



# Supporting Program Review: Using Assessment and Institutional Data

Tuesday, December 3, 2019  
11:45am– 1:00pm  
Memorial Union

Mo Bischof, Associate Vice Provost and Director of  
Assessment

Jocelyn Milner, Vice Provost and Director, APIR

Jenna Alsteen, Assistant Dean, Graduate School

# Session Goals

- Context for Program Review and Assessment
- Program Review Guidelines
- Program Review Self Study – Assessment and Institutional Data and Reports
- Observations, Questions and Discussion

# Session Take-Aways

- Assessment and program review are as much a part of program delivery as instruction and student services
- Use your assessment reports, and other campus-provided data, as a basis for program review
- Use assessment reports and program review as a basis for, evidence for program change, improvement

## Student Learning Assessment

- Student Learning – are students learning what we planned for them to learn?
- Faculty policy, 2015
- On-going, annual reports
- Mostly formative

## Program Review

- Student Experience, Program Health – is the program working meeting expectations?
- Faculty policy, 2013 (Due for revision)
- Periodic – 10 years all programs, 5 years new programs, (3 yr check in for grad programs)
- Formative/Summative

Program quality oversight programs

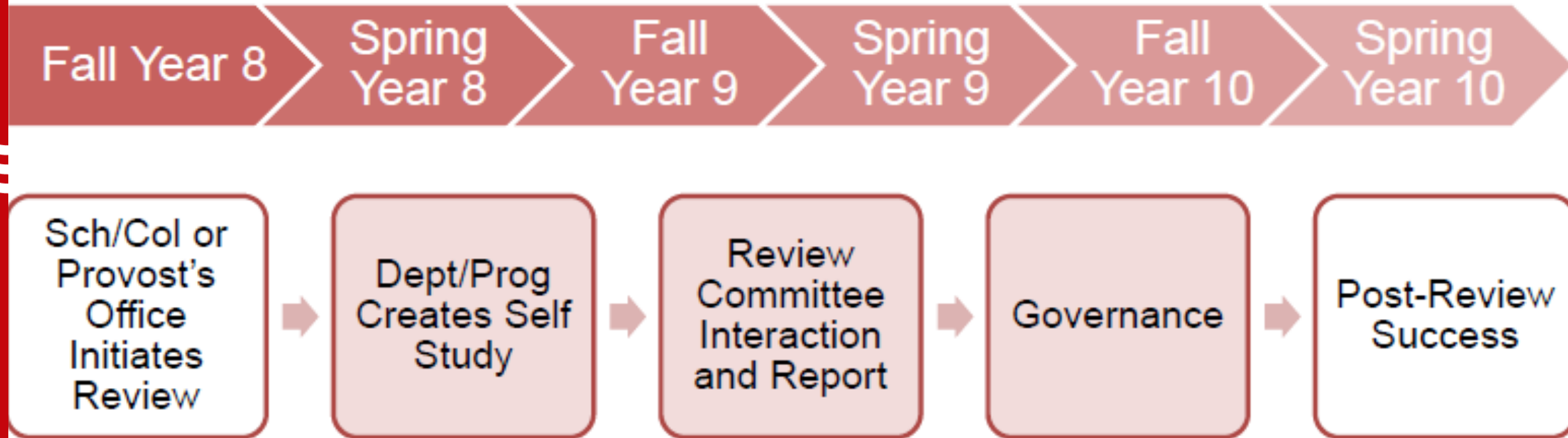
**Student-centered**

Faculty policy – based in BOR and HLC requirements

Basis, evidence for program change



# 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

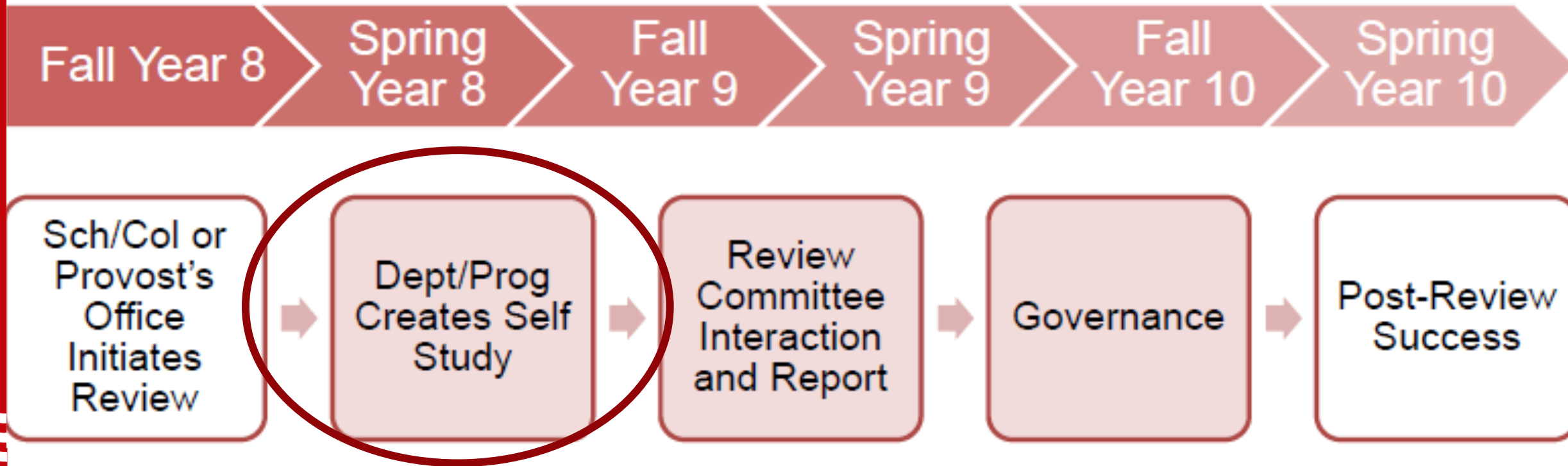


Governance



Post-Review  
Success

- Each May/June APIR/Provost Office sends deans an update on program review status of every program; check in January
- By October 1, school/college deans offices are required to charge programs coming up for review, with copy to APIR and to Graduate School
- Charge includes a date for the program review self-study to be completed, usually the following spring



