

Academic Program Review Guide

For Units Reporting in 2017



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PURPOSE AND SCOPE OF ACADEMIC PROGRAM REVIEW

Academic Program Review (APR) provides an opportunity for a program's faculty to make a systematic, comprehensive study of an academic program, and articulate the program's cumulative contributions to student learning. The faculty are able to use assessment findings to purposefully plan changes in curriculum, services, research, and pedagogy to reach intended outcomes or results. The primary purpose of this review is to analyze the current state of the program, and plan for improvements for student learning by engaging in critical review of the program, its elements, relevant institutional data, as well as the faculty and student experience. This systematic process can be used to determine or make recommendations for resource allocation or new resource requests.

APR is a multi-year process in which an academic unit conducts a self-study and writes a report that is then reviewed by the provost's office, dean, college administrators, and a team of peer reviewers. During the self-study process, the academic unit identifies the mission, goals, and student learning outcomes for its degree programs. The unit, with help from the Office of Institutional Assessment (OIA), uses a variety of data sources to measure whether goals and outcomes are being achieved. These results are used to create action plans for the ultimate purpose of improving student learning and success. Once the self-study is completed, the unit writes an APR report, which is reviewed by a team of peer reviewers as well as the Associate Provosts for Undergraduate and Graduate Education, the dean, and the Office of Institutional Assessment.

The responsibility for program review belongs to the faculty under the direction of the chair/director or dean, depending on organizational structure. Units typically identify a team comprising program directors, the undergraduate chair, graduate chair, and key faculty members.

Most units are required to participate in APR every seven years. Time between reports should be spent making the recommended improvements or changes, and conducting ongoing learning assessment. Units are also encouraged to routinely discuss the educational goals, learning outcomes, and curriculum maps for their degree programs during the years between self-studies.

Academic program review reports are used in Mason's accreditation reporting to the Southern Association of Colleges and Schools Council on Colleges (SACSCOC), and to the State Council of Higher Education for Virginia (SCHEV).

Program Level Assessment

Program level assessment focuses on what a program is doing, and how it is contributing to the learning, growth, and development of students as a group. A quality assessment plan reflects specific program goals, measurable student learning outcomes, and a well-articulated plan for timely implementation, strategic data collection, and analysis. Findings should then be used to inform, confirm, and support program level change and facilitate continuous program improvement.

Assessment helps programs:

- Discover through empirical evidence what students are learning
- Identify gaps in student learning areas
- Inform pedagogy by aligning best practices with learners' needs
- Make informed decisions about curriculum
- Demonstrate overall program effectiveness and showcase student learning

Which programs participate in Academic Program Review?

All undergraduate and graduate degree programs that are not covered by an external accreditation organization must participate in APR. This includes interdisciplinary programs. Certificate programs that meet certain criteria are also required to participate in APR.

How does APR support institutional accreditation?

George Mason University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). SACSCOC requires the assessment of institutional effectiveness as:

3.3 Institutional Effectiveness¹

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

(Institutional Effectiveness)

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 academic and student support services

3.3.1.4 research within its mission, if appropriate

3.3.1.5 community/public service within its mission, if appropriate

SACSCOC expects that the institution engages in “ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission” (Principle 2.5).

Academic program review supports the assessment of institutional effectiveness through a comprehensive, systematic self-study and peer review process that keeps decisions about the curriculum in the hands of the faculty, while helping the program understand itself and make improvements in the context of the institution.

Overview of the APR Process

The APR process comprises the following elements:

1. Preparing for the self-study
 - a. Review/develop goals and student learning outcomes
 - b. Prepare faculty and alumni surveys and/or focus groups
 - c. Identify areas of focus for the self-study
2. Conducting the self-study
 - a. Collect and analyze data
 - b. Assess student work
3. Writing the APR report
4. Meeting with department, college, and provost leadership
5. Implementing action plans, responding to recommendations, and participating in ongoing assessment

The active APR process takes about 18 months, beginning with a fall orientation and ending with a review in the spring semester of the subsequent year. A timeline follows on the next page.

