

**Agenda and Evaluation Report for  
Audit & Review Face-to-Face Meeting  
University of Wisconsin-Whitewater  
Masters of Public Accountancy, 2017-2018**

**Date:** March 12, 2018

**Time:** 2PM

**Place:** Hyland 4301

**Invited:** Provost Susan Elrod; AVC Greg Cook; Dean John Chenoweth; Department Chair D'Arcy Becker; faculty and staff in the Masters of Public Accountancy program; Audit & Review Team Chair Matt Vick; Audit & Review team members Andy Yu, Gina Carrola, Jennifer Betters-Bubon, Ki-Bong, Joan Cook

- 1) Call to order
- 2) Introductions
- 3) Overview of review team evaluation, program comments
- 4) Discussion of Review Team's evaluation:
  - a) The study was written very clearly. The audit and review committee had remarkable inter-rater reliability due to the logical connections made between uploaded files and questions asked for most questions.
  - b) Dual-listed courses. The program has self-identified the need to increase the rigor of dual-listed courses for graduated students. This is to be commended.
  - c) Curriculum Modification. The program has proactively modified its curriculum away from CPA exam preparation to a project-based curriculum with authentic projects. It would be helpful in the future to connect curricular changes to assessment data in addition to feedback from students about their needs or lack thereof for a graduate degree.
  - d) External Funding. The report states that the department does not expect faculty to seek grants, contracts, or gifts to advance the graduate program. In light of the new university strategic plan, should this be revisited?
- 5) **Recommended Actions:** The evaluation report lists 3 recommended action (see page 20, point 4) related to program assessment, enrollment, and diversity.
- 6) **Recommended Result:** *Continuation without qualification*
  - **A progress report will be due in October, 2022**
  - **Next full self-study will be due in October, 2027**
- 7) Adjourn

**University of Wisconsin-Whitewater**  
**Committee Form: Review of Audit & Review Self-Studies**  
**Graduate Programs, 2017-2018**  
**Minutes**

Date of Evaluation 3/12/18

Short Self Study (SS\*) \_\_\_\_\_

Program Accounting (MPA)

Major x Minor \_\_\_\_\_

**Evaluations submitted by:** Joan Littlefield Cook, Matt Vick\*, Andy Yu, Gina Carrola, Jennifer Betters-Bubon, Ki-Bong Nam, SA Welch

**Review meeting attended by:** D’Arcy Becker, Greg Cook, Matt Vick, Abbie Daly, Joan Cook, Paul Ambrose, Seth Meisel, Ahmad Karim, Andy Yu

- 1) Call to order
- 2) Introductions

Abbie Daly reported that the program is going in a strong direction. They feel that their strong direction is due to the ability to hire strong faculty with specific expertise.

- 3) Overview of review team evaluation, program comments
- 4) Discussion of Review Team’s evaluation:

- a) The study was written very clearly. The audit and review committee had remarkable inter-rater reliability due to the logical connections made between uploaded files and questions asked for most questions.
- b) Dual-listed courses. The program has self-identified the need to increase the rigor of dual-listed courses for graduated students. This is to be commended.

AVC Cook reported on the process across campus to improve the rigor of dual-listed courses. D’Arcy Becker noted that practically they have just refrained from offering those courses. They offer the 400-level courses, but the 600-level are not even listed in catalog. Graduate students don’t need these courses because it is not a part of the graduate curriculum.

- c) Curriculum Modification. The program has proactively modified its curriculum away from CPA exam preparation to a project-based curriculum with authentic projects. It would be helpful in the future to connect curricular changes to assessment data in addition to feedback from students about their needs or lack thereof for a graduate degree.
- d) External Funding. The report states that the department does not expect faculty to seek grants, contracts, or gifts to advance the graduate program. In light of the new university strategic plan, should this be revisited?

D’Arcy Becker noted that the department does bring in external funding; it is just not specifically a part of the MPA. The bulk of that work is directed by advancement. Dean Chenoweth pointed out that regular tuition generated by accounting is likely the largest tuition generator on campus. Funding for hiring specialized faculty is the focus rather than grant funding.

- 5) **Recommended Actions:** The evaluation report lists 3 recommended action (see page 20, point 4) related to program assessment, enrollment, and diversity.

In regards to recommendation 1, Joan Cook clarified course embedded assessments versus course level SLOs. AVC Cook suggested balancing direct and indirect measurements of assessment. The recommendation has been modified to remove references to course level objectives and remain focused on program level assessment.

Regarding recommendation 2, D'Arcy Becker noted that they feel that the new curriculum will draw new students to stabilize enrollment. Too many employers failed to compensate students with a master's degree at a higher level. The employers gave feedback on the skills and knowledge that they were looking for to promote them faster, but not necessarily higher salary. Employers may be able to direct students to areas of emphasis when recruiting for internships. Joan suggested that graduate tracking and their speed through promotions might be good assessment data to gather. D'Arcy mentioned that they need a good incentive for grads to be tracked. Dean Chenoweth noted that the 5-year trend is deceiving because it started at the peak of enrollment.

Andy Yu mentioned the need for university wide data collection on graduates. Seth Meisel and Paul Ambrose had investigated options for vendors that provided such data.

In regards to recommendation 3, it was mentioned that a new faculty member may be helping to draw more ethnically diverse students to UWW. Dean Chenoweth noted that the department's faculty is 50%-50% male/female and that this sets role models for future accountants. AVC Cook asked the program to continue to improve the enrollment by underrepresented minority students. Dean Chenoweth noted that they should start looking at whether the graduate enrollment demographics matches the undergraduate graduation demographics.

- 6) **Recommended Result:** *Continuation without qualification*

- **A progress report will be due in October, 2022**
- **Next full self-study will be due in October, 2027**

- 7) Adjourn

### I. Program Purpose & Overview: Centrality

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

#	Answer	%	Count
1	Sufficient Evidence	85.71%	6
2	Some/Partial Evidence	14.29%	1
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

#### 2. The program supports other undergraduate and graduate programs offered at UW-W (if relevant).

#	Answer	%	Count
1	Sufficient Evidence	85.71%	6
2	Some/Partial Evidence	0.00%	0
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	14.29%	1
	Total	100%	7

#### 3. The program works to support at least two goals from the institution's Inclusive Excellence Guidelines.

#	Answer	%	Count
1	Sufficient Evidence	14.29%	1
2	Some/Partial Evidence	85.71%	6
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**4. The program has been responsive to actions recommended from the previous Audit and Review report; Progress Reports have been included (if relevant).**

#	Answer	%	Count
1	Sufficient Evidence	71.43%	5
2	Some/Partial Evidence	28.57%	2
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**Comments (please label by item numbers, e.g., I.1; I.2; etc.).**

1. MPA program doesn't support other academic programs (is this question really relevant to graduate programming?) (2)

1 There are three MPA programs in the UW-System.

2. The program receives support from BBA/Accounting much more than the vice versa. (top of p.5)

2 The program provides tools for a student to become a CPA.

Comprehensive approach.

3-May want to make the Inclusive Excellence items more explicit

3 The program will be very helpful in the globalization of the university.

\* I see that they incorporated the University's core values in it program.

\* They did indicate 2 goals of IE, but what they wrote as support was not clear as to how these really are IE. I thought IE focused on diversity. The only one they addressed that might do this was: intercultural curriculum.

\* I thought they responded well to the course based assessment from the previous A&R report

The program is a service to UWW. It provides a valuable route for undergraduate accounting majors to reach a requirement for 150 credits while advancing themselves professionally. The inclusive excellent goals are partially met