- Self-study preparation is faculty-led, collaborative with faculty, staff, students
- One person coordinates; insights come from breadth of participation
- Use provided campus template, or template provided by dean's office
- Use assessment reports, campus-provided data

# Self-Study Basics

- Length: 15-25 pages not including appendices
- Course syllabi and faculty CVs NOT REQUIRED
  - Use appendices or links
- There is a self-study template
  - <https://kb.wisc.edu/vesta/template-self-study>
  - Template is annotated with links to data resources
  - Use unless your school/college has a different template
  - Be sure to include Grad School issues where relevant

# Program Review Self Study Outline

- A. Response to previous program review recommendations
- B. Overview of the Program
- C. Assessment and Evaluation
- D. Recruiting, Admissions, Enrollment
- E. Advising and Student Support – Undergraduate, Graduate
- F. Program Community and Climate
- G. Degree Completion and Time to Degree (Low-producing policy)
- H. Career Services and Post-Graduate Outcomes
- I. Overall Analysis and State of the Program
- J. Graduate Students – Funding*
- K. Graduate Students – Professional Development and Breadth*

# Self-Study Template

<https://kb.wisc.edu/vesta/template-self-study>

Self-Study for [Degree name] — [Major]

¶

Date submitted: ¶

Primary Contact: ¶

Department(s)/Academic Unit(s): ¶

School(s)/College(s): ¶

¶

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. ¶
- → How does the mission of the program fit with the home department/unit, the



**Jocelyn Milner**

A self-study should be in the range of 15-25 pages, not including appendices. Programs may want to link to appendices, especially lengthy data reports, syllabi, or CVs ¶

Selected Resources that Support Program Review: <https://kb.wisc.edu/vesta/page.php?id=56637> ¶

¶

The self-study should focus on the most salient events of the past decade and the recent past as it informs future directions for the program. ¶



**Jocelyn Milner**

List all degree/majors, named options, and certificates being studied. ¶

Remember to include PhD minors if relevant. ¶

¶

For certificates, use the Certificate Self-Study Template. ¶

¶

To find the list of programs that belong to a department see ¶

<https://apir.wisc.edu/institution/academic-structure/> ¶

¶



**Jocelyn Milner**

Focus in this section on matters that are distinctive for the program and relevant to program review. ¶

You don't have to answer every question at length.

# Institutional Data and Reports

- A. Response to previous program review recommendations
- B. Overview of the Program

- Prior program review reports
- Guide, <https://guide.wisc.edu/>
- Academic Structure, <https://apir.wisc.edu/institution/academic-structure/>

# Institutional Data and Reports

## C. Assessment and Evaluation

Review prior year's assessment reports in AEFIS.

<https://assessment.provost.wisc.edu/aefis/>

- 2018 - <https://uwmadison.box.com/s/xmws3pdqcxhsijqj5v8d3k3nhqdhdf4>
- 2017 - <https://uwmadison.box.com/s/olsw7u7ij33r6vkmlnjead3vy52u5xyz>

More about annual assessment reports

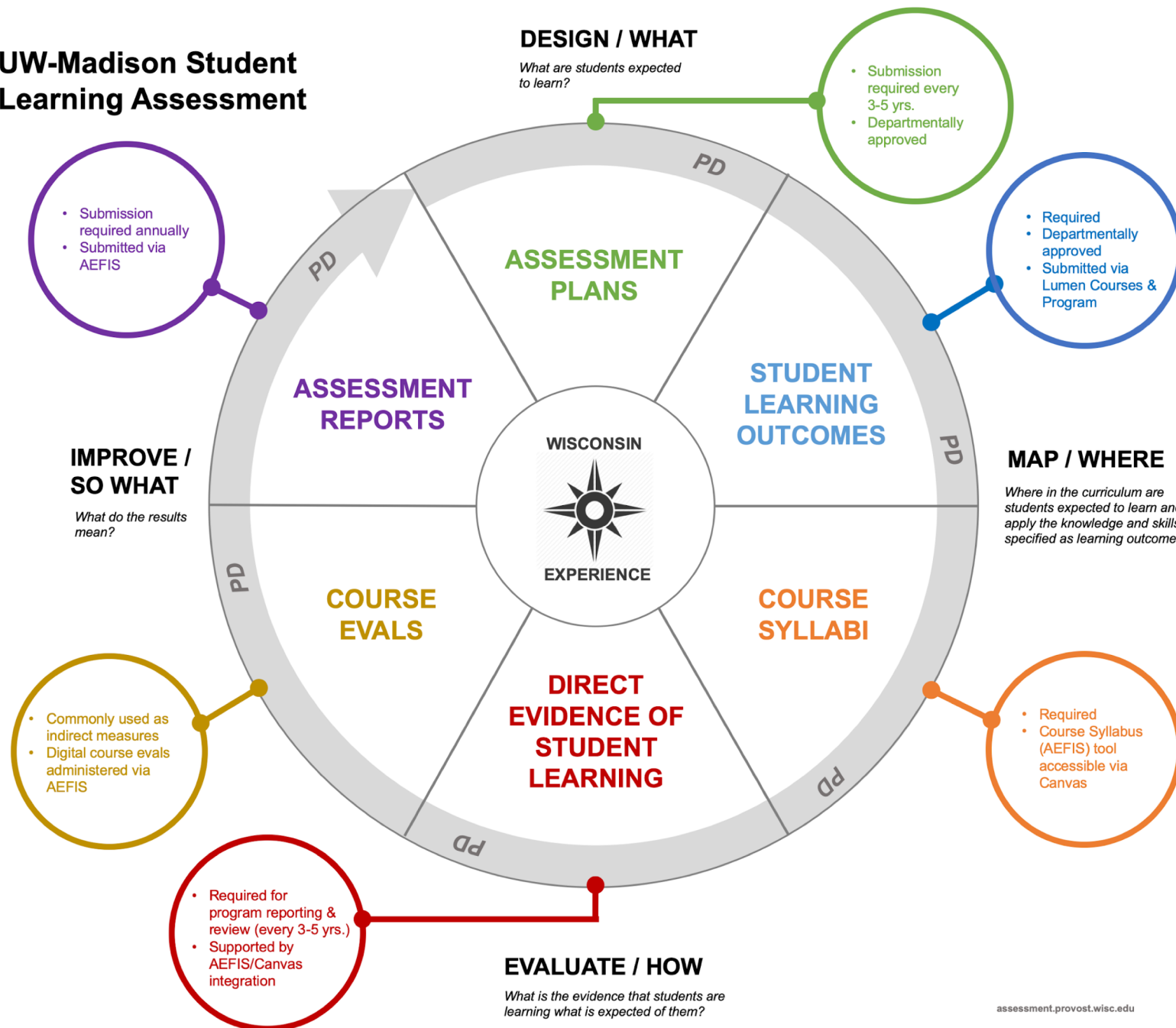
<https://assessment.provost.wisc.edu/annual-assessment-reporting-criteria/>



