

# Program Review

Advancing the Quality of  
Academic Programs, Student Learning,  
and the Student Experience

Jocelyn Milner and Sarah Kuba  
Academic Planning and Institutional Research  
Marty Gustafson and Kelly Haslam  
Graduate School

# Overview of Program Review Presentation

- Policy Highlights for Program Review
- Program Review Process
  - Self-Study Steps
  - Interaction with Review Committee
  - Governance Steps
  - Post-Review Success
  - Questions
- Data to support program review
  - Questions

# Policy Highlights of Program Review: Basics

- Each program is reviewed AT LEAST ONCE every 10 years; with work beginning no later than October of year 8
- New programs are reviewed after 5 years; then every 10 years
- Types of programs reviewed
  - Degrees/Majors
  - Named Options
  - Certificates
  - Doctoral Minors

# Program Review helps us Maintain our Status as an Institution of Excellence

- It advances the quality of programs, student learning, and the student experience
- Opportunity to examine and build upon:
  - Disciplinary and workforce trends
  - Student needs and interests
  - Program learning goals and requirements
  - How students best learn and succeed in a program
  - How to effectively deliver and manage a program
  - Stewardship of resources

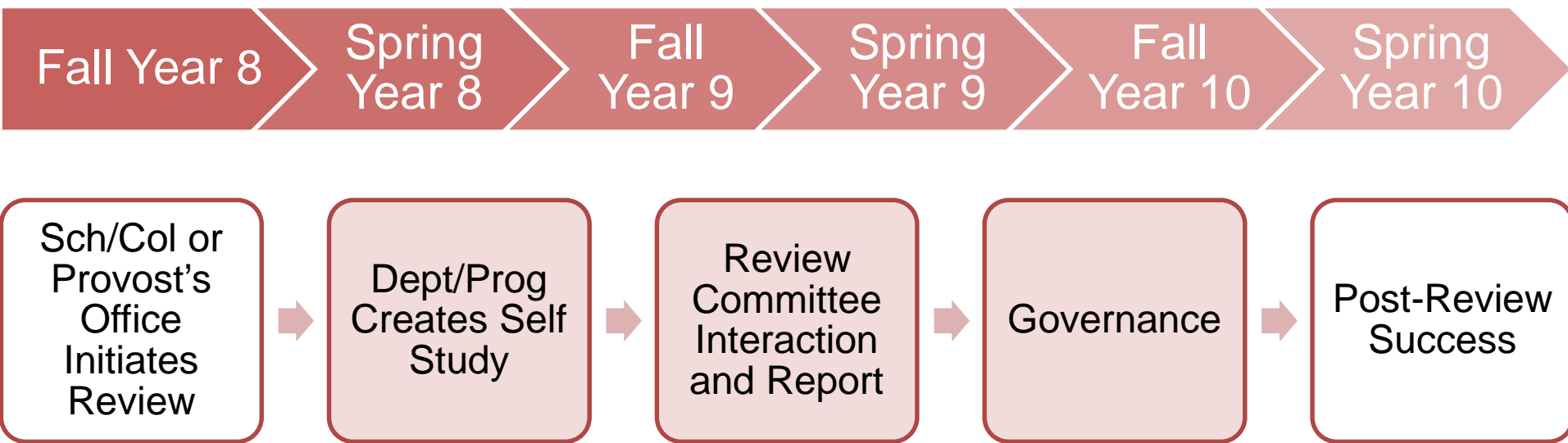
# Program Review Also Helps us Meet Requirements

- Institutional Accreditation (Higher Learning Commission):
  - Criterion Four, component 4.A. “The institution demonstrates responsibility for the quality of its educational programs.” Subcomponent: The institution maintains a practice of regular program review.
- Board of Regents & UW System
  - Institutions are responsible for determining and maintaining quality of programs through regular assessment and review.

