students are able to enroll in the classes they need to proceed through the program without delaying their graduation.
  - e) Describe efforts made by the program to engage underrepresented communities within the university.
  - f) To what extent does the composition of students in the program reflect the diversity of the University?
  
2. 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: Identify career opportunities available for graduates of the program**

1. Discuss student placement information from the report that Career and Leadership Development provides.
  
2. Summarize and discuss Wisconsin employment projections by the Bureau of Labor Statistics or other agencies/indicators of employment trends.
  
3. Discuss systematic efforts the program has made for the recruitment of students and tracking of graduates in the program.
  
4. 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 Resources**

1. Upload Faculty and Staff Table in **Uploads Section 6**. An example template 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 from the last Audit & Review, and how have 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.

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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.

**Upload 6- Faculty and Staff Table**

Rank/Title	Name	Years*	Gender	Ethnicity	% Appointment	Typical Courses
<b>Professors</b>						
<b>Assoc. Professors</b>						
<b>Assist. Professors</b>						
<b>Acad. Staff</b>						
<b>Others</b>						

\*For "Years," report the range of years the person served in the department/program during the review period, e.g., 2006-2011.