¹ Principle 3.3.1, *The Principles of Accreditation: Foundations for Quality Enhancement*, 2012, Fifth Edition, Second Printing, <http://www.sacscoc.org/principles.asp>

ACADEMIC PROGRAM REVIEW TIMELINE

For units reporting in 2017

Fall 2015			Spring 2016					Summer 2016			Fall 2016				Spring 2017				
Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
As necessary: <ul style="list-style-type: none"> • Write/review SLOs • Make assessment plan • Make curriculum map • Conduct assessments • Submit faculty and alumni survey questions to OIA 			<ul style="list-style-type: none"> • Conduct assessments • Conduct focus groups (if desired) • OIA administers faculty and alumni surveys 					<ul style="list-style-type: none"> • Review institutional data, survey data, assessment results • SWOT analysis, get consensus on goals and action items • Divide report writing responsibilities 			<ul style="list-style-type: none"> • Write report 				<ul style="list-style-type: none"> • Final report submitted • Report sent out for peer-review 				
Orientation- Oct 30, 2015			Progress meeting in March or April, 2016					Unit meeting/retreat in August is STRONGLY RECOMMENDED			Compliance check: Submit draft report by December 2, 2016				Final report deadline February 1, 2017 Unit meeting with Associate Provosts and Dean in April or early May				

THE SELF-STUDY PROCESS

APR begins with a yearlong self-study process. The self-study comprises many activities, and these activities require much time and thought. Therefore, careful planning is essential. The following sections outline each of the self-study activities and provide tips for how and when to conduct these activities. Generally speaking, all self-study activities require collaboration among several faculty members.

For academic units, the self-study includes unit-level elements and program-level elements. Interdisciplinary programs not housed in a particular department should include only program-level elements.

Self-Study: Unit Level Activities

Goal Setting and Linking to Previous Reports

Although in assessment we often talk about outcomes, goals play a crucial part in APR. Goals are broader than outcomes, and an academic unit should have several goals that guide its operation. Goals can pertain to how a unit or program is run, but they can also be more theoretical, focusing on a particular method or framework that the unit will use. Goals often delineate the services, opportunities, or experiences that the unit or program would like to offer students.

The first step in the self-study is to reflect on previous goals and what has been achieved since the unit submitted its last APR report. If the unit has not participated in APR previously, other goal setting documents such as SCHEV program approvals, college curriculum committee proposals, and prior MATS/Tk20 assessment reports can be reviewed. The top table in the Goal Setting Worksheet offers a place to record how previously set goals have been met, and which goals still need attention. The Goal Setting Worksheet will also be used later in the self-study process to brainstorm new goals.

Suggested completion date: December 15, 2015

Soliciting Feedback from Faculty

In order to understand how current faculty perceive the unit, its students, and its leadership, a faculty survey should be administered. OIA can provide a template of questions that are normally asked in a faculty survey. Units should decide on additional questions to include as well as who will be invited to take the survey. Units should decide whether the survey should go to only tenure-line faculty, or whether term faculty and adjuncts should be included. The faculty survey is generally administered by OIA during the spring semester.

Suggested completion date: Questions to OIA by February 15, 2016

Peer Comparison

Another important step in the self-study is a comparison of similar departments or programs at peer institutions. The peer comparison may be qualitative or quantitative. Comparisons might include the number and type of degree programs offered, number of degrees granted, admissions criteria and acceptance rates, number of faculty, or levels of graduate student funding. Faculty from the unit should identify peer institutions and programs; it is up to the unit to decide which institutions should be considered peers. Units do not have to use Mason's list of peer institutions. OIA can help with finding publicly available data from SCHEV and the U.S. Department of Education.

Suggested completion date: Identify peers by February 15, 2016; Contact peers and collect data by June 15, 2016

SWOT Analysis

A SWOT analysis identifies the strengths, weaknesses, opportunities, and threats to the unit. Strengths and weaknesses are determined by internal factors, whereas opportunities and threats come from sources external to the unit. While strengths and opportunities are positive, weaknesses and threats are negative.

Ideally, many faculty members from the unit should participate in the SWOT analysis. The SWOT Analysis Worksheet can be used to record the main findings of the analysis. The SWOT analysis is best done at the unit level; however, individual degree programs can certainly be examined in the analysis.

