University of Wisconsin-Whitewater
Committee Form: Review of Audit & Review Self-Studies
Undergraduate Programs

Program___Individually Designed Major (A&C)_____   Major___X_____   Minor____X_____

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.		1	4
b. The program supports general education, proficiency, and/or other undergraduate programs offered at UW-W.	1; 1- N/A	3	
c. The program has been responsive to actions recommended from the previous Audit and Review Report.	1	1	3

Comments:

--This is not a department-based program, so it does not offer its own courses to support general education, proficiency, or other undergraduate programs.

--The program has addressed some of the recommendations from the previous Audit & Review, and has done a thorough job of explaining the proposal process. It would be helpful to include the criteria that the faculty use in evaluating students' proposals in the proposal process.

B. Program Mission, Goals, & Accomplishments

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
a. The program's mission statement reflects the nature and scope of the program.		1	4
b. Goals and objectives were undertaken during the review period to improve or advance the program.		4	1
c. The program will be considering revisions supported by data to its mission, goals, and/or objectives in the upcoming review period.		4	1
d. Faculty and students involved in the program are engaged with the region in ways that benefit both the community and the program.	3	2	
e. The program achieved or maintained accreditation (if applicable) and/or earned recognition or awards.	1; 3-N/A	1	

Comments:

--Potential goals or revised goals appear to be goals established by Audit & Review. It's not clear how the goal-setting process that is undertaken each year or how the goals are linked to any assessment data.

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, including options or emphases within the program..	1; N/A	3	
b. Expectations of graduate students differ from undergraduate students in dual-listed courses.	4-N/A	N/A	
c. The program provides opportunities for students to learn in ways that extend beyond the classroom.	2	3	
d. Assessments of students' literacy in technology and in writing are integrated into the curriculum.	4	1	
e. Online courses are evaluated in ways that ensure effective delivery and continuous improvement (if applicable).	1; 4-N/A		

Comments:

--Students are encouraged to take independent study, practica, or internships as part of their curriculum However, it is not clear how these components are listed/encouraged in the proposal instructions or guidelines faculty use when considering approval of student curriculum proposals.

--The process that the student goes through is clearly described. A suggestion would be to add a statement in the proposal instructions for the student to identify which course or experience would be used to satisfy the writing requirement, and what the specific technology competencies would be for each student's career path.

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.	1	3	1
b. The program's curriculum aligns with the student learning performance outcomes.	3	1	1
c. The program collected assessment data during the review period allowing judgments about the extent to which students are achieving learning performance outcomes.	4		1
d. The program has made changes/improvements during the review period that clearly align with the assessment data collected during the period under review.	3; N/A		
e. Results of assessment efforts have been shared with internal and external constituencies.	4; N/A		

Comments:

--The student learning outcomes are very general, which makes sense for a program of this nature.

As part of the process, learning performance outcomes should be identified for/with each student. It appears that this is done in very general ways with the selection of classes, but could be more formal. For example, a set of learning outcomes could be specified as one section of the student's proposal. Then "mapping" the student's learning outcomes to the courses s/he will take would go a long way toward ensuring that all objectives are covered as the student progresses through her/his program of study. Presumably, direct measures of student learning would also be in place in the individual courses for assessment purposes.

--No information about how the program is modified based on assessment data.

--There is no evidence that assessment data has been disseminated or shared with stakeholders.

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 enrollment trends reflect program vitality and sustainability.	2	3	
b. Graduation rates indicate that students complete the program in a timely manner.	1	3	
c. Level of support for the program relative to enrollments reflects the status of the program as oversubscribed, undersubscribed, or optimal.	1	4	

Comments:

--Enrollment appears to be low, though this may be a program intended for exceptional-case students (not intended for high enrollment).

B. Demand for Graduates

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
a. Program graduates find employment or continue their education.		3	2
b. Data suggests that employment opportunities for graduates of this program will remain strong.	1	2	2
c. The program systematically recruits prospective students and tracks graduates of the program.	3	2	

Comments:

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	

Comments:

--Not much detail on this aspect.

