

Progress report review is appended to the end of this document.

**Minutes and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Liberal Studies Majors and Minors, 2015-2016**

Date: Wednesday, March 9, 2016

Time: 2:00-3:00pm

Place: Laurentide Hall 4012

Attended: Department Chair Crista Lebens, Program Coordinator Tracy Hawkins, Interim Provost John Stone, Associate Vice Chancellor Greg Cook, Associate Dean Frank Goza, Review Team Chair Amy Klemm Verbos, Review Team Members Angela Harlan, Ellie Schemenauer, and Joan Cook.

- 1) Call to order and introductions
- 2) Dr. Lebens and Dr. Hawkins gave the background behind the program and its students. This program has a wide variety of students in terms of interests, background, etc.
 - a) Provost John Stone asked about the percent of students in this program who are nontraditional. Drs. Lebens and Hawkins estimate that the percentage of nontraditional students is 25 – 30%.
 - b) Dr. Schemenauer asked if the program tracks the number of students who have disabilities who pursue the major because of its online options. They do not.
 - c) AVC Greg Cook asked what the word “liberal” means to you (Drs. Lebens and Hawkins) and the students. They responded: Engaged, conscientious, global citizens; emphasizes analytical skills, writing skills, human culture, social sciences, and diversity of knowledge without having it be a career training program. Liberal in the sense of “freeing the individual.”
- 3) Dr. Verbos briefly summarized the strengths of the Liberal Studies Program identified by the Team and complimented Dr. Hawkins on a thorough and well written self-study report.
- 4) Discussion of Review Team’s evaluation:
 - a) Resources. We discussed concerns about overreliance on one faculty and were satisfied with the response. The intro and capstone courses are a total of 3 credits. Dr. Hawkins communicates about the courses with other faculty. Dr. Lebens believes it would be easy to have someone step in to teach in the event Dr. Hawkins is unable – including sabbatical. We also discussed what the Dean and the College may do to work with the Program Coordinator to support the major. New hire is a priority. Replacement of the academic staff position with a tenure-track position would greatly help with the advising load.
 - b) Implementation of assessment plan. The program coordinator put together a comprehensive assessment plan. We discussed the status of program assessments and how to get data from courses other than the intro and capstone courses. Entrance and Exit surveys are given. Add some questions to the exit survey to get indirect assessment information on courses from other departments, including online courses. AVC Greg Cook recommended rewording SLO questions on the Exit survey. Data collection is still in progress.

- c) Vision. This is an area the program is working on. The program has traditionally helped students leaving other programs to graduate. In particular, they would like to attract more students, create an honors track, and counter a perception that the major is to help students who cannot make grade point in their initial majors to earn a degree. Liberal Studies can be a very innovative educational experience and provides sought-after skills. As this becomes apparent, by attracting students as a first choice, it may also increase the academic performance of students
 - d) Graduates. We discussed how there are resources available that the program could tap into. There have been some roadblocks in obtaining the information. The program is now collecting post-graduate contact information on the Exit survey.
 - e) Progress Report. Drs. Hawkins and Lebens expressed concern over the need for a Progress Report. The Committee assured them that this is a short report that updates the Committee on the Recommended Actions only, is quite common, and will assist them in keeping on track.
- 5) **Recommended Actions**: The evaluation report lists 4 recommended actions (see page 14, point 4).
- 6) **Recommended Result**: *Continue with minor concerns*
- **Please make use of the detailed comments in the evaluation report (below).**
 - **The Committee requests that the program provide one progress report on the recommended actions, due March 31, 2018.**
 - **Next full self-study will be due in October, 2020.**
- 7) Adjourn at 3:07pm

University of Wisconsin-Whitewater
Committee Form: Review of Audit & Review Self-Studies
Undergraduate Programs, 2014-2015
Majors/Minors and Standalone Minors

Date of Evaluation February 12, 2016 Short Self Study (SS*)
 Program Liberal Studies Major X Minor X

Evaluations submitted by: Amy Klemm Verbos (chair), Xueqing Chen, Joan Cook, Angela Harlan, Ellie Schemenauer

Review meeting attended by: Amy Klemm Verbos (chair), Angela Harlan, Xueqing Chen, Ellie Schemenauer, and Joan Cook

I. Program Purpose & Overview: A. Centrality

1. The program contributes to the fulfillment of UW-Whitewater's core values, Mission, and Strategic Plan.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

2. The program supports general education, proficiency, and/or other programs at UW-W.

Sufficient Evidence	2
Some/Partial Evidence	3
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

3. The program has achieved or is appropriately working toward achievement of at least two goals of Inclusive Excellence.