Suggested completion date: September 15, 2016

Setting Current Goals

Once the SWOT analysis, faculty survey, alumni surveys (discussed in a later section), and learning outcomes assessments have been completed, goals for the unit will need to be set. Fill in the Current Goals table in the Goal Setting Worksheet.

Suggested completion date: October 10, 2016

Self-Study: Degree Program Level Activities

The following sections pertain to activities of the self-study that should be conducted at the degree-program level. Units that offer more than one degree should do each activity for each degree program. As with the unit level activities, it is essential that multiple faculty members participate in order to include a broad representation of perspectives within each degree program.

Creating an Assessment Plan

The best way to start planning for assessment is to generate the goals of the program. In the sections above, unit level goal setting was discussed. Just as with unit level goals, program level goals can be broad statements about how the program is run or the opportunities the program will present to students. The Goal Setting Worksheet can be used for program level goals, or you can simply generate a list of goals for each degree program.

Once a program's goals have been identified, the program level learning outcomes will need to be articulated. In assessment, we focus on measuring student learning, thus we are interested in understanding the knowledge, skills, or values that students acquire upon completing the degree program. Student learning outcomes are concerned with what students have learned or are able to do.

Each degree program should identify 5-7 student learning outcomes. Ideally, these outcomes should link to the larger goals of the program or the unit.

For APR, at least three student learning outcomes must be assessed. Note that programs that have already identified their outcomes, conducted their assessments, and reported the information in Tk20 can use these outcomes and assessment data for their APR reports. For degree programs that have not yet conducted assessments of three student learning outcomes, the Assessment Plan Template should be used to determine how each outcome will be measured and how and when the evidence will be collected.

Suggested completion date: December 15, 2015 for the Assessment Plan (note that degree programs were required to enter 5-7 learning outcomes into the Tk20 system by September 1, 2015); all assessments should be completed by June 15, 2016

Making a Curriculum Map

A curriculum map visually represents when and where student learning outcomes are covered and assessed in the curriculum. In a curriculum map, each row represents one of the program's student learning outcomes, and each column represents a course or experience in the program, such as passing a comprehensive exam or defending a thesis. If a particular course or experience fulfills a learning outcome, a symbol, such as an X, is placed in the corresponding cell. Abbreviations or symbols that designate the extent to which an outcome is covered (e.g., I = Introduced, R = Reinforced, A = Assessed) can also be used.

Curriculum mapping should be done in collaboration with all the instructors who teach in the degree program. Ask instructional faculty to provide copies of syllabi, assignments, exams, papers, etc. to illustrate when and where student learning outcomes are covered in their classes.

The Curriculum Map Worksheet can be used to start the curriculum mapping process. The degree program's curriculum map should also be uploaded into Tk20.

Suggested completion date: February 15, 2016

Soliciting Feedback from Current Students and Alumni

In order to understand how alumni perceive the value of their educational experience in the degree program and the impact of their degree on their lives and careers, an alumni survey should be administered. OIA can provide a template of questions that are normally asked in the APR Alumni Survey. A separate alumni survey should be made for each degree program in the unit. Program faculty should decide on additional questions to be included in the survey.

Optionally, individual degree programs may wish to solicit more in-depth feedback from their current students or alumni. OIA can conduct focus groups with current students and/or alumni to collect feedback about the degree program.

The unit should take an active role in soliciting feedback from alumni. While the university collects contact information from alumni who consent to being contacted, social media has allowed faculty and staff from academic units more direct access to alumni. OIA will administer the alumni surveys, but units should be prepared to make social media announcements about the surveys.

Suggested completion date: Additional Alumni Survey questions to OIA by February 15, 2016; Send invitation messages to alumni by March 15, 2016; (Optional) Identify focus groups participants and questions of interest by March 15, 2016

Analyzing Institutional Data

The Office of Institutional Assessment (OIA) and the Office of Institutional Research and Reporting (IRR) collect data about degree programs. IRR tracks program enrollment and number of degrees awarded per year. Additionally, OIA regularly surveys Mason students and collects data about student experiences, career plans, and post-graduation activities. These institutional data should be used to investigate student success and program effectiveness. Analyses should be based on data from the most recent five years.