IV. Resource Availability & Development

A. Faculty Characteristics

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
a. Context is clear for understanding the composition of the department faculty & instructional academic staff (e.g., gender, ethnicity, expertise, academic rank, etc.).	2; 2-N/A	1	
b. The program has identified staffing needs and pending changes that will affect the delivery of the program.	1; 2-N/A	1	1

Comments:

B. Teaching & Learning Enhancement

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
Faculty & instructional academic staff engage in activities to improve their teaching, advising, involvement in course or curricular revision, new course development, etc.	3	2	

Comments:

C. Research & other Scholarly/Creative Activities

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
Faculty engage in scholarly/creative activity in ways that support or advance the undergraduate program(s).	1	3	1

Comments:

D. External Funding

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
Faculty pursue funding through grants, contract, and/or gifts.	2	?	2

Comments:

E. Professional & Public Service

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
Faculty engage in professional and public service in ways that benefit internal and external constituencies.	1	3	1

Comments:

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 undergraduate student population.	1	4	

Comments:

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.	1	3	

Comments:

Other comments/questions:
--The service that the Faculty Committee completes in helping students develop proposals and in reviewing proposals is to be commended.

Recommended Actions:
1. Continue to develop an Assessment Plan for the program:
   a. Develop a systematic process to assess program objectives that links to the program mission, and shows how assessment data is used in program revision ("closing the loop").
   b. Work with the Director of Assessment to explore strategies for assessment, including portfolio assessment. Since there are not content-based learning objectives for the program as a whole (each student's academic program is unique), learning objectives for each of the individualized majors could be identified as part of the approval process. Then each student's learning could be assessed individually, using a systematic process that includes both direct and indirect forms of assessment.   This process should be developed through discussions with both the A & C and L & S Individualized majors/minors program coordinators and faculty committees.
   c. Develop a process for assuring that all majors meet the university requirements for writing and technology literacy and that all majors take the opportunity to engage in learning beyond the classroom.
   d. Develop a process by which assessment data is disseminated to stakeholders.
2. Develop and report clear criteria that faculty use when evaluating students' proposals for the individualized major and minor. These criteria should be linked clearly to the program mission and stated objectives for the program and for student learning.

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.

3/2/10

** Submit a progress report on the Assessment Plan to the Director of Assessment, College Dean, and Associate Vice Chancellor for Academic Affairs by December 2011.

Correspondence related to the progress report:
[Nov. 28, 2011 to Mertens, Mark McPhail, Sally Vogl-Bauer, BCC to Greg Cook]

Hello Bob,

Thank you for the update. It will be interesting to see how the portfolio assessment process is working for the IDMM program. Let's set a deadline of May 1, 2012 for a more full assessment report to be submitted by the program. That will provide the time needed to acclimate the new members, as you describe below.

It is my hope that the May 1 report will describe a process for setting and assessing learning outcomes for IDMM majors, reviewing assessment data within the program, and acting on data to improve learning. The report could also present or summarize assessment data (if available) from the Spring '10 portfolio assessment meetings with graduating seniors.

I'll note the new deadline in my Audit & Review schedule.

Thanks,
Greg

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From: "Mertens, Robert J" <mertensr@uww.edu>
Date: Wed, 23 Nov 2011 18:35:09 -0600
To: Greg Cook <cookg@uww.edu>

Cc: "McPhail, Mark L" <mcphailm@uww.edu>
Subject: Re: Reminder, Audit & Review progress report due Dec. 1--Indiv. Major A&C

Hello Greg,

Thanks for the reminder.

As you know the IDMM program is coordinated by an ad-hoc College faculty committee. At present that group is in transition due to the unanticipated retirement of one of its long standing members, a family related leave of another, and recently renewed reappointments of expired terms of the remaining members.

Last spring the committee initiated its portfolio assessment and focus meetings with graduating seniors which is a component of the assessment plan. As of this fall term there were no new IDMM applications and no students are currently pursuing the program option although new applications are anticipated for next fall that will be received this spring.

It would be advantageous to disseminate the recent College assessment meeting information as well as student feedback from last spring to the new committee when it convenes during the spring term prior to finalizing an assessment plan.

As such it is recommended that the committee submit its assessment plan progress report at the conclusion of spring term in order to familiarize new committee members with the goals and unique processes of this major/minor option and to coordinate with College assessment activities.

Bob.

On 11/11/11 4:55 PM, "Cook, Greg" <cookg@uww.edu> wrote:

Hello Bob,

This is a reminder that the Individually Designed Major in Arts & Communication has a report due on Dec. 1, from the Audit & Review conducted in 2009-2010. The recommended actions from Audit & Review are copied below, along with the note (at the bottom) indicating that the report should explain progress related to the assessment plan (Recommended Action #1). I also attached the full report from last year's A&R.

The report should be sent to me, Dean McPhail, and also to Joan Schrank in the Provost's Office, please.

Let me know if you have any questions about the nature of this report. I'd be happy to meet with you to discuss the recommended actions and clarify where needed.

I hope your program has made great progress, and I look forward to reading the report.

Regards,
Greg

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and shows how assessment data is used in program revision ("closing the loop").

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3/2/10

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