**University of Wisconsin-Whitewater**

**Committee Form: Review of Audit & Review Self-Studies**

**Graduate Programs**

Program:\_\_\_Masters of Professional Accountancy (MPA)

**I. Program Purpose & Overview**

**A. Centrality**

|  |  |
| --- | --- |
| **Criterion** | **Patterns of Evidence** |
|  | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| a. The program contributes to the fulfillment of UW-Whitewater’s mission, core values, and Strategic Plan.  |  |  | 9 |
| b. The program is well-integrated with other undergraduate and graduate programs offered at UW-W as appropriate.  |  | 3 | 6 |
| c. The program has been responsive to actions recommended from the previous Audit and Review Report. |  | 4 | 5 |

Comments:

1) Need more detail regarding connection with undergrad program.

**B. Program Mission, Goals, & Accomplishments**

|  |  |
| --- | --- |
| **Criterion** | **Patterns of Evidence** |
|  | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| a. The program’s mission statement aligns with the mission of the School of Graduate Studies.  | 1 | 1 | 7 |
| b. During the review period, the program attempted to fulfill goals and objectives that were designed to improve the quality of the program.  |  | 2 | 7 |
| c. The program uses data to support revisions to its mission, goals, and objectives. | 1 | 4 | 4 |
| d. Faculty and students involved in the program are engaged with the region in ways that benefit both the community and the program.  |  |  | 9 |
| e. The program achieved or maintained accreditation (if applicable) and/or earned recognition or awards.  |  | 4 | 5 |

Comments:

1) Some of the proposed changes did not seem to adequately help the program.

2) VITA & LITC programs are good for the community as well as the students in this program. To what extent are MPA students involved in the delivery of the VITA and LITC programs, which are, indeed, exemplar models of outreach.

3) The self-study asserts the need for another faculty member in order to grow the MPA program further.

4) Many awards!

5) No revisions to missions, goals, objectives have been made (though some are forthcoming as part of the accreditation process?)

**II. Assessment: Curriculum & the Assessment of Students’ Learning**

**A. Curriculum**

|  |  |
| --- | --- |
| **Criterion** | **Patterns of Evidence** |
|  | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| a. The program has a clearly articulated, efficient, and purposeful curriculum, complete with a capstone experience.  |  | 1 | 8 |
| b. Expectations of graduate students differ from undergraduate students in dual-listed courses.  | 1 | 2 | 6 |
| c. The program provides opportunities for students to learn in ways that extend beyond the classroom.  |  | 2 | 7 |
| d. Online courses are evaluated in ways that ensure effective delivery and continuous improvement (if applicable).  | n/a | n/a | n/a |

Comments:

1) How many of the opportunities are directly relevant to MPA students? Do the student opportunities (VITA & LITC programs, internships, student orgs, visits to high schools) focus all/mostly on graduate students, or more on undergrads?

2) The program’s investment in monitoring and revising the curriculum to reflect ever-changing needs in the accounting profession are impressive.

3) Increased emphasis on business ethics is timely and laudable.

4) Good capstone requirement.

**B. Assessment of Student Learning**

|  |  |
| --- | --- |
| **Criterion** | **Patterns of Evidence** |
|  | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| a. The program has clearly articulated learning performance outcomes for students.  |  |  | 9 |
| b. The program’s curriculum aligns with the student learning performance outcomes.  | 1 | 1 | 7 |
| c. Research/scholarly activity, as defined by the program, is incorporated in the achievement of student learning outcomes. | 2 | 5 | 2 |
| d. The program collected assessment data during the review period allowing judgments about the extent to which students are achieving learning performance outcomes.  | 1 | 1 | 7 |
| e. The program has made changes/improvements during the review period that clearly align with the assessment data collected during the current (or previous) review period.  | 3 | 3 | 3 |
| f. Results of assessment efforts have been shared with internal and external constituencies.  |  | 2 | 7 |

Comments:

1) The self-study does a good job of listing objectives, traits, and courses in which these traits are covered. However, it’s not clear how the “traits” were developed, how they align with the performance outcomes, nor is it clear how these traits are assessed.

2) The program has made several changes to the curriculum during the review period. Less clear is how any of the assessment data has influenced the revision of the curriculum or the delivery of the program (i.e., “closing the loop”). To what extent does the program regularly and systematically review the amazing and informative data that it collects?

3) The self-study reports the data, but does not summarize the trends for the MPA. It’s difficult to evaluate the adequacy of the assessment (or real progress in assessment) without this.

4) Assessment results are shared with faculty and advisory board, but not with students. Is there a specific reason why assessment data is not shared with students? The self-study describes four student organizations, which could serve as a means for sharing assessment information with students.

5) Not enough focus on integrating students in research – but it is a professional degree.

**III. Student Recruitment, Enrollment, Retention, and Graduation**

**A. Trend Data**

|  |  |
| --- | --- |
| **Criterion** | **Patterns of Evidence** |
|  | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| a. Five-year enrollments trends reflect program vitality. | 1 | 1 | 7 |
| b. Graduation rates indicate that students complete the program in a timely manner.  | 1 |  | 8 |

Comments:

1) This is a remarkable program in this dimension, faced with being a victim of its own success (e.g. facing large graduate-level class sizes).

2) The data showed clear trend of increase in enrollment and number of students graduated.