Sufficient Evidence	1
Some/Partial Evidence	4
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

4. The program has been responsive to actions recommended from the previous Audit and Review Report; Progress Reports have been submitted, if relevant.

Sufficient Evidence	1
Some/Partial Evidence	4
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

Thank you for the overview of the program. This was very useful in helping me understand the overall purpose of the program. And it was beautifully written!
 The emphases and requirements articulated in the first paragraph of the self-study truly embody what it means to have a liberal education. I particularly applaud the emphasis on students'

participation in and responsibility for their own learning.

IA1.
Good evidence of furthering the Mission, Values, and Strategic Plan of the University.
Please note for future reference that programs are not required to provide evidence of supporting all items in the university's core values, mission, and strategic plan.

IA2.
The self-study could be more specific about how the Liberal Studies minor benefits other programs and the major brings together GenEd classes for a degree. These are important contributions.

IA3.
Flexibility and online options can serve students of opportunity.
Could be clearer with information on inclusive excellence goals being pursued and on the progress toward those goals.

IA4.
It appears that there was a gap in the work toward the recommendations. It's understandable that progress may have been slow over the past few years given the transition to a redesigned program and a new coordinator. The Program Coordinator is to be commended for her impressive job responding to the recommendations since arriving at UWW in 2014. Some actions have been taken thus far to address the Recommended Actions, but many are in the planning stages. The plans described are good ones. However, interim reports might help to make sure this effort stays on track.
Developing a vision for the next 5 - 10 years should be a priority.
This program is in good hands.
I like that the new coordinator intends to involve the department to a greater degree.

I. Program Purpose & Overview: B. Program Mission, Goals, & Accomplishments

1. The program's mission statement reflects the nature and scope of the program.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

2. Goals and objectives were identified and undertaken to improve or advance the program.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

3. The program has a process for setting and assessing goals, and making decisions about changes to the program goals.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

4. The program is considering potential revisions to mission, goals, or objectives; the program has a “vision” for where it wants to be in the future and how to get there.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

5. The program earned recognition or awards.

Sufficient Evidence	1
Some/Partial Evidence	0
No/Limited Evidence	1
Not Applicable (explain why in comments below)	3

6. The program has achieved or maintained program-level accreditation or has considered seeking it, where appropriate.

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	5

Comments

IB1.

It appears that this is in process and that the program is working toward it.

I particularly like the revised mission and SLOs.

IB2.

Good work toward the future of this program.

Several steps were taken that no doubt will improve the program. However, I don't see that goals and objectives were identified and that these steps are a result thereof.

IB3.

The self-study gives a good description of the newly instituted monthly meetings. I'd suggest that one of the monthly meetings be devoted to identifying goals for the year (either last meeting in spring or first meeting in fall) and periodically to longer term planning, to provide clear direction for longer-term and bigger goals. Some of this has been addressed (Inclusive Excellence goals, plans for LibSt Honors Track), but there may be others.

IB4.

The program is clearly thinking about goals but I'm not sure that the specific ones listed (pg 10 of pdf) actually constitute a 'vision' for the program. It may be a bit early to expect this, given the short time that the Program Coordinator has been here, but I encourage the program to consider where/what it wants to be in 5 years and beyond.

IB5.

I rated this as 'sufficient' because it was answered. I'm never completely sure how to actually rate this. We should give programs an opportunity to include accolades at some point in the report.

IB6.

No accreditation is available for this program.