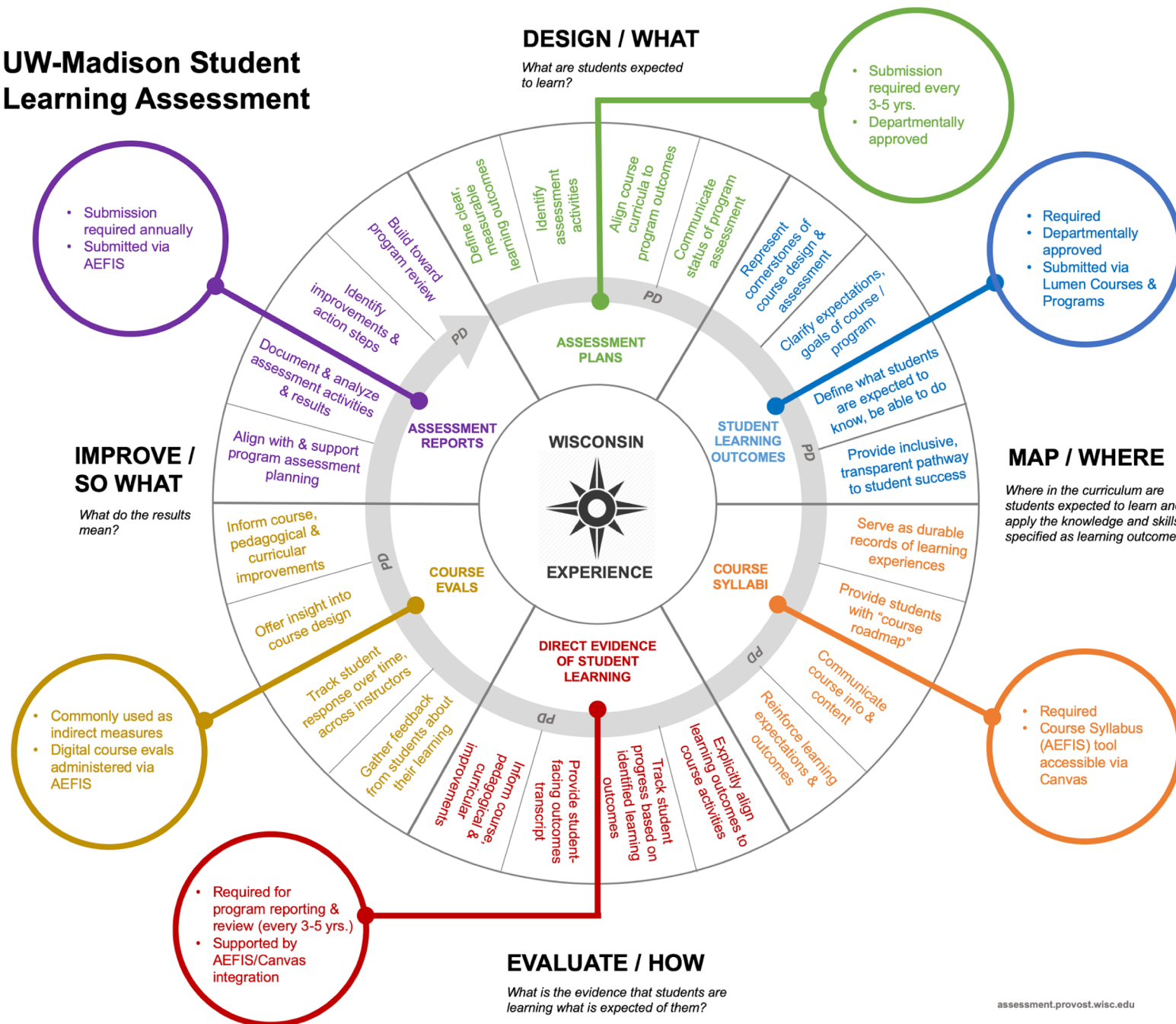
# Elements of Assessment

- **What** – What are students expected to learn?
- **Where** – Where in the curriculum are students expected to learn and apply the knowledge and skills specified as the learning outcomes?
- **How** – How do program faculty know (what is the evidence) that students are learning what they expect them to learn?
- **So What** – After reviewing the assessment findings, determine if students are meeting the expectations. Consider improvements.