# What is a successful review?

- Myth: Everything about program is perfect and great
- Success is
  - One where program focuses on students
  - One where program learns and grows
  - One where program is receptive to ways of becoming better
  - One where program takes active steps toward positive change
- Program initiates own improvements based on self-study and program review report
- Program provides timely follow-up on requested action items from school/college dean and/or GFEC

# The Program Review Process Has Three Main Phases for Departments/Programs



Fall Year 8

 Spring  
Year 8

 Fall  
Year 9

 Spring  
Year 9

 Fall  
Year 10

 Spring  
Year 10

 Sch/Col or  
Provost's  
Office  
Initiates  
Review

 Dept/Prog  
Creates Self  
Study

 Review  
Committee  
Interaction  
and Report

Governance

 Post-Review  
Success

- Provost gives list of programs to School/College Dean ready for review charge
- By October 1, School/College Dean charges department/program to create a self-study
- Department/Program creates self-study and sends to School/College Dean, usually by February 1





- Reviews are a faculty-led effort, and benefit from collaboration with all faculty, staff and students.
- One person can coordinate, but greater insights are possible when whole program participates
- Several possible models (consider strategies from multi-person articles or research projects; or collective accreditation processes)

# Creation of Self-Study: Content Basics

- Length: 15-25 pages not including appendices
- Reviews should be focused on the Student Experience and Student Learning
- There is a self-study template!
  - <https://kb.wisc.edu/vesta/template-self-study>
  - Use unless your school/college has a different template
  - Your school/college may ask you to address additional items not in template (such as dept. issues)

# Creation of Self-Study: Data Resources

- Self-study should be informed by data as much as possible
  - Links to data in almost every part of the self-study template
  - Demonstrations at the end of this presentation
- Data should come from standard data resources
- Do not recreate data that is already readily available from campus sources
  - Reduce time and work; focus on what data mean instead of collecting data
  - May not meet campus data standards/definitions
  - Campus leaders will question use of non-campus data

# Creation of Self-Study: Template Overview

- Previous program review recommendations
  - *Summarize recommendations from the previous program review and how they were acted upon.*
- Overview of Program
  - *Describe the current – not historical - mission and goals of the program and how its structure (both of the program and of its governance) support them.*
- Program Assessment and Evaluation
  - *Describe the program's learning outcomes and assessment plan, and summarize its annual assessment reports. Evaluate how the program is engaged in a coherent process of continuous curricular and program improvement.*

# Creation of Self-Study: Template Cont.

- Recruiting, Admissions, and Enrollment
  - *Analyze current practices and trends to determine if enrollment levels are consistent with plans and program resources. Discuss relevant program data.*
- Advising and Student Support
  - *Discuss the process by which students get regular advising and accurate program information.*
- Program Community and Climate
  - *Where applicable, evaluate exit survey and climate survey data. Describe the efforts taken to foster overall program diversity, a climate of respect and inclusion, and a sense of community.*

# Creation of Self-Study: Template Cont.

- Degree Completion and Time to Degree
  - *Referencing relevant data and campus goals, describe efforts to help students make timely progress to degree.*
- Career Services and Post-Graduation Outcomes
  - *Evaluate student career outcomes, exit survey, and alumni survey data, and reflect upon how these outcomes are consistent with program goals.*
- Funding (for graduate programs)
  - *Discuss the program's student funding data and mechanisms, along with any goals for providing funding guarantees. Include a discussion of funding issues.*

# Creation of Self-Study: Template Cont.

- Professional Development and Breadth (for graduate programs)
  - *Discuss the professional development opportunities of graduates and PhD minor requirements.*
- Overall Analysis
  - *Outline key findings from the self-study, including primary program strengths and challenges, and priorities the program has identified for improvement.*



- The School/College Dean reviews the Self-Study, and if acceptable, the Dean's Office charges a review committee to complete a review report, usually by October 1
- Review committee members must be external to the program; external to UW-Madison is not required, but may be helpful
- Review committee reviews the self-study and often meets with the program and students
- Review committee submits review report to School/College Dean, usually by June 1