II. Assessment : A. Curriculum**1. The program has a clearly articulated, efficient, and purposeful curriculum, including options or emphases within the program (if applicable).**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

2. If program offers dual-listed courses, the expectations of graduate students differ from undergraduate students; otherwise NA

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	5

3. Appropriate assessment data were used in making curricular revisions.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

4. The program provides opportunities for students to learn in ways that extend beyond the classroom, and discussed the extent to which students are involved in these activities and opportunities.

Sufficient Evidence	1
Some/Partial Evidence	4
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

5. Online courses are evaluated in ways that ensure effective delivery, continuous improvement, and student learning (if applicable)

Sufficient Evidence	0
Some/Partial Evidence	3
No/Limited Evidence	2
Not Applicable (explain why in comments below)	0

Comments**IIA1.**

The liberal studies majors and minor balance broad knowledge with specialization. All liberal studies majors and minors can be completed online.

The program has an appropriate and well-considered revised curriculum that ensures a breadth of knowledge but also an area of specialization, that students can't "backdoor" into a major without being officially accepted into it, and that students take sufficient higher level courses.

The program is heavily dependent on frequent and quality advising (which I consider a good thing).

IIA2.

There are no dual-listed LIBST courses.

IIA3.

Data are used to inform curricular decisions, but given the lack of variety and availability of past assessment data, it's not clear how representative the data were. The self-study mentions using data from the e-portfolio/website. How are these data scored and summarized? I encourage the program to include even more of these direct student performance data in their decision-making process as it becomes available.

The Program Coordinator is to be commended for the thorough redesign and streamlining using the limited data available.

IIA4.

The internships are nice, but I would expect a wider variety of opportunities for learning outside the classroom from this major.

Vision might include greater emphasis on internships/study abroad.

Are other opportunities for students being considered? A student org or some way to create connections between students, and between students and faculty, might be useful to students.

IIA5.

I am incredibly sympathetic to the challenges of interdisciplinary programs like Liberal Studies.

Dependent on classes "owned" by other departments, they have very few ways to monitor and assess the quality of program-approved courses.

What about Quality Matters? How have course evaluations (for LIBST courses) and exit interviews been used to improve online courses? Could the program work with other departments (getting instructors' consent) to review student course evals for some subset of courses taken in other departments? Would it be worthwhile?

Separate surveys of online students' experiences in online courses offered through other departments would help inform the program as to whether a particular online course is meeting its goals and the needs of its students.

Will LIBST 201, 350, and 400 only be offered online? If so, does this actually meet the needs of the students in the program, given that less than 1/4 of the majors are designated as online only?

II. Assessment : B. Assessment of Student Learning

1. The program has a clearly articulated learning outcomes for students, courses are "mapped" to these learning outcomes, and some outcomes received specific attention during the review period.

Sufficient Evidence	2
Some/Partial Evidence	3
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

2. Student learning outcomes are aligned with the LEAP Essential Learning Outcomes in a way that is reasonable and meaningful.

Sufficient Evidence	1
Some/Partial Evidence	3
No/Limited Evidence	1
Not Applicable (explain why in comments below)	0

3. The program has an appropriate assessment plan for measuring students' progress in attaining the outcomes.

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0

Not Applicable (explain why in comments below)	0
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4. The program collected a variety of appropriate assessment data allowing judgments about the extent to which students are achieving learning outcomes.

Sufficient Evidence	1
Some/Partial Evidence	4
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

5. Program faculty consider assessment data in making changes to the curriculum, students' learning outcomes, and/or other aspects of the program.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

6. Results of assessment efforts have been shared with appropriate internal and external constituencies.

Sufficient Evidence	2
Some/Partial Evidence	3
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

IIB1.

The SLOs target higher order thinking skills--very appropriate for a Liberal Studies program. More detail is appropriate here. Also, the new map seems to indicate only the primary learning goal associated (there may be more that could be linked). It appears that all learning outcomes received attention in the redesign, though this could be stated explicitly.

Does every course option in a requirement area address the SLO's to which the requirement area is linked? While I understand that a mapping of each course would be a tremendous, tedious, time-consuming exercise, I question whether the program can guarantee that each SLO is being addressed based on requirement area and not course. At the very least, the LIBST courses should be mapped to SLO's.

IIB2.