These institutional data are available on the OIA and IRR websites (<https://assessment.gmu.edu> and <https://irr.gmu.edu>). OIA staff will be available to assist units in locating the relevant data. Programs should use the Data Synthesis Worksheet to analyze the institutional data to determine the program's effectiveness and to identify areas for improvement.

Suggested completion date: September 15, 2016

Guiding Questions for Student Learning Assessment

In planning for student learning outcomes assessment, consider the following guiding questions:

- To what extent are students developing the expected knowledge and skills in the program?
- To what extent does the program collect and maintain summative evidence of student learning? To what extent does the evidence allow the program to gauge student growth?
- Are the learning outcomes clear and measurable? Do they describe complex, higher-order knowledge and skills?

- To what extent does the set of learning outcomes represent a scope and depth of student learning that appropriate for the degree level? To what extent will achievement of the learning outcomes prepare students for service, employment, or advanced education?
- How well does the assessment plan identify the criteria that will be used to review student work or documentation for each learning outcome? What evidence or types of documentation will be used to assess each outcome?
- To what extent are faculty involved in the assessment of student learning outcomes? To what extent are students themselves involved in assessment of learning?

WRITING THE APR REPORT

Once all the self-study activities have been completed, the Academic Program Review report must be written. Two report templates are available: one is for departments/schools and the other is for interdisciplinary programs. The templates list all the required sections of the report, and under each section heading there is a short instructional paragraph that describes what should be included in that section. These instructions, written in italics, should be deleted once the final report has been written.

Writing the report will take a substantial amount of time, and the self-study activities completed during the first year will be incorporated into the report in various ways. Plan on spending the fall 2016 semester writing and compiling the report.

Because units across campus vary drastically in size and scope, there are no page limits or length expectations. Units that run multiple degree programs will have longer reports than programs that offer a single degree.

Units are expected to submit a draft report to the Office of Institutional Assessment by December 2, 2016. The draft will be reviewed and returned to the units with notes before the winter break.

Draft due date: December 2, 2016

Final report due date: February 1, 2017

Report Components²

Unit Overview

- **Mission.** Describe the mission of the unit in relation to the university's mission and current strategic plan.
- **Discussion of degree programs offered.** Briefly describe each degree program that the unit currently offers, including certificates and programs that have external accreditation and will not be further discussed in this report. Also include a brief discussion of minors, if any are offered. When possible, describe when and why the program was established. For degree programs with external accreditation, provide general information about the accrediting body and when the last review or site visit took place.
- **Internal academic ties and contributions to university-wide initiatives.** Discuss academic ties to other units on campus. This section should also describe the unit's participation in university-wide initiatives (i.e., *Students as Scholars* QEP, Mason Korea, etc.) and Mason Core (formerly, general education) offerings.
- **External and international relationships.** Report major educational collaborations with local, state, national and international organizations or institutions. This section should indicate the unit's involvement in educational activities outside of the immediate campus community. If the unit regularly offers study

² For interdisciplinary programs, the APR report will not have separate unit and program sections (see the template).

abroad opportunities or other international experiences for students and/or faculty, include a description of those activities.