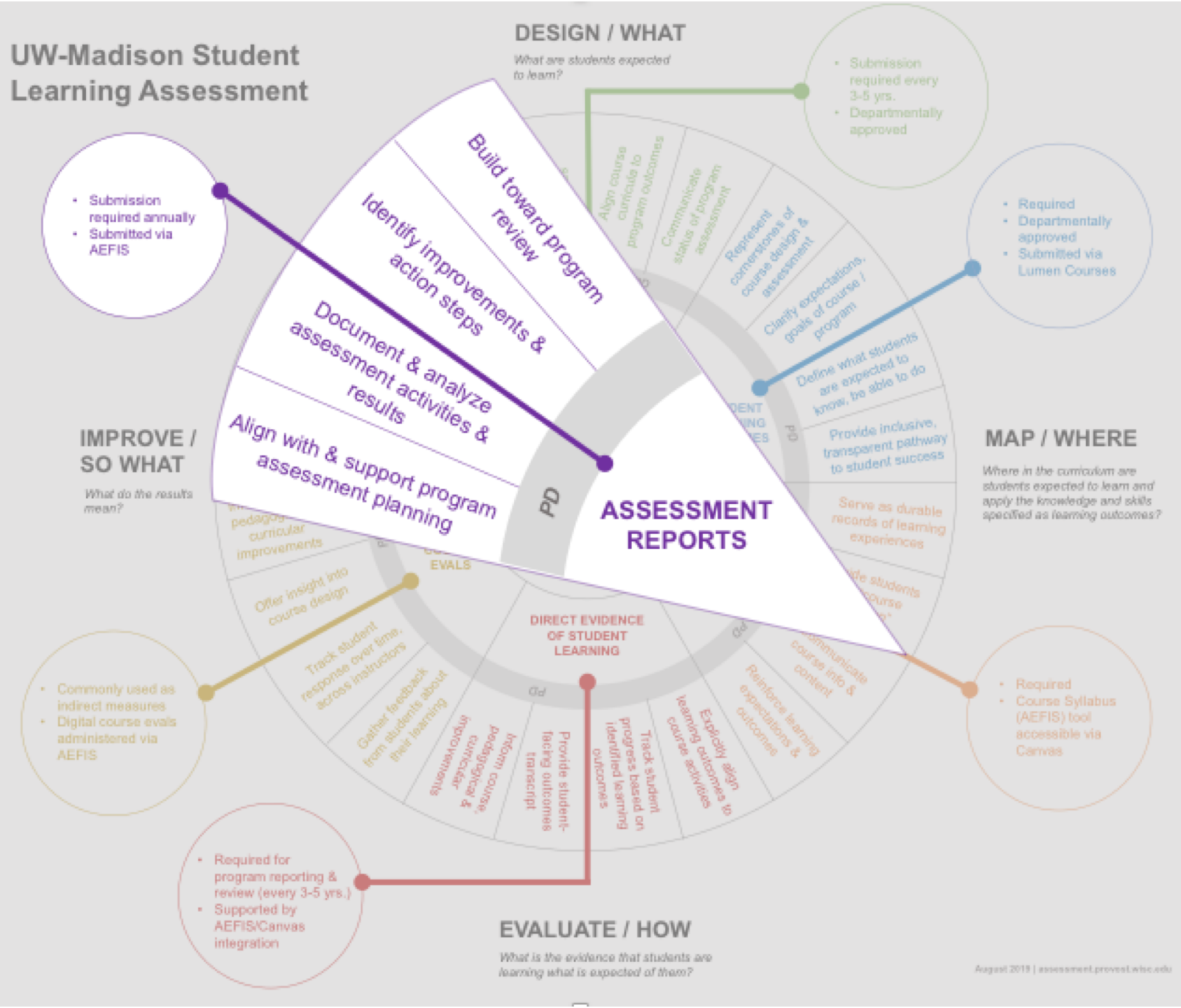
# UW-Madison Student Learning Assessment



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# Elements of Annual Assessment Reporting