The mapping provided is of requirement areas to LEAP ELOs, not of SLOs to LEAP ELOs. The 'translation' is pretty clear, but please specify the mapping.

Is it difficult to figure out which SLOs are being addressed in which courses when there's so much variation in which specific courses a student can take? The program can assess (through the capstone) the degree to which students are achieving the SLOs, but I suspect it proves difficult to make curricular changes in all these courses to address areas of weakness. How has/will the program address this issue (another challenge of an interdisciplinary program)?

Could use more detail.

IIB3.

The Assessment Retreat each summer is a great idea!

Are you able to assess all SLO's through LIBST 201 and 400? Additionally, if these courses are offered online only, how does this affect the assessment of SLO's?

The assessment plan is very thorough, includes both 'value-added' direct assessments and plans to track graduates. It will be sufficient once fully implemented.

How will the student work be evaluated? The assessment plan says the student essays and websites will be evaluated but does not specify how. I strongly encourage the program to pay attention to how they will assess each SLO individually--i.e., how will they 'pull apart' data for each SLO. There's a strong tendency to use a general rubric for these kinds of assignments that confounds several SLOs together in the scoring. Then you can't say how students are doing on an individual SLO.

IIB4.

Little direct data collected thus far, but they're working on it (as seen in the July 20, 2015 Assessment Report). Reflects nature of past assessments.

Does this list include data from the Senior Exit Survey?

IIB5.

Clearly listened to the students, it will be better with greater assessment data.

They've used the indirect data they have, and plan to use both direct and indirect data as more becomes available.

IIB6.

While there has not been any sharing to date, there is a plan in place moving forward.

III. Student Recruitment, Enrollment, Retention, and Graduation: A. Trend Data

1-2. Five-year enrollment and graduation trends reflect program vitality and sustainability.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

3. [MAJORS ONLY] Credits-to-degree show that students can complete the degree in four years, or reasonably efficiently.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

4-5. [MAJORS ONLY] Program has strategies to recruit and retain diverse students. Composition of students approximates or exceeds the diversity of students at the University.

Sufficient Evidence	1
Some/Partial Evidence	3
No/Limited Evidence	1
Not Applicable (explain why in comments below)	0

6. Students can enroll in appropriate courses and proceed without delaying graduation.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

7. Claim that the program is oversubscribed, undersubscribed, or at optimum level is justified or supported by examples or data.

Sufficient Evidence	5
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Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

III A1.
 Online enrollment is increasing.

III A2.
 It is not clear how long students are taking to graduate and whether there is a four year path.

III A4-5.
 The program has done nothing to recruit/retain diverse students.
 I would argue that the very structure of the Liberal Studies major helps recruit and retain diverse students, especially those who are non-traditional students with many family and work obligations, students with disabilities for whom online courses are a necessity, etc.

The program was more diverse than the university for all academic years except 2014 - 2015.
 A concern here is making sure that diverse students are getting the tools that they need to become employable with this degree.
 Diversity of students in the program exceeds the university average in most years.

III A6.
 It appears that student concerns are being addressed appropriately.

III A7.
 It is clear that the program is operating at maximum capacity, is this viewed as optimum or oversubscribed?
 Advising load is heavy.

III. Student Recruitment, Enrollment, Retention, and Graduation: B. Demand for Graduates

1. [MAJORS ONLY] Placement information indicates that program graduates find employment or continue their education.

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

2. Data suggests that employment opportunities for graduates of this program will remain strong.

Sufficient Evidence	1
Some/Partial Evidence	2
No/Limited Evidence	2
Not Applicable (explain why in comments below)	0

3. The program systematically tracks graduates of the program.

Sufficient Evidence	2
Some/Partial Evidence	3
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

IIIB1.

It would be good to get better information on this.

IIB2.

Although the skills are important in the workplace, it is not clear that any employers have been contacted about the value of this degree. With the new portfolio requirement, this information will be easier to get.

Given the information students provided about career paths they plan to pursue and information gathered from Career Services, data could be given about employment projections.

Difficult to evaluate this. Employer surveys indicate that these students should be in high demand.

IIIB3.

