

**UNIVERSITY OF WISCONSIN-MILWAUKEE ACADEMIC
PROGRAM AND CURRICULUM COMMITTEE**

**AUDIT AND REVIEW
PROCEDURES**

Revised by APCC:
September 2002
December 2012
December 2013
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University of Wisconsin-Milwaukee

Audit and Review of Undergraduate Programs

The audit and review of undergraduate programs at the University of Wisconsin-Milwaukee was established by action of the Faculty Senate on April 17, 1975 (Fac. Doc. No. 907A; amended by Senate Executive Committee May 30, 1975). The authority for audit and review was vested in the Academic Program and Curriculum Committee (APCC), which is to perform its duties relevant to audit and review in cooperation with the Office of the Vice Chancellor for Academic Affairs.

Section I. Guidelines

A. Schedule for Review

Undergraduate programs shall be reviewed in accordance with the Program Review and Accreditation Schedule that can be found at <https://uwm.edu/secu/wp-content/uploads/sites/122/2020/08/UWM-Program-Review-Schedule-2040.xlsx>.

B. The Review Process

Undergraduate program review consists of the following steps:

1. Informational meeting: In the Fall semester (Semester I) in the year prior to the review, the Office of Academic Affairs will host an informational meeting of department chairs of programs scheduled for review and appropriate Associate Deans. The purpose of the meeting is to review the guidelines and procedures to be followed. The Director of the Office of Assessment and Institutional Research and the APCC chair/vice chair will also be invited to the meeting.
2. Data report: The Office of Assessment and Institutional Research prepares and distributes a report with institutional data for each program under review. Appendix A contains information on the data that will be included in the report.
3. Preparation of self-study report: The department will prepare a self-study report, on which the review will be based, which will be due in the Office of Academic Affairs at the end of the Spring semester (Semester II). The self-study report will assess the program's past (since the last review) and present efforts and accomplishments. The self-study report will also include the program's plan for the future. In its self-assessment, the program will candidly discuss its effectiveness in achieving the program/department mission and objectives, contributing to school/college/UWM strategic priorities, showcase its accomplishments, and discuss present and future challenges. A summary of assessment of student outcomes in general education courses, if offered by the program, should be included as well as a summary of the most recent external accreditation report, if applicable. Resources available to the program will be discussed in the context of the full range of obligations of the department such as graduate education,

research/scholarship, and service. The self-study report will ordinarily be 15-25 pages in length not including appendices. The self-study report should be submitted to the Dean's office sufficiently ahead of the end of the Spring semester to allow for a review by the Dean's office. The self-study report will be submitted to Academic Affairs with a cover letter from the Dean's office. Appendix B contains the suggested self-study framework and a list of questions to guide the development of the document.

4. Formation of APCC review committee: APCC shall appoint a three-member review committee according to its procedures early in the Fall semester (Semester III) of the review year. The Chair of the review committee shall be a current member of APCC. The other members of the committee may be drawn from the APCC, its Subcommittee on Undergraduate Program Reviews, or from UWM at large.
5. Review: The review committee members will review the self-study and other information such as program website, catalog, and additional information provided by the program, and conduct a site visit (see Appendix B for guidance). The site visit will consist of meetings with the constituencies of the program such as program faculty, staff, students, alumni, program's advisory council, and the Dean. The chair of the review committee will call the meetings of the review committee. The chair will also develop the site visit schedule in collaboration with the department chair.
6. Review report: After the site visit, the review committee will prepare its report. The report should be submitted to APCC, the department chair, and the Dean within one month of the site visit.
7. Department/School/College Response: Within one month of receiving the review committee report, the department/school/college may submit a written response to APCC.
8. APCC consideration of the review report and response: At its first scheduled meeting after the deadline for written response, APCC will consider the review report and response. It is expected that the process will be completed prior to the end of the Spring semester of the review year (Semester IV). In hearings before the APCC, the program under review and the appropriate dean or director shall have an opportunity to respond, orally and/or in writing, to the report and recommendations of the review committee and to propose amendments and modifications. Drawing upon the work of the audit and review subcommittee and the responses from the program and the dean or directors, the APCC shall prepare or certify a final report with appropriate recommendations to be forwarded to the Provost and Vice Chancellor of Academic Affairs, with a copy to the dean or director, department chair, and, if faculty action is required, to the UWM Faculty Senate. In the final report, APCC will recommend one of three outcomes with rationale:
 - a. Program is in good standing and is recommended for continuation.
 - b. Program is recommended for a follow-up review in three years. If a follow-up review is recommended, APCC will identify the area(s) of focus for the follow-up review.
 - c. Program is recommended to consider suspending enrollment.

9. Action Plan resulting from the review: In the summer following the completion of the review, the Provost's office will schedule a meeting with the Dean(s) to discuss the action plan with respect to the recommendations from the review.