**B. Demand for Graduates**

|  |  |
| --- | --- |
| **Criterion** | **Patterns of Evidence** |
|  | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| a. Graduates of the program find employment or continue their education.  |  | 2 | 7 |
| b. Data suggests that employment opportunities for graduates of this program will remain strong.  |  | 1 | 8 |
| c. Program is cognizant of differences in student populations (e.g., full-time/part-time students, working adults, recent undergraduate degree recipients, etc.)  |  | 6 | 3 |
| d. The program effectively recruits prospective students and tracks graduates of the program.  | 1 | 5 | 3 |

Comments:

1) Students’ placement rates and startup salaries are impressive.

3) Differentiated from the double-major undergrad in terms of its market value or appeal to students could have been clearer.

4) The program does allow for students to take heavier loads in the summer and fall (non-tax season).

5) The program recruits effectively, but I don’t see evidence of tracking graduates.

**C. Comparative Advantage(s)**

|  |  |
| --- | --- |
| **Criterion** | **Patterns of Evidence** |
|  | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| The program has unique features that distinguish it from competing programs—giving it a competitive edge.  | 1 | 4 (1?) | 3 |

Comments:

1) Good history of performance on CPA exam.

**IV. Resource Availability & Development**

**A. Graduate Faculty Characteristics**

|  |  |
| --- | --- |
| **Criterion** | **Patterns of Evidence** |
|  | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| a. The preparation and work experience of the graduate faculty is conducive to the effective delivery of the program.  |  | 2 | 7 |
| b. The program has identified staffing needs and pending changes that will affect the delivery of the program.  |  | 2 | 7 |

Comments:

1) It’s not clear if the graduate faculty have professional experience as well as the academic preparation to teach in this program. Is it a requirement or strongly recommended that they do so?

**B. Teaching & Learning Enhancement**

|  |  |
| --- | --- |
| **Criterion** | **Patterns of Evidence** |
|  | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| Graduate faculty engage in activities to improve their teaching, advising, involvement in course or curricular revision, new course development, etc.  | 1 | 5 | 3 |

Comments:

1) Difficult to get a sense of faculty participation in teaching improvement activities, but they appear to be involved in delivering such programs, and researching such activities.

2) Several (6/10) don’t indicate participation in teaching improvement activities, etc. Perhaps there’s more involvement than the report reflects (e.g., several courses were developed or modified). If there is no faculty involvement in LEARN Center programs, etc., why not?

**C. Research & other Scholarly/Creative Activities**

|  |  |
| --- | --- |
| **Criterion** | **Patterns of Evidence** |
|  | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| Graduate faculty engage in scholarly/creative activity in ways that support or advance the graduate program.  | 1 | 2 | 6 |

Comments:

1) Active group in terms of scholarship.

 **D. External Funding**

|  |  |
| --- | --- |
| **Criterion** | **Patterns of Evidence** |
|  | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| Graduate faculty pursue funding through grants, contract, and/or gifts.  |  | 8 | 1 |

Comments:

1) What the program lacks in seeking extramural support, it certainly appears to make-up for in fund-raising.

**E. Professional & Public Service**

|  |  |
| --- | --- |
| **Criterion** | **Patterns of Evidence** |
|  | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| Graduate faculty engage in professional and public service in ways that benefit internal and external constituencies.  |  | 1 | 8 |

**F. Resources for Students in the Program**

|  |  |
| --- | --- |
| **Criterion** | **Patterns of Evidence** |
|  | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| The program has adequate personnel, student help, and service and supplies to serve its graduate student population.  | 3 | 5 | 1 |

Comments:

1) It’s not clear if student scholarships and participation in student organizations are focused on graduate students.

**G. Facilities, Equipment, & Library Holdings**

|  |  |
| --- | --- |
| **Criterion** | **Patterns of Evidence** |
|  | No/Limited Evidence | Some/Partial Evidence | Sufficient Evidence |
| The program has adequate facilities, equipment, and technological resources to effectively serve its students.  |  | 4 (1?) | 4 |

Comments:

1) Opening of Hyland Hall should provide state-of-the-art instructional facilities, computer facilities, etc.

**Other comments/questions:**

**Recommended Actions:**

1) Continue to work on the program’s academic assessment plan:

* Continue development of the student performance outcomes. Clarify how these relate to the “traits” that have been identified, what the traits are & where they come from;
* Clarify which items of the MPA assess each performance outcome;
* Summarize the results of the varying assessments and clarify how the data are *used* to inform decisions.
* Work on ways to track graduates.
* Devise ways to disseminate assessment results to students; and
* When the program makes changes to the curriculum or students’ learning objectives, cite the assessment data that was used in making the changes to “close the loop” on assessment.

**Recommended Result:**

\_\_\_\_\_ Insufficient information in the self-study to make a determination; revise self-study & resubmit.

\_\_\_\_\_Continuation without qualification.

\_\_\_X\_\_Continuation with minor concerns.

\_\_\_\_\_ Continuation with major concerns in one or more of the four areas, & minor concerns in one or

more of the other areas; submit annual progress reports to the College Dean & Associate Vice Chancellor for Academic Affairs on progress in addressing the major concerns.

\_\_\_\_\_ Withhold recommendation for continuation, place on probation, and require another complete

 Audit & Review self-study within 1-3 years, at the Committee’s discretion.

\_\_\_\_\_ Withhold recommendation for continuation, place on probation, recommend placing in

receivership within the college, and require another complete Audit & Review self-study within 1-3 years at the Committee’s discretion.

\_\_\_\_\_ Non-continuation of the program.

3/09