- **Alumni relationships and activities.** Explain outreach efforts to the unit's alumni. How does the unit keep in touch with alumni? Does the unit offer special programming for alumni? Does the unit give an alumni award or do anything to recognize alumni? Are alumni involved in the review of student projects?
- **Distance education.** Report the unit's distance education offerings, both courses and degree programs. Explain plans for developing further distance education opportunities in the short and long term. Specify the extent to which the unit has worked with Mason Online to develop DE offerings.
- **Faculty profile.** Discuss the faculty profile in terms of proportion of tenure-line faculty, full-time faculty, and faculty with terminal degrees. Address the diversity and area expertise of the faculty. Include relevant findings from the APR Faculty Survey regarding overall faculty satisfaction with the unit. Please do not include faculty CVs or bio sketches.
- **Scholarly activity and service.** Assessment of the extent to which department scholarly activity and service goals are being met.
- **Resources.** Report the unit's resources. This may include physical spaces and equipment as well as external funding through grants or gifts. Also include a discussion of the roles of the support staff in the unit.
- **Peer comparison.** How does the unit as a whole compare to peer institutions or universities that have similar programs? The peer comparison may be qualitative or quantitative. Comparisons might include the number and type of degree programs offered, number of degrees granted, admissions criteria and acceptance rates, number of faculty, levels of graduate student funding. Units are responsible for identifying peer institutions. Units do not necessarily have to use institutions on Mason's peer institution list. OIA can help with finding publicly available data from SCHEV and the U.S. Department of Education.
- **SWOT analysis.** Report strengths, weaknesses, opportunities and threats to the unit.
- **Other relevant information.** Discipline- or unit-specific accomplishments, needs, and concerns that help to understand the unit and its programs. Consider including upcoming or planned changes, challenges, initiatives, etc.
- **Unit goals and action plans.** Describe the unit's current goals and associated action plans. Note that the unit's goals should be broader than the goals reported in the degree program sections. When possible, identify the evidence or origin of each goal (i.e., SWOT analysis, peer comparison, feedback from students or faculty). A timeline for achieving each action plan should also be included. If the unit submitted an APR report in the past, discuss progress on meeting the previous cycle's goals.

Degree Program (a separate section for each undergraduate and graduate degree program)

- **Overview and mission.** Describe the history and development of the program, including any concentrations, tracks, or specializations that are offered. For programs that are well-established, discuss how the program has evolved over the years and how it has adapted to changes in the field and/or the university. For programs that are newer, describe the initial expectations for the program and any major changes that have been made to the program. Report the mission of the program in relation to the unit's mission, the university's mission and the current strategic plan.
- **Discussion of curriculum.** Discuss the curriculum: identify core courses and requirements, describe WI, RS, and synthesis courses as well as capstone experiences, internships, and senior paper/project requirements or options. Describe any major changes to the curriculum that have recently been made or that are planned for the very near future. Attach a curriculum map, either in this section or as an appendix.
- **Size and scope of the program.** Analyze and discuss five year trends of enrollments and degrees granted. Explain any major changes or significant downward or upward trends. Comment on retention of students in the program.

- **Student success.** Discuss student satisfaction with the program, course offerings, faculty and advising. Also analyze students' success upon graduating from the program in terms of graduate school acceptances and job placements. Describe the program's advising system and its effectiveness.
- **Program-level outcomes and assessment.** List the program's student learning outcomes. Report the assessment of at least three student learning outcomes. State each outcome, how it was measured, the findings, and whether the findings met the target achievement. Use direct measures of student learning, such as student work.

Notes on outcomes:

- Undergraduate programs are required to have one learning outcome that supports written communication.
 - Programs that work with *Students as Scholars* are asked to include at least one outcome related to undergraduate research & creative activities.
 - Units that offer degree programs at Mason Korea are asked to include an outcome that supports this partnership.
- **Interpretation of results.** What meaning does your team make of the assessment results? Describe the "big picture" or broader implications of the findings.
 - **Action plans.** Based on the outcomes assessments, student success data or other evidence, identify the action plans for the program. Include a timeline of when and how the action plans will be completed.

Certificates

A discussion of certificates should include the following components:

- The purpose of the certificate
- Student enrollment and characteristics of student participants (e.g. Who does the program serve?)
- Assessment of at least two outcomes
 - One must be a learning outcome; others may be program outcomes
 - Assessment of learning outcomes must include direct assessment of student work

Concluding Statement

Discuss the main accomplishments, concerns or issues, and resources needed to carry out plans. Acknowledge upcoming involvements or issues to consider. Discuss decisions and recommendations for the unit's programs.

Tips for Report Writing

- **Plan ahead.** Do not wait until the last minute to write the report. Readers can easily spot a report that was written in a hurry.
- **Divide the workload.** Several faculty members should be responsible for the report writing. Consider using Google Docs or other file sharing methods so that collaboration is seamless.
- **Be concise.** Many readers will be reading several APR reports over the span of a few weeks. Rambling text and vague claims will make it harder for readers to focus on main points.
- **Take advantage of this opportunity.** The report is the place to highlight the unit's achievements, and it is the time to thoughtfully discuss how the unit and its degree programs can be improved.