C. Follow-up Reviews

Two years after closure of the full-scale review, the APCC Vice-Chair will contact the Department Chair or equivalent (Program Chair for interdisciplinary programs not housed in a single department) to obtain a progress report on implementation of the recommendations related to the focus area(s). Satisfactory progress in implementation of those recommendations is reported to the Committee. If the APCC finds that the progress toward implementation is not satisfactory, it shall consider appropriate recommendations and call for subsequent follow-up reports.

The APCC will also request a mid-cycle status report five years after the full-scale review. Programs that are professionally accredited could opt to synchronize the submission of the report with the re-accreditation report.

Follow-up reviews will be done as reviews of documents submitted by the program. There will be no site-visit as part of a follow-up review.

Appendix A

Data for undergraduate program review

1. Student Profile (trend data for 7 years)
 - Number of majors
 - Number of intended majors (if applicable)
 - Number of students by year (Freshmen, sophomore, junior, senior)
 - Diversity of students
 - i. Men
 - ii. Women
 - iii. Underrepresented Minorities
 - iv. International
 - Full-time and Part-time
 - Number of minors
 - Number of double majors
2. Student success measures (trend data for 7 years)
 - Degrees granted
 - i. Total
 - ii. Men
 - iii. Women
 - iv. Underrepresented minorities
 - v. International
 - Retention and persistence rates
 - Program length
 - i. Credits required
 - ii. Average number of credits by graduates
 - Time to degree
 - i. All
 - ii. Men
 - iii. Women
 - iv. Underrepresented minorities
 - v. International
3. Faculty Profile (trend data for 7 years)
 - Number of faculty FTE
 - i. Tenured
 - ii. Tenure track
 - iii. Instructional academic staff
 - iv. Graduate teaching assistants
 - v. Adjuncts
 - Diversity
 - i. Men
 - ii. Women
 - iii. Underrepresented minorities

4. Performance measures (trend data for 7 years)
 - Student credit hours
 - i. By level
 - Credit hours delivered by
 - i. Tenure/tenure track faculty
 - ii. Instructional academic staff
 - iii. Adjuncts
 - iv. Graduate assistants
 - Number of undergraduate sections taught (Fall)
 - i. Sections with low enrollment (<10)
 - Instructional costs
 - i. Instructional cost per SCH
5. Assessment data (provided by UWM assessment coordinator)
 - Report on the assessment of program learning outcomes.
 - Report on assessment of general education outcomes.

Appendix B

A cover page is required for the self-study report. It should include the name of the program under review, names and academic ranks of members of the unit who will be the contacts for the review committee, and the report's date of submission. The report should be no more than 25 pages (not including appendices).

This guide provides a basis for the self-study that will be used in the program review. Units should address to what extent the program meets each of the standards listed below and are encouraged to provide any supplemental information that is deemed necessary to assist with the review.

Area	Standards adopted by APCC September 2002	Evidence presented in Self-Evaluation	Focus of Audit Team
1. Executive Summary		One-page summary of significant issues and major changes identified in the self-study.	The report must include specific recommendations to strengthen, maintain, consolidate, reorganize, or phase out the academic program. Evaluation of the standards and the unit's summary should provide the needed support for the recommendation.
2. Actions since Previous Review		A. Response to Previous Review Report actions taken to address major recommendations from the last APCC review. B. Opportunities and Challenges Describe intervening developments that supported or challenged the response since the previous review, such as changes in the discipline, student demand, societal need, or institutional context.	
3. Department/Program Overview		A. Department/Program Mission and Organizational Structure 1. Discuss the department's mission statement in the context of UWM's strategic priorities. 2. If the program is not housed within a single department or department-like body, discuss the program's mission in this section.	Consult with dean or director of unit under review. Meet with group responsible for program governance. Include student representatives if at all possible.

	<ol style="list-style-type: none"> 3. Describe the organization of the unit as it relates to the undergraduate program. Note the relationship with related units/programs. 4. Describe the mechanisms for governance of the program, and student involvement, including committee membership and participation in curricular policy making. 	Review exhibits, documents, and materials that support and augment the unit's report.
There are sufficient resources to meet program needs for program stability.	<p>B. Facilities and Resources</p> <ol style="list-style-type: none"> 1. Assess the resources currently available to the program, including staff, physical facilities, and budget allocation. Comment on patterns of total salaries, capital, and supply expenditures over the past seven years. Discuss the allotment of those expenditures to undergraduate instruction. Discuss how current resources will be used to meet future goals of the program. 	Review budget documents, including planning documents and their updating, and the Department Profile.
There are sufficient resources to meet program needs for facilities and space within the university.	<ol style="list-style-type: none"> 2. List space and facilities requirements for the program and assess adequacy of current allocation. 3. List research and teaching equipment available for the program and assess adequacy. 4. Describe procedure for recommending additions to the UWM Library holdings. Assess adequacy of library resources for students and faculty. 	Observations, including a tour, may be appropriate.
There are sufficient resources to meet program needs for facilities and space outside the university.	<ol style="list-style-type: none"> 5. List space and facilities being used for the undergraduate program off-campus and assess adequacy. 6. List research and teaching equipment used for the undergraduate program off-campus and assess adequacy. 7. Describe technology support for online offerings and assess adequacy. 	