The program is starting to track graduates. A concern is to better track graduates and perhaps if they are going on to graduate/professional programs. The plan to do this is a great approach to getting this data.

III. Student Recruitment, Enrollment, Retention, and Graduation: C. Comparative Advantage(s)

1. The program has unique features that distinguish it from competing programs--giving it a competitive edge

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

This program offers BA and BS.

IV. Resource Availability & Development: A. Faculty Characteristics

1. Information is provided about the composition of the department faculty & instructional academic staff (e.g., gender, ethnicity, expertise, academic rank, etc.)

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

2-3. The program has identified staffing changes and anticipated areas of potential future need.

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

Love the humor!

IVA1.

Add rank and percent appointment. Mention of interdisciplinary background. What is it?

IVA2.

Program is highly dependent on one person. This is a concern if there were course releases, sabbatical, illness or leave, or turnover in the position.

IVA3.

Staffing is identified, but might a partial appointment be appropriate so that not all classes are taught by one person?

IVA4.

There is an immediate need to hire a faculty member in the area of ethics, given that this area is the most difficult for students to satisfy.

IV. Resource Availability & Development: B. Teaching & Learning Enhancement

1. Faculty & instructional academic staff are engaged in activities to enhance teaching and advising.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

1. Consider recommending the UW-System teaching conference or one in her discipline.

IV. Resource Availability & Development: C. Research & other Scholarly/Creative Activities

1. Faculty (and staff, if relevant) are active in research and/or scholarly/creative activities.

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

Excellent work!

IVC1.

What are the publication expectations for the position?

IV. Resource Availability & Development: D. External Funding

1. Faculty and staff (if relevant) pursue funding through grants, contract, and/or gifts.

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	3
Not Applicable (explain why in comments below)	2

Comments

Please note that this item is contextually dependent upon the field, so it is not necessarily a negative when a program does not do this. What sources might be identified for this program?

IV. Resource Availability & Development: E. Professional & Public Service

1. Faculty (and staff, if relevant) are active in professional and public service, beyond the department.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

IV. Resource Availability & Development: F. Resources for Students in the Program

1. The program has adequate personnel, student help, and service and supplies to serve its undergraduate students.

Sufficient Evidence	0
Some/Partial Evidence	4
No/Limited Evidence	1
Not Applicable (explain why in comments below)	0

Comments

IVF1. The program has needs that are specifically listed in the self-study in this area.

IV. Resource Availability & Development: G. Facilities, Equipment, & Library Holdings

1. The program has adequate facilities, equipment, and technological resources to effectively serve its students.

Sufficient Evidence	2
Some/Partial Evidence	3
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

IVG1. Specific needs are identified.

V. Conclusions and Recommendations from the Department or Program

1. Program strengths are discussed.

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

2. Areas of improvement and continued progress are discussed.

Sufficient Evidence	4
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Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

3. Recommendations and resources are discussed.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

4. Other comments by the program (not rated).

Yes	5
No	0

Comments

V1.

Liberal Studies is an essential degree option for nontraditional students, students who require online offerings for disabilities, and students of low socio-economic status who require the flexibility to work full-time.

Could also emphasize the important skills gained by students.

V2.

Assessment, use of assessment, making clear the connection to graduate success, and following through on the other excellent steps that have been begun to revise the program are also important areas.

V3.

It seems that the replacement of faculty in the Department, while important to Liberal Studies, would not address the heavy reliance on only one faculty. Consider the possibility of staffing directly related (even a partial appointment).

VI. Reviewer Conclusions

1. Strengths of the Program

Helps students to build important skills. The Program Coordinator is clearly a great asset to the Program, and has done excellent work toward improvement.

Provides flexibility for students to individualize their programs to suit their careers, transfer students to earn a degree, and its online presence allow for nontraditional students, students with disabilities, and traditional students with work and/or family obligations to pursue and complete an undergraduate BA/BS degree. Is interdisciplinary.

I consider Liberal Studies vital to Inclusive Excellence efforts.

The program is an embodiment of LEAP.

2. Areas for Work or Improvement

Overreliance on one faculty. Especially need to consider future staffing needs as the program is at capacity.