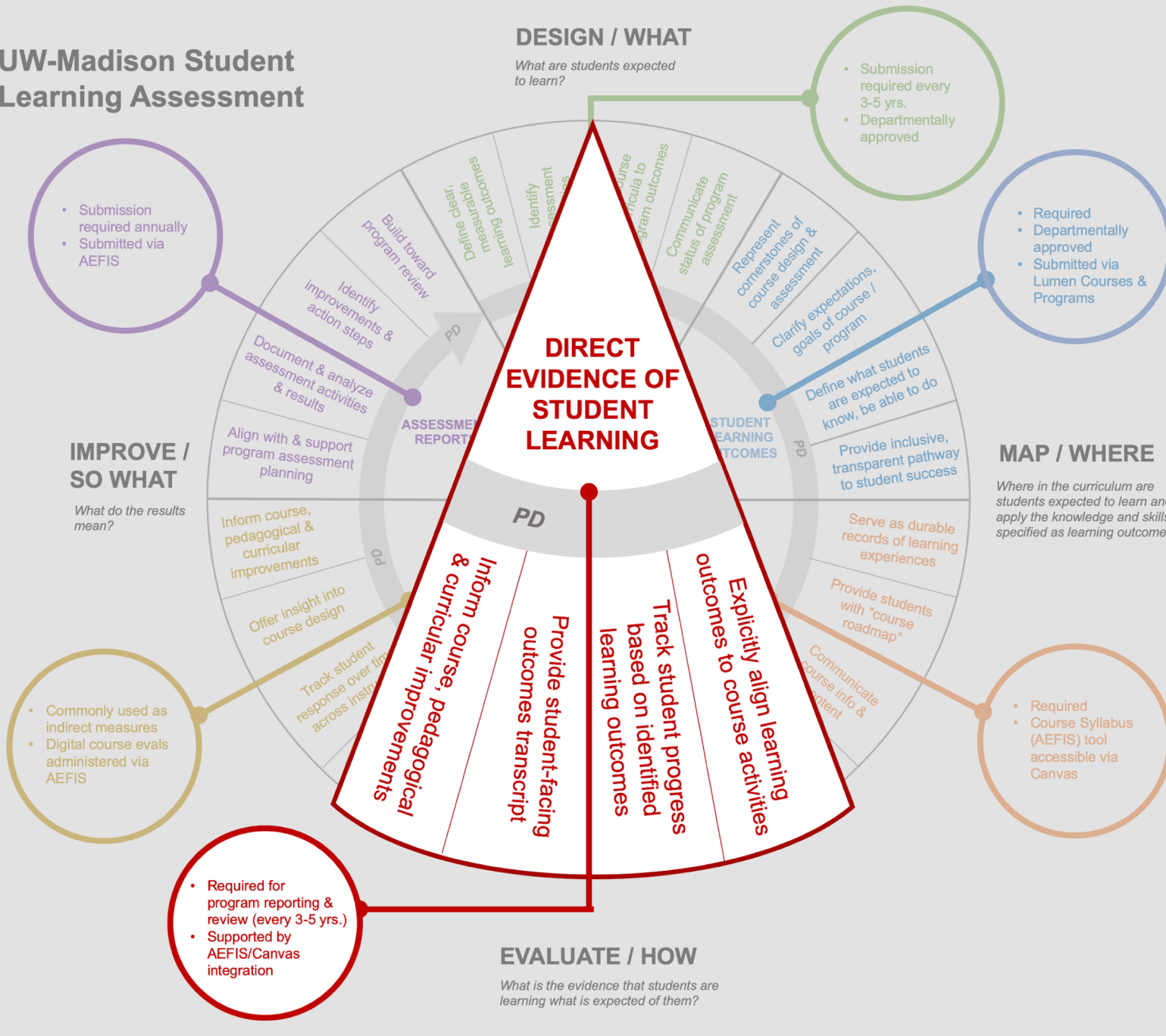
- Which program learning outcomes were assessed?
- What type of assessment was conducted?
  - Indirect or Direct?
- How was the assessment conducted?
- What percentage of students assessed met the criteria for the outcome?
- What did the analysis show (results)?
- What recommendations, if any, are needed to improve students' achievement of the learning outcomes?

# Annual Assessment Reports – Provide Evidence and Data for Program Review

- **Indirect Evidence** – students data, student perceptions
  - Institutional data and reports
  - Senior exit surveys, employee surveys, alumni surveys
  - Focus Groups
  - Course Evaluations
- **Direct Evidence** – demonstrated student performance aligned with learning outcomes
  - Certification and licensure exams
  - Theses and dissertation review with scored rubric
  - Scores on course assignments, quizzes, exams



# UW-Madison Student Learning Assessment



# Direct Evidence of Student Learning (DESL)

## – Programs and Courses

The DESL initiative allows for the digital capture and use learning data (evidence) within and across courses/programs, over time:

- Align and link course activities to *learning outcomes* via Canvas/AEFIS integration
- Create rubrics and evaluate student work
- Access student data in real-time and over time– reports and dashboards
- Use data to monitor student progress; adjust assignments or pedagogy
- Inform students



# Institutional Data and Reports

## D. Recruiting, Admissions, Enrollment :

Enrollment information for all programs

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

Courses Completed by Bachelor's Degree Recipients

Linked at <https://dataviz.wisc.edu/#/signin> or <https://kb.wisc.edu/vesta/56637>

Grading Patterns, High DF Drop Rates

<https://apir.wisc.edu/instruction/grades-and-grading-patterns/>

For more detailed information use the Institutional Data Exporters (IDEs) – see RADAR for access

<https://search.data.wisc.edu/radar.php>

For detailed information on graduate programs including application and enrollment information see the Graduate Data Explorer

Linked: <https://grad.wisc.edu/2018/03/28/graduate-school-explorer/>

# Institutional Data and Reports

E. Advising and Student Support – Undergraduate, Graduate  
F. Program Community and Climate

Advisor Assignments IDE <https://search.data.wisc.edu/radar.php>

Undergraduates By-Major NSSE reports <https://apir.wisc.edu/students/nsse/>

Graduate School Exit Survey <https://kb.wisc.edu/grad/page.php?id=56327>

Doctoral Student Experience Survey <https://kb.wisc.edu/grad/page.php?id=92157>

Graduate Handbook Template <https://kb.wisc.edu/grad/page.php?id=34123>

For 131/Revenue Programs, Pre/Post Surveys by DCS – Contact Marty Gustafson

# Institutional Data and Reports

G. Degree Completion and Time to Degree (Low-producing policy)

H. Career Services and Post-Graduate Outcomes

All levels: <https://apir.wisc.edu/students/degrees/> (Low producing programs\*)

Undergraduate <https://apir.wisc.edu/students/time-to-degree/>

Graduate TTD <https://apir.wisc.edu/students/phd-outcomes/>

Graduate Data Explorer <https://grad.wisc.edu/2018/03/28/graduate-school-explorer/>

Grades, HighDFDrop and Grade Gaps <https://apir.wisc.edu/instruction/grades-and-grading-patterns/>