C. Curriculum and Instruction

Learning outcomes reflect expected workforce competencies.

There is an organized and coherent sequence of coursework that prepares students to meet the educational goals of the program, secure appropriate employment, and pursue graduate study.

1. Identify the educational goals/ outcomes of the program. Explain how educational goals/outcomes of the program prepare students for employment.
2. Explain the organization of courses, credits, and sequencing within the program.
3. Explain the organization of courses, credits, and sequencing within sub-majors.
4. Describe how course content and activities help students meet course objectives.
5. Describe delivery modes used for the program and its courses. Describe how the program ensures that instructional quality is maintained across all modes of delivery.
6. Discuss any changes made in curriculum and instruction since the last APCC review.
7. Discuss any such changes that are being planned.

Include related discussions as part of the faculty/staff meeting, and the student meeting.

Review the Course Offering list of undergraduate and U/G courses offered in the past three academic years.

D. Assessment and Evaluation

An evaluation process that involves students, faculty, graduates, and community members, as appropriate, is in place and the data gathered is used to monitor the program and direct its changes.

1. Summarize the assessment plan used to evaluate the extent to which students are meeting program learning outcomes and how the program is engaged in coherent process of continuous curricular and program evaluation/improvement.
2. Report how assessment data trends are used to improve or modify the program.

Meeting with faculty/staff to discuss perceptions, strengths, weakness, and future of the program.

Meeting with students to discuss their perceptions of their program. Other mechanisms for securing student input may be needed. An example might be an e-mail survey.

Relevant credential, if any, achieved within one year of graduation.

75% of graduates have satisfactory employment within one year of graduation.

3. If the program leads to licensure or certification, provide success rates of graduates in obtaining licensure or certification.
4. Provide data for the past five years and discuss the program's efforts to improve success rates.
5. Assessment reports will be provided to the unit.
6. Attach minutes of relevant faculty meetings.

Contact with alumni presents same challenges as do students. Again, an email survey might be appropriate.

Review evaluation data, committee minutes, and other exhibits.

E. Contribution to General Education

Discuss the contributions made by the program to UWM General Education Requirements. Include a summary of the assessment of general education learning outcomes supported by the program's courses. Discuss the changes /improvements made to general education courses offered by the program.

A. Faculty Composition

Discuss the composition of the faculty with respect to representation of faculty/ instructional academic staff from traditionally underrepresented groups in the field and the balance of tenured and tenure-track faculty and instructional academic staff. Use the trend data to describe changes in program faculty, including additions, non-retentions, retirements, resignations, etc. that have occurred over the past seven years.

Meet with program faculty/staff. Meet with program faculty/staff.

Review curriculum vitae of faculty and instructional academic staff, particularly of those involved with the undergraduate program.

Review exhibits of faculty work.

B. Faculty Numbers and Qualifications

Evaluate the faculty's overall strengths and weaknesses in core programmatic areas. Describe how the current strengths should evolve in the future, and how weaknesses will be addressed.

Review Department Profile information including faculty workload, and number and dollar amount of research proposals submitted and awarded over the past 7 years.

4. Faculty

Faculty and instructional academic staff are qualified and in sufficient numbers to provide relevant quality learning experiences.

C. Faculty/Staff Workload

At least 25% of total tenure/tenure track faculty time is committed to the undergraduate program.

Complete the attached faculty/staff workload table. Describe the role of part-time instructional staff not included in the table. Describe other program-related duties of faculty and staff, including academic and professional advising, program coordination, etc.

A. Student Numbers and Composition

There are adequate numbers of qualified students for meaningful cohorts to meet learning objectives.

Discuss the enrollment trends in the program and related sub-majors, certificates, and minors. Discuss the enrollment of students from underrepresented groups in the field and the program’s efforts to increase the number of students from underrepresented groups.

Review Instructional Capacity Analysis data or comparable exhibits that include curricular area code, course number and title, enrollments, semester offered, frequency of course offerings, FTE students conveyed by year compared to courses offered.

B. Student Success

90% of students complete the program within five years.

1. Discuss the retention, persistence, and graduation rates of students in the program and how these measures have evolved over the past seven years. Discuss plans to improve those areas.
2. Describe the efforts to identify and eliminate achievement gaps of students in the program.
3. Evaluate the department’s strengths and weaknesses as they relate to student support services, including academic advising, career services, professional development, and experiential learning opportunities.

Include related discussions as part of student meeting, and faculty/staff meeting.

Meet with advisors and financial officers, as appropriate.

Describe actions that the department/program plans to take, including changes in instructional resources and practices, curriculum, and assessment of student learning.

5. Students

6. Plans for the Future

Appendix I

For each member of the faculty (including lecturers), attach an abbreviated curricula vitae (2-3 pages) with selected publications and most recent scholarly activities.