Working Together as a Committee

A collaborative committee is crucial to the success of the program review. Select a committee of committed and well-respected faculty who are engaged in the research, teaching, and service activities of your program. Establish roles and responsibilities of the committee members, and identify key people outside of the committee who will need to be

involved. Set up meeting times in advance, keeping in mind the 18-month self-study time period. Set agendas for each meeting, planning sufficient time for completing tasks in the interim periods. Consider setting up a longer retreat or planning period for key pieces of the process. Set up a shared space (preferably Blackboard) for storing materials. Establish a communication plan for the committee. Be flexible!

THE REVIEW PROCESS

Academic Program Review reports are peer reviewed by tenured Mason faculty who participate in the Academic Program Review Committee. Each APR report is read and evaluated by a review team consisting of at least two APR Committee members. As many as six APR Committee members may be asked to review some reports from departments that have multiple degree programs.

Review teams have access to not only the final report, but also to the worksheets, institutional data, survey results, and other self-study materials. Review teams evaluate their assigned APR report using rubrics provided by OIA. They then write a response document that addresses the unit's program goals, action plans, outcomes assessments, and alignment with the university's mission and strategic plan. The response document also identifies issues that may require further attention. Each review team meets with the Associate Provosts of Undergraduate and Graduate Education and OIA staff to discuss their assigned APR report. After review teams have submitted their response document and met with the associate provosts and OIA staff, the review response document is sent to the unit. Finally, each unit meets with the Associate Provosts of Undergraduate and Graduate Education, the dean, and OIA staff to address any outstanding issues and to create follow-up plans as needed.

The Office of Institutional Assessment also produces an APR Guide for Reviewers. This guide outlines the review process in more detail and provides the rubrics to be used in the review. This guide is available on the OIA website for your use.

APPENDIX: RESOURCES FOR THE SELF-STUDY

Office of Institutional Assessment

The Office of Institutional Assessment hosts many useful resources for the self-study on its website.

<https://assessment.gmu.edu/academic-program-review/>

- APR Reporting Schedule
- Data Resources for the APR Self-Study
- Information for APR Reviewers
- APR Guides
- Excellence in Academic Program Review Award
- Institutional surveys and assessment reports

Institutional Research and Reporting

<http://irr.gmu.edu/>

- Academic Program Review support page:
<https://irr2.gmu.edu/index.cfm?activePage=profile&subLink=ProgTrend>

State Council of Higher Education for Virginia (SCHEV)