Implementation of steps for curricular change, assessment, and helping graduates demonstrate the value of the degree.

Continue doing what you are doing! Your future plans and goals as outlined here are thoughtfully

considered.
Advising load
Analyzing and sharing assessment data. Assessment of the online only program.

3. Other comments/questions

4. Recommended Actions

1. Work with the Dean and College to identify and secure resources to support the major, especially the present need for faculty hires.
2. Implement assessment plan:
 - a. Gather, analyze and track impact of data on student learning (especially direct assessment)
3. Work with campus offices to track graduates, using the information to inform program decisions and as a way to assist students and graduates to identify how this degree can lead to possible career paths, civic engagement, life skills, volunteerism, and preparation for graduate degrees.
4. By the next self-study, translate program goals into a vision for the program.

5. Recommended Result*

Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	
Continuation without qualification	
Continuation with minor concerns	X
Continuation with major concerns in one or more of the four areas; submit annual progress report to the College Dean & Associate Vice Chancellor for Academic Affairs on progress 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.	

***A progress report on progress toward accomplishing the Recommended Actions is due by March 31, 2018. The program's next full self-study is due October 1, 2020.**

Progress report was submitted 3/26/2018 and is stored on the shared T drive, 2017-2018 folder, Progress Reports subfolder.

**University of Wisconsin-Whitewater
Committee Form: Review of Audit & Review Progress Report
Undergraduate Programs, 2017-2018
Majors/Minors and Standalone Minors**

Program Name: Liberal Studies

Date of Review Team Meeting: April 17, 2018

Current progress report was due to the A&R Committee March 30, 2018 and was submitted March 26, 2018. Next full self-study is due October 1, 2020.

Evaluations submitted by: Barbara Bren (review team chair), Asmahan Sallah, Rashiqa Kamal, Katy Casey, Joan Cook

Review meeting attended by: Barbara Bren (review team chair), Asmahan Sallah, Katy Casey, Joan Cook

Recommendation #1

Work with the Dean and College to identify and secure resources to support the major, especially the present need for faculty hires.

Recommendation #1 Overall Evaluation

Good Progress	3
Making Progress	2
Little/No Progress	0

Comments related to recommendation #1

Congratulations on acquiring needed staffing replacements (and even a gain of one) to support program advising and course offerings for “Personal and Social Responsibility” and “Global Studies.”

It is good to know that the program has been able to secure resources in terms of additional hires.

Great progress on this recommendation. All three are tenure line, correct?

The previous self-study noted resource needs for student help and computer programming in support of advising. What’s the status of these?

To what extent are new hires involved in helping administer and steer the program?

Recommendation #2

Implement assessment plan:

- a. Gather, analyze and track impact of data on student learning (especially direct assessment)

Recommendation #2 Overall Evaluation

Good Progress	0
Making Progress	5
Little/No Progress	0

Comments related to recommendation #2

Since there were so many assessment plans just being implemented at the time of the previous self-study, I was expecting more detail about what has happened with the assessment plan in the last 2 years. For example, is the continuing discussion about “meaningful” incorporation of direct assessment the same as what was expressed in Appendix D of the self-study (the two courses used for collecting direct assessment data that will be compared to show “value added” are taken by many students in consecutive semesters)? What parts of the Summer 2015 – Summer 2020 plan been implemented, and what have been the results?

What are you learning from the data you have collected thus far? Please include at least a brief description of what data have been collected and what you are learning from it (even preliminary thoughts on the results and what they might mean).

Recommendation #3

Work with campus offices to track graduates, using the information to inform program decisions and as a way to assist students and graduates to identify how this degree can lead to possible career paths, civic engagement, life skills, volunteerism, and preparation for graduate degrees.

Recommendation #3 Overall Evaluation

Good Progress	0
Making Progress	5
Little/No Progress	0

Comments related to recommendation #3

You are in about the same place as just about every program on campus.

How are you using your own graduate surveys to gather this information? Does this refer to surveys of graduating seniors, or to a survey of your alumni? Please elaborate.

Does the program have an Advisory Board that includes alumni? Or some way to make connections with alumni and gather information on, provide connections with possible career paths? I know there are many different paths for students with this major, which makes it even more important to maintain contact with alumni so you have connections for student internships, entry jobs, etc.