Earnings data by-level and by-major for all programs with sufficient students

<https://apir.wisc.edu/institution/graduate-outcomes/>

First Destination Survey – by-major <https://apir.wisc.edu/students/first-destination-survey/>

Handshake - <https://careers.wisc.edu/>

Graduate Student Exit Survey <https://kb.wisc.edu/grad/page.php?id=56327>

# Institutional Data and Reports

*J. Graduate Students – Funding*

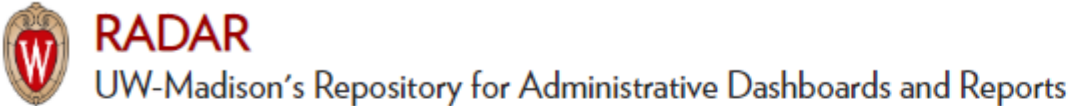
*K. Graduate Students – Professional Development and Breadth*

For detailed information on graduate programs including funding, see the Graduate Data Explorer  
Linked at: <https://grad.wisc.edu/2018/03/28/graduate-school-explorer/>

Graduate School Exit Survey data  
<https://kb.wisc.edu/grad/page.php?id=56327>

Doctoral Student Experience Survey  
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# Institutional Data and Reports



Welcome to RADAR, UW-Madison's Repository of Administrative Dashboards and Reports! Clicking the name of a dashboard or report will take you to the dashboard or report. Those that require authentication have a . UW-Madison employees may request access to restricted dashboards or reports by clicking the "Request Access" link for the dashboard or report. For additional information on this portal, see the [RADAR KnowledgeBase article](#). If you have comments or suggestion for how we can improve RADAR, please fill out our [feedback form](#). If you have questions, [contact us](#).

Advisors

Search

Data Domain: 

All

Type: 

All

Access Restrictions: 

All

Sort By: 

Relevance

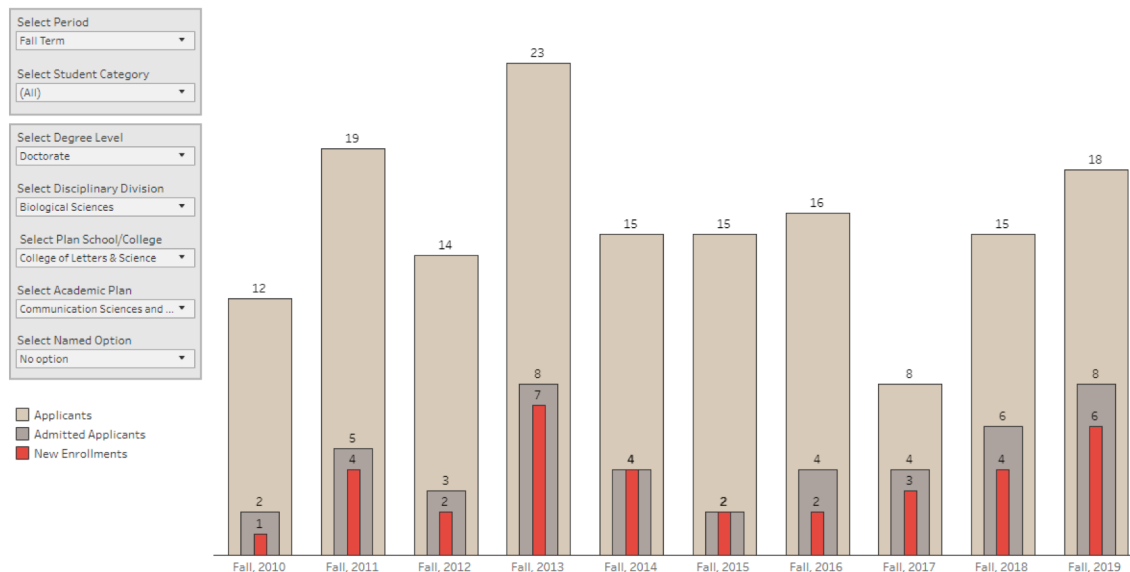
Results (2), displaying 25 per page

Name	Type	Description	Data Domain	Access Restrictions
<a href="#">Advisor Assignments IDE</a>	Institutional Data Exporter (IDE)	This IDE provides a list of advisors and their assigned advisees based on user-set filters. Accessible data span the current term, the previous two terms, and one future term for students who were active/enrolled in the term(s) selected.	Employee Record	Student Record Data Restricted <a href="#">Request Access</a>
<a href="#">Advisor Notes</a>	Institutional Data Exporter (IDE)	This workbook exports an Excel file containing the results of a query of the Advisor Notes System (ANS). Users can set filters/limits to obtain the meta-data around	Employee Record	Student Record Data Restricted <a href="#">Request Access</a>

# Institutional Data and Reports – Graduate School

- [The Graduate School Explorer](https://grad.wisc.edu)  
(grad.wisc.edu, “Our Academic Programs: Explore the Data”)