<http://research.schev.edu/>

GOAL SETTING WORKSHEET

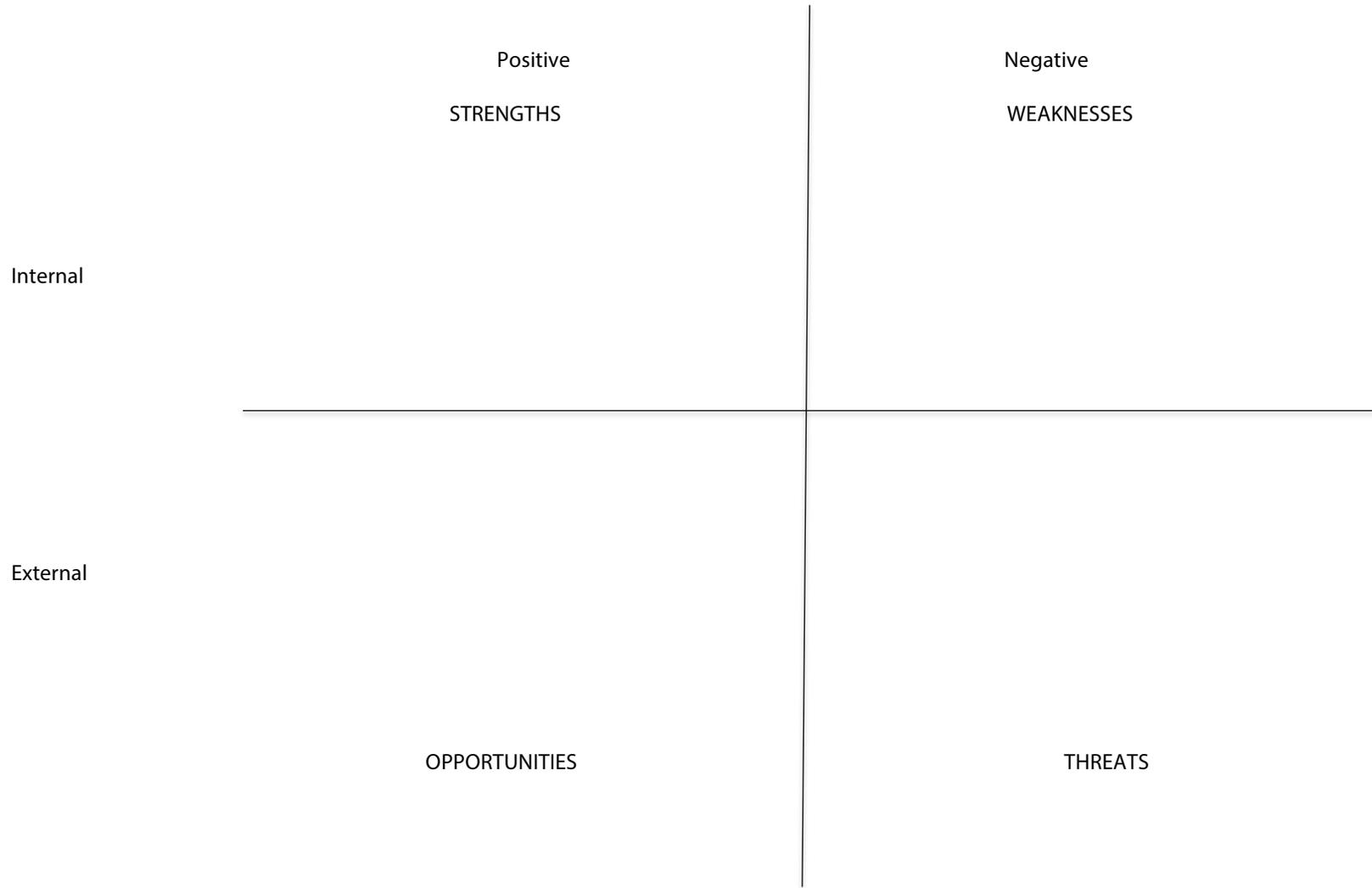
Previously Set Goals

Goal	Source Document (previous APR report, SCHEV proposal, internal document)	Plan for Achievement (activities, timeline)	Has this goal been achieved? If yes, record date completed	Should this goal be kept as a current goal?

Current Goals

Goal	Evidence or Origin of Goal (Assessment results, faculty or student feedback, etc.)	Pertaining to the entire unit or a single degree program? (Specify degree program)	Plan for Achievement (activities, timeline)

SWOT ANALYSIS WORKSHEET



ASSESSMENT PLAN TEMPLATE

	Outcome Statement	Link to Program Goal	Measurement Plan				How will findings be used?
			What evidence will be collected? (e.g., capstone project, paper, thesis defense)	When will evidence be collected?	Who will conduct the assessment?	What rubric, scoring sheet or other instrument will be used?	
Student Learning Outcome 1							
Student Learning Outcome 2							
Student Learning Outcome 3							
Student Learning Outcome 4							
Student Learning Outcome 5							

CURRICULUM MAP WORKSHEET

	Courses and Milestones (exams, defenses, etc. that do not have a corresponding course number)														
SLO 1															
SLO 2															
SLO 3															
SLO 4															
SLO 5															
SLO 6															
SLO 7															

DATA SYNTHESIS WORKSHEET for PROGRAM ASSESSMENT

Student Enrollment, Retention, and Degrees (Enrollment data)

What is the demand for the program?

Who are the majors in terms of demographic data?

Are current enrollment levels okay, too low, too high?

Educational Experiences and Post-graduation Activities (assessment survey data)

How well does the program prepare students for post-graduation activities?

What are some suggestions for improving educational/curricular activities?

Quality of advising- what could be better communicated? Could advising be better structured?