# Role of Program: Interaction with Committee

- Program is copied on Dean memo to review committee and learns committee members
- Be ready for contact with committee chair
- Program facilitates the logistics of requested meetings between the review committee and program constituencies such as:
  - Program leadership
  - Students
  - Program staff and faculty

## Role of Program: Interaction w/ Committee Cont.

- Program should be diligent to have representative samples for meetings
  - To ensure all voices are heard (students, staff, and faculty)
  - Meeting attendance is strongly encouraged, if not expected
  - For example, students should vary by years in program, demographic groups, and program tracks.
- Program also promptly responds to committee requests for additional information or data

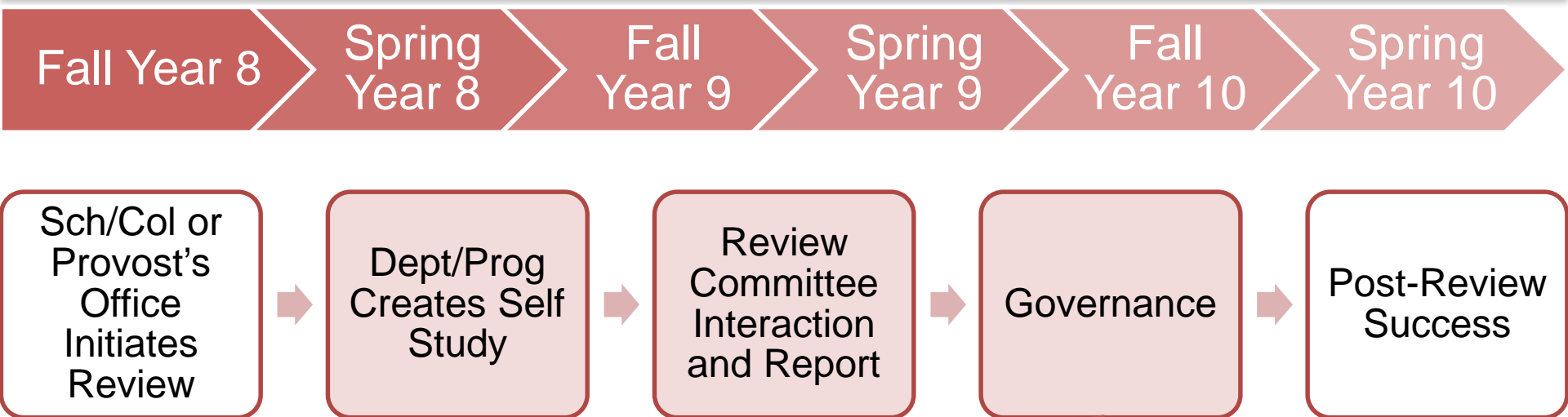


First Stop for Governance: School/College

- The School/College Dean reviews the committee report, and if acceptable, the review report is shared with the program and School/College APC
  - Program may respond to Dean with corrections on statements of fact
  - Depending on school/college, program may/must also address steps (to be) taken on recommendations

# School/College Governance

- School/College Dean sends final summary report memo (including any recommended actions) and committee review report to
  - Provost
  - Graduate School (for graduate programs)
  - Department/Program
- Public documents include
  - School/College Dean summary report memo
  - Committee review report
  - Program response (if there was one)



### Final Governance: Campus

- Graduate program reviews are presented at the Graduate Faculty Executive Committee (GFEC)
  - Graduate School Dean sends summary memo (including any recommended actions) to the Department/Program, School/College Dean's Office, and Provost
- Provost tracks completion of reviews and submits annual review report to University Academic Planning Council (UAPC) and UW System/Board of Regents

# Pause for Questions, Discussion on Program Review Process

# Use Campus Data!

- Do not recreate data that is already readily available
  - Reduce time and work; focus on what data mean instead of collecting data
  - May not meet campus data standards/definitions
  - Campus leaders will question use of non-campus data
- Campus data should be used to inform BOTH
  - Program review
  - Annual and ongoing assessment efforts
    - Assessment of learning outcomes
    - Development/execution of assessment plans

