

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

**Program Title:** \_\_\_\_\_ **Review Date:** 2019-2020

**Use this document to review the questions asked and develop drafts of your responses. The final self-study, including any additional documents you wish to have the review team consider, must be submitted in the online Audit & Review portal. Full instructions for entering your self-study into the portal are available in the document “How to Use the New Self-Study Submission Portal” (<https://www.uww.edu/acadaff/assessment/audit-and-review>).**

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 from last review as Uploaded Document A in Question I.A.4. [Note: accessible under “Departments, programs, and due dates” at: <http://www.uww.edu/assessment/audit-and-review>].*

*Upload as an electronic file a summary of any accreditation that the program has attained as 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 “Data and Information for Self-Studies” at the Audit & Review website (<http://www.uww.edu/assessment/audit-and-review/self-study-data-info>)*

## **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>.
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 of Inclusive Excellence (IE). Follow this link to find the IE goals: <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 from the previous Audit and Review Evaluation and overview 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, upload reports with this question.

### **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. Describe the process for setting goals, gathering and reviewing data for assessing program goals, and making decisions about changes to the program.
3. 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.
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 or individuals (faculty, staff, students, program as a whole) 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.

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

## **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.

*(Upload a list of all dual-listed courses delineating graduate expectations as Uploaded Document C. 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. 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 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. Upload this list as 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 Uploaded Document 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. Create a separate table that shows how the program’s learning outcomes align with the Master’s-Level Education Learning Outcomes (MELOs). You can find a suggested table at the end of this document, and a link to the MELOs can be found at <http://www.uww.edu/gradstudies/about>. 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. 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.
5. 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. 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. Use the data in *Document E* (this has already been emailed to the identified self-study author by the Office of Academic Assessment)

1. Number of students enrolled each fall for each of the past five years and number of degrees granted each year for the past five years. (Data also available within the Audit and Review Dashboard at: <http://www.uww.edu/irp/dashboards>)

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

2. 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.
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.
4. 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 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, 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 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 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 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 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.

**Uploaded documents: The following documents must be uploaded to the appropriate section of the self-study:**

<b>Uploaded Document A</b>	Audit and Review Evaluation Report from Last Review and Progress reports (if relevant)	<i>Section I.A.4.</i>
<b>Uploaded Document B</b>	Electronic copy of Executive Summary/Accreditation Report Summary (if relevant)	<i>Section I.B.6.</i>
<b>Uploaded Document C</b>	List of Dual-Listed Courses and Graduate Requirements	<i>Section II.A.2.</i>
<b>Uploaded Document D</b>	Learning Objectives with Chart, Table, or Matrix Linking Courses to Learning Objectives	<i>Section II.B.1</i>
<b>Uploaded Document E</b>	Data provided by the Office of Academic Assessment ( <i>This has already been emailed to the identified author of the self-study</i> )	<i>Section III.A</i>

**Tables: The following tables must be uploaded to the appropriate sections of the self-study:**

<b>Table 1</b>	Master’s-Level Educational Learning Outcomes Alignment Table	<i>See table template on page 9; section II.B.2</i>
<b>Table 2</b>	Characteristics of Graduate Faculty	<i>See table template on page 10; section IV.A.1</i>
<b>Table 3</b>	Teaching Enhancements and Learning	<i>See table template on page 11; section IV.B.1</i>
<b>Table 4</b>	Research and Scholarly/Creative Accomplishments	<i>See table template on page 12; section IV.C.1</i>
<b>Table 5</b>	Grants, Contracts, & Gifts	<i>See table template on page 13; section IV.D.1</i>
<b>Table 6</b>	Professional & Public Service	<i>See table template on page 14; section IV.E.1</i>

**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](mailto:assessment@uww.edu)

**See Table templates below . . .**



**Table 1:** Master’s-Level Educational Learning Outcomes Alignment Table

Please complete this table to show how your student learning outcomes align with the Master’s Essential Learning Outcomes. The third column (on assessment measures) is optional. Include this table (or tables) in Upload D of your self-study.

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

Master’s Essential Learning Outcomes	Aligned with which Program Student Learning Outcomes	Assessment Measures (Optional)
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 professionals.		

**Table 2:** Faculty and Staff Characteristics

<b>Rank/Title</b>	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. Report these same years in Tables 2-5 below.

**Table 3:** Enhancing Teaching and Advising

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

**Table 4:** Research and Other Scholarly/Creative Accomplishments

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

**Table 5:** External Funding

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

**Table 6: Professional and Public Service**

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