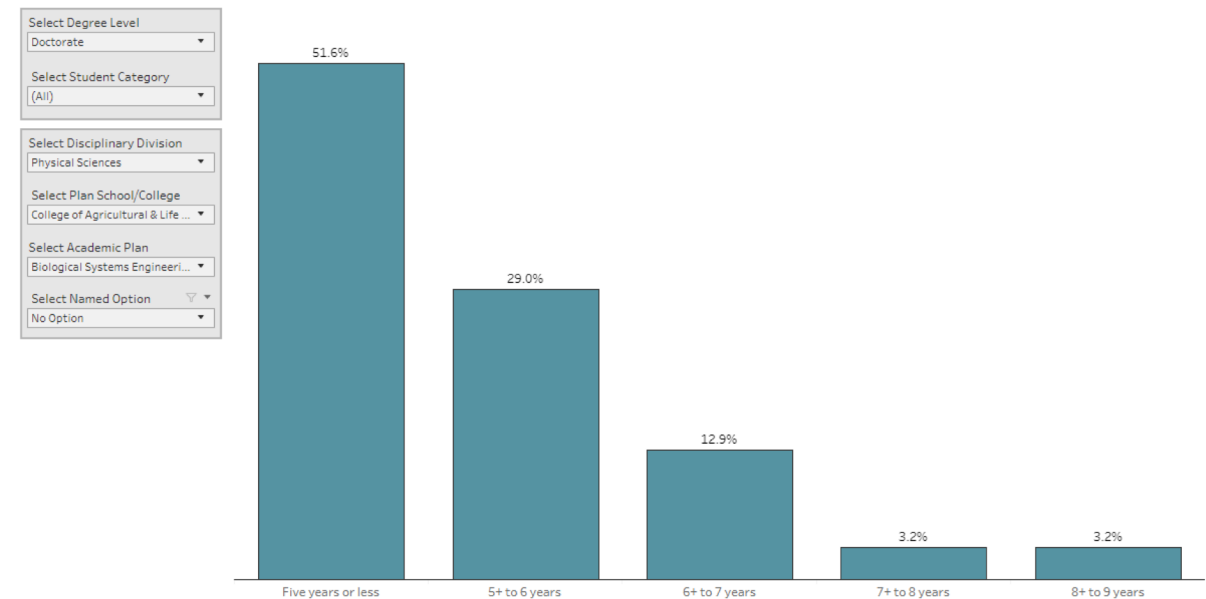
Graduate School Applicants, Admits & New Enrollments



This visualization was created by the UW-Madison Graduate School Office of Academic Analysis, Planning and Assessment. Questions, feedback, or requests for accessibility assistance should be directed to Peter Kinsley, [peter.kinsley@wisc.edu](mailto:peter.kinsley@wisc.edu).

Public

Graduate School Time to Degree: 2010-2019



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Public

# Institutional Data and Reports – Graduate School

## Doctoral Career Outcomes



Select Disciplinary Division  
Physical Sciences

Select Degree School/College  
College of Engineering

Select Academic Plan  
Biomedical Engineering PHD

This data dashboard presents a cross-sectional view of doctoral alumni employment at time of graduation, as well as at 5, 10 and 15 years post-degree. As you explore the data, be aware when results are based on a small number of alumni responses, which may not be generalizable.

### Employment Status by Years Post-Degree

	0 Yrs.*	5 Yrs.	10 Yrs.	15 Yrs.	All
Employed, not as a postdoc	33% (12)	83% (5)	100% (8)	100% (1)	51% (26)
Employed as a postdoc	39% (14)	17% (1)			29% (15)
Not currently employed***	28% (10)				20% (10)

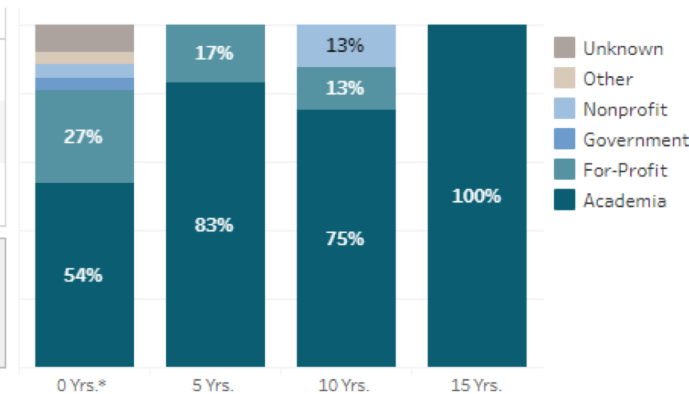
#### Notes:

\* Indicates status at time of graduation.

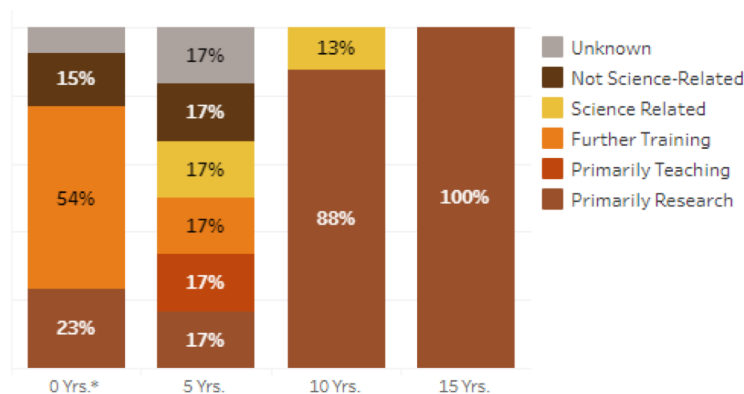
\*\* Excludes not currently employed.

\*\*\* Reasons include: retired or prefer to not work; family, health or other personal considerations; pursuing additional education or training, layoff or loss of funding; and/or suitable job not available.

