

## Appendix II. Guidelines for Structuring the Self-Study for a Degree, Major or Named Option

The self-study provides an opportunity for program faculty to think in a focused and strategic way about the value and quality of the programs that are delivered. A self-study should be in the range of 15-25 pages, not including appendices. Programs may include appendices, however, links are preferred, especially for syllabi or CVs. Guiding principles for the self-study include:

- Focusing on the recent past and key points over the past decade as context for present and future improvements
- Concentrating on the academic program and student experience
- Reviewing program learning goals and assessment of learning
- Understanding the current student experience with regard to academics, advising, climate, and career development
- Identifying program strengths and recommendations for improvements.

Program faculty should use standard data sources such as those provided at <https://kb.wisc.edu/vesta/page.php?id=56637> . A self-study template is available at <https://kb.wisc.edu/vesta/page.php?id=63649> . In some cases, a review will need to address specific program or department issues that are outside of these questions. In such cases, the initiating memo from the dean should specify these other program issues.

### Components of the Self-Study

#### A. Response to previous program review recommendations

*Summarize recommendations from the previous program review and how they were acted upon.*

#### B. Overview of the Program

*Describe the mission and goals of the program and how its structure (both of the program and of its governance) support them. Consider the following questions:*

- Provide current degree/major requirements as approved at the school/college level.
- How does the mission of the program fit with the home department/unit, the school/college, and the mission of the university?
- What are the approved learning goals for each of the programs being reviewed (i.e. bachelor's, master's or doctoral degrees)?
- What is the program's structure? For example, is it a single program or does it have informal tracks/concentrations, formal named options or certificates?
- Describe any substantial and structured collaborations with other programs, such as dual, double or joint degrees and benefits of these arrangements?
- If the program is not the only program within the home unit, what are the other programs? If there are several programs in the same academic home, how are they related to one another and what impacts do they have on student learning?
- How do the program's governance model, program committees, and membership criteria lead to active faculty engagement? How does succession planning work for leadership?

C. Program Assessment and Evaluation

*Summarize the assessment plan used to evaluate the extent to which students are meeting program learning goals and how the program is engaged in a coherent process of continuous curricular and program improvement.*

- What has the program learned through assessment of learning goals? Provide key evidence.
- What changes have been made as a result of assessment?
- What are the emerging changes in the discipline? What is being done and can be done to move forward and seize emerging/future opportunities?
- If relevant to the program, how do leaders within industry, business, government, or non-profit organizations become involved in offering advice and perspectives on the program and the curriculum?

D. 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 in the context of the following:*

- Are admissions practices and enrollment levels consistent with plans, program resources, and career outcomes?
- What effort has the department/program made to enhance student diversity (traditionally underrepresented groups in field)? Have those diversity efforts been successful?
- If applicable, what do trends in application volume, admits, and enrolled students signal about program strength? For graduate programs, does the program directly admit students? If so, how does the program ensure student integration and success beyond the admitting advisor?

E. Advising and Student Support

*Discuss the process by which students get regular advising and accurate program information. Reflect upon the following:*

Undergraduate:

- Who does advising for the program? Describe how advisors are hired/selected. How are students transitioned between advisors when personnel changes?
- Describe how students are assigned to advisors. What is the ratio of advisors to students? How often do students to meet with an advisor?
- What other responsibilities do the advisors have in the unit?
- What material is available on the website or in print to support advising of undergraduates? How is that information kept up to date and accurate?
- What [training and professional development](#) is expected and/or supported for advisors? Do advisors make use of the [Advisor Gateway and the Advisor Notes System](#)? How are advisor [performance reviews](#) conducted?
- How is the impact of the advising assessed? Is advising in alignment with [the Guiding Principles](#) and [Core Competencies](#) for Academic Advising?

Post-Baccalaureate:

- How are advisors assigned and matched to students? How many advisees does each faculty member have?
- How often are program contacts and student handbooks updated and made available online? Is the handbook inclusive of program learning goals, program requirements as well as a program-level grievance procedure?
- How are students transitioned between advisors when personnel changes?
- How often and in what manner is satisfactory progress monitored? Do students receive written annual feedback on their academic progress?
- How is the impact of the advising assessed?

F. 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 by considering the following:*

- Discuss efforts to welcome, orient, and retain new students. What is offered to connect students within the program, as well as with the greater campus community?
- What efforts are there to enhance faculty/staff representation of traditionally underrepresented groups in the field? How does the unit rate its ability to attract and retain a diverse faculty/staff?