# Self-Study Template

## Part D. Recruiting, Admissions and Enrollment

### 1. APIR Student Enrollment, Degrees/Awards

<https://apir.wisc.edu/students/>

- Enrollments by department, major, and certificate
- Course history (currently see [dataviz.wisc.edu](https://dataviz.wisc.edu))
- Degrees

### 2. Graduate Student Program Pages

<https://tools.grad.wisc.edu/mas/>

- Provides historical reports on data applicants, admits and enrollments (to be updated)



# Self-Study Template

## Part E. Advising and Student Support

### 1. National Survey of Student Engagement

<https://apir.wisc.edu/students/nsse/>

- Assesses undergraduate student involvement in practices associated with high levels of learning.

### 2. Graduate Student Doctoral and Master's Exit Survey

<https://kb.wisc.edu/gsadminkb/page.php?id=56327>

- Provides data on graduate student satisfaction with advising, mentoring, and student services

### 3. Data Center in SIS

<https://kb.wisc.edu/helpdesk/page.php?id=72755>

- Provides lists of assigned advisees, probation status, and other student queries

# Self-Study Template

## Part F. Program Community and Climate

### 1. National Survey of Student Engagement

<https://apir.wisc.edu/students/nsse/>

- Assesses undergraduate student involvement in practices associated with high levels of learning.

### 2. Graduate Student Doctoral and Master's Exit Survey

<https://kb.wisc.edu/gsadminkb/page.php?id=56327>

- Provides data on graduate student program, university climate, communities, and experiences.

# Self-Study Template

## Part G. Degree Completion and Time to Degree

1. Trends in Degrees and Related Data  
<https://apir.wisc.edu/students/>
2. Trends in Undergraduate Time-to-Degree <https://apir.wisc.edu/students/>
3. Courses Completed by Bachelor's Recipients <https://dataviz.wisc.edu>
4. Ph.D. Retention / Completion Rates and Time-to-Degree  
<https://apir.wisc.edu/students/phd-outcomes/>
4. Grades and Grading Patterns  
<https://apir.wisc.edu/instruction/grades-and-grading-patterns/>
5. Graduate Student Program Pages  
<https://tools.grad.wisc.edu/mas/>

# Self-Study Template

## Part H. Career Services & Post-Graduation Outcomes

1. Undergraduate Post Graduation Plans  
<https://apir.wisc.edu/students/post-graduation-plans/>
2. Undergraduate First Destinations Survey  
<https://apir.wisc.edu/students/first-destination-survey/>
3. Graduate Student Doctoral and Master's Exit Survey  
<https://kb.wisc.edu/gsadminkb/page.php?id=56327>
  - Provides data on graduate student career services, career advising and mentoring, and post-graduation plans
4. Graduate Student Program Pages  
<https://tools.grad.wisc.edu/mas/>
  - Summarizes data on post-graduation plans, to be updated soon.

# Self-Study Template

## Part J. Funding for Graduate Students

1. Graduate Student Doctoral and Master's Exit Survey  
<https://kb.wisc.edu/gsadminkb/page.php?id=56327>
  - Provides data on graduate student funding appointments and their impact on development
2. Graduate Student Program Pages (update coming soon)  
<https://tools.grad.wisc.edu/mas/>
  - Provides funding mechanisms and 4 year funding rates

# Self-Study Template

## Part K. Professional Development and Breadth for Graduate Students

### 1. Graduate Student Doctoral and Master's Exit Survey

<https://kb.wisc.edu/gsadminkb/page.php?id=56327>

- Provides data on professional development needed and taken during graduate school

### 2. Trends in Degrees and Related Data

<https://apir.wisc.edu/students/>

- Provides doctoral minor award counts

# Thank You!

# Questions?