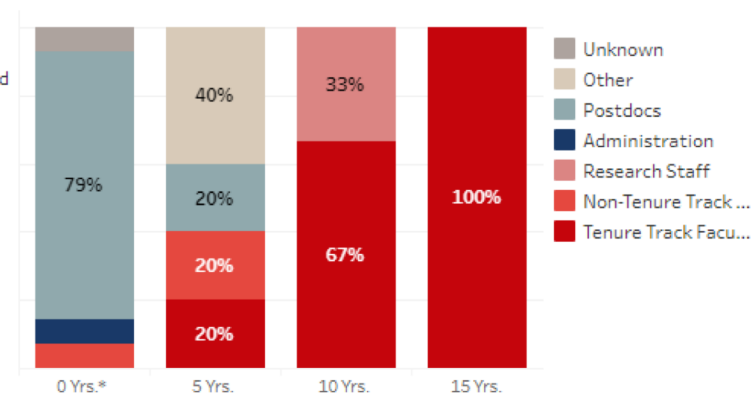
### Employment Sector by Years Post-Degree\*\*



### Career Type by Years Post-Degree\*\*



### Jobs in Academia by Years Post-Degree\*\*



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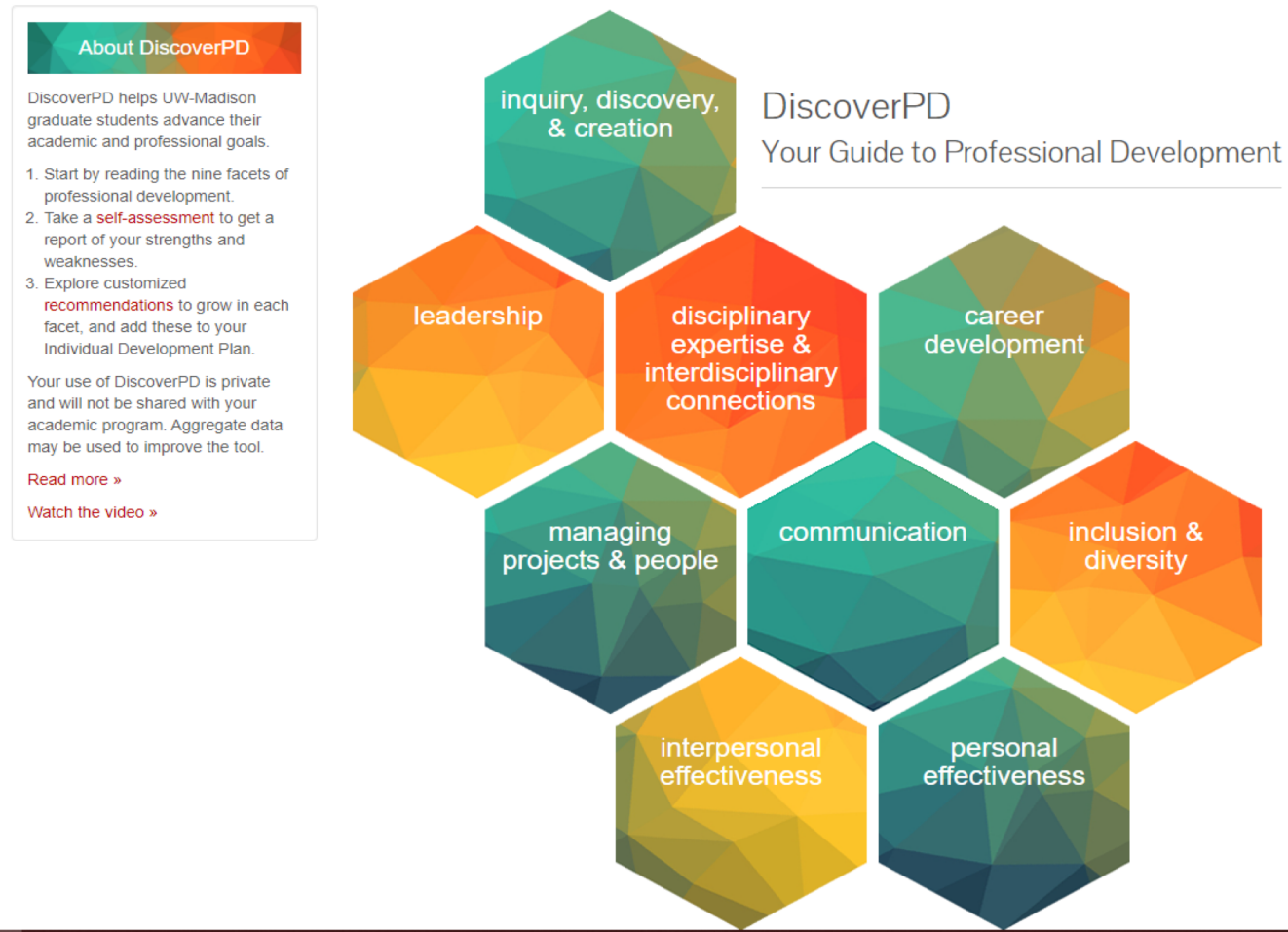
# Institutional Data and Reports – Graduate School

- [Graduate School Data Requests](#)  
A great place to start looking for data. If it's not here, email [data@grad.wisc.edu](mailto:data@grad.wisc.edu).
- 2 Surveys: [Graduate School Exit Surveys](#) (Masters & Doctoral)  
Look to benchmark your program to division or aggregated graduate data.  
[Doctoral Student Experience Survey](#)  
This is designed to collect information earlier in a student's doctoral career at the time they transition to dissertator status.



# Institutional Data and Reports – Graduate School

- Professional Development: What do you know about students' Individual Development Plans (IDPs)



# Institutional Data and Reports – Graduate School

Don't forget about the opportunities your students are pursuing in the Graduate School.

- Have your students taken assessments?
- Are your students attending sessions?
- Which sessions are highly attended within your program?

# Session Take-Aways

- Assessment and program review are as much a part of program delivery as instruction and student services
- Use your assessment reports, and other campus-provided data, as a basis for program review
- Use assessment reports and program review as a basis for, evidence for program change, improvement



Observations. Questions.  
Discussion.

# Resources

Student Learning Assessment Resources

<https://assessment.provost.wisc.edu>

APIR – Academic Planning and Program Review Resources

<https://apir.wisc.edu/academic-planning/program-review/>

Graduate School Resources

<https://grad.wisc.edu/graduate-program-resources/>



THANK YOU.