G. Degree Completion and Time to Degree

*Referencing relevant institutional data and campus goals, describe efforts to help students make timely progress to degree. Include the following in your discussion:*

- Use institutional data sources to examine and evaluate progress to degree metrics and comparison to peers.
- What efforts have been made to improve progress to degree performance and completion rates?
- Do students from educationally underrepresented groups (racial/ethnic minority, low-income, first generation in college) succeed in the program at rates comparable to other students? How are equity gaps addressed?

H. 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.*

- What do students do after graduation? How does the program prepare them for careers or further academic training?
- What career resources are available to students?
- What is the range of student career outcomes, and are these outcomes consistent with program goals? Does the program track the career progression of its graduates?

- I. Overall Analysis of the Self-Study and the State of the Program: outline key findings from the self-study, including primary program strengths and challenges, and priorities the program has identified for improvement.

## **Additional Considerations for Graduate Students**

J. Funding

*Discuss the program's student funding data and mechanisms, along with any goals for providing funding guarantees. Include a discussion of funding issues, such as:*

- How is the program ensuring PhD students have adequate funding and taking steps to provide a multi-year funding guarantee upon admission? Are there opportunities for graduate students to secure individual extramural support? What efforts are made to ensure PhD students have funding?
- To what extent is the program making use of funding for diversity efforts?

K. Professional Development and Breadth

*Discuss the professional development opportunities of graduates and consider the following:*

- How does the program encourage students to participate in professional development opportunities that will enhance their skills and support their career goals?
- What resources and guidance are available for exploring academic and/or non-academic careers?
- How is the program using Individual Development Plans, which are recommended for all graduate students and required for those with NIH funding?
- What opportunities and funding are available to attend and present at professional meetings?
- To what degree does the program offer teaching experience and teaching-related professional development to graduate students?
- How does the typical graduate's program ensure exposure to breadth training? Does the program require a doctoral minor for doctoral students or evaluate other breadth requirements?

### **Appendix III. Guidelines for Structuring the Self-Study for a Certificate Program**

The self-study provides an opportunity for program faculty to think in a focused and strategic way about the value and quality of the certificates that are delivered. A certificate self-study should be in the range of 10-15 pages, not including appendices. Programs may include appendices, however, links are preferred, especially for syllabi or CVs. Guiding principles for the self-study include:

- Focusing on the recent past and key points over the past decade as context for present and future improvements
- Concentrating on the academic program and student experience
- Reviewing program learning goals and assessment of learning
- Understanding the current student experience with regard to academics, advising, climate, and career development
- Identifying program strengths and recommendations for improvements.

A Certificate Self Study Template is available at <https://kb.wisc.edu/vesta/page.php?id=30664> .

Program faculty should use standard data sources such as those provided at

<https://kb.wisc.edu/vesta/page.php?id=56637> . Each certificate must be reviewed separately because each as different target populations, administrative and admissions structures. All program reviews begin with a self-study (completed by program faculty); the focus of a certificate self-study will typically include the following elements:

1. Program Description and Context – include program requirements, mission, learning goals, relationship with other units, and for capstone certificates, links to a graduate program
2. Demonstration of Need and Recruitment/Outreach – include populations targeted, data to demonstrate need, and efforts to recruit/inform students
3. Program Administration and Resources – include a description of academic administration and a description and evaluation of the fiscal model (if appropriate)
4. Advising and Student Services – include processes for monitoring student progress to completion
5. Faculty/Staff Participants – include a list of participating faculty, instructional staff, administrative staff with their role and department affiliation noted
6. Student Enrollment – include total number of students enrolled/declared in the program compared to program enrollment goals; address low enrollment policy (if applicable)
7. Curriculum – include evidence that required courses have enrollment capacity to certificate progress and completion
8. Assessment – includes the assessment plan and a summary of annually conducted assessment activities, including an analysis of the extent to which the program is meeting the learning goals. This assessment evidence should form the basis for any proposals for curricular changes.
9. Program Completion – include comments on number of certificates awarded annually (as recorded by the Office of the Registrar) relative to program goals; for capstone certificates include placement of “graduates.”
10. Overall Analysis of Self-Study and State of the Program – include recommendation and proposals for academic or administrative improvements