More information would have been helpful.

Recommendation #4

By the next self-study, translate program goals into a vision for the program.

Recommendation #4 Overall Evaluation

Good Progress	2
Making Progress	3
Little/No Progress	0

Comments related to recommendation #4

Congratulations on approving a vision statement.

The program has a new vision statement.

Recommendations for next review. Additional progress reports required?

Yes, Please List Due Dates (e.g. in 1 year, 2 years)?	1
No	4

Next report should specifically address the following:

Progress on new hires and data collection

I expect that assessment will be thoroughly addressed in the full self-study, due October 1, 2020.

include description of data collected on student learning outcomes include program goals

More information on recommendation 2 and how it is being implemented.

Additional comments:

In response to the review team's request for additional information on recommendation #2 in order to assess the program's progress, the program coordinator sent three documents to demonstrate that the program was implementing the assessment plan described in the previous self-study: a list of the number of responses each semester to entrance surveys, a list of the number of responses each semester to exit surveys, and a report from the 2017 assessment retreat.

No additional progress report is required.

The program's next full self-study is due to the Dean of the College of Letters & Sciences by October 1, 2020 and to the A&R Committee by November 1, 2020.

**Audit and Review Program Meeting
Discussion of the Progress Report Submitted March 26, 2018 by
LIBERAL STUDIES PROGRAM**

**May 15, 2018
11am-12pm
LT 4012**

Attendance: Tracy Hawkins (program coordinator), Ruth Tallman (program faculty), Crista Lebens (department chair), Barbara Bren (review team chair), review team members: Asmahan Sallah and Joan Cook

- Discussion related to recommendation #1 (resources):

New faculty do not advise during the first year, but then will be available to help with this, *e.g.*, Ruth Tallman will help with advising next year and the faculty member starting in Fall 2018 will start advising in 2019/2020. The program has received some funding for a student assistant, who is

providing much-needed help with course listings. The search for a programmer to create code for searching across spreadsheets of student data has not been successful yet, but the program coordinator has explored many possibilities and will continue to do so.

- Discussion related to recommendation #2 (assessment):

Based on additional information provided for recommendation #2, a majority of the review team voted for no additional progress report before the program's next self-study. There are many challenges to assessing the program's impact on students over time. These challenges include many students entering the program later, most courses being taught outside the department, courses not being taken in a prescribed sequence, and most students taking 201 and 400 simultaneously or consecutively. Sometimes students are in the program for as short as one semester, or they are transfer students or returning after a break, so access to their earlier work may be difficult or impossible.

To address assessment issues, Joan Cook suggested that the nature of the program means it may need to focus on the endpoint (knowledge and skills students should have at completion), looking for weaknesses and where those outcomes are taught explicitly. In some cases it might be possible to use assignments from other courses and assess them with a rubric for a targeted skill. The program's coordinator feels that using the 400 capstone course's website assignment, which requires artifacts for ten learning outcomes, has been a productive practice. Over each five-year period all ten learning outcomes are assessed.

Based on the discussion, Joan also said that the program is moving into "phase two" where it should consider what is being learned, identify skills that need more attention, and closing the loop (versus phase one, which is setting learning outcomes and an assessment plan for moving through them, etc.). It might be, given the eclectic nature of students' emphases, assessing skills and knowledge in a consistent manner is very challenging and it may require use of qualitative analysis through conversations with students to identify themes and how they connect to learning outcomes. However it is accomplished, the analysis will need to be useful for program development. Tracy Hawkins said they are considering narrowing the course options in the Personal and Social Responsibility area to be more prescriptive and taught within the department, and to make it more reflective. This change will give the program faculty members another touchpoint with their students. The next self-study should emphasize what changes have been made, and why. There will be an orientation session for programs with self-studies coming due soon (in Spring 2019). Tracy will be on leave then, but Crista Lebens will be filling in.

No additional progress report is required.

The program's next full self-study is due to the Dean of the College of Letters & Sciences by October 1, 2020 and to the A&R Committee by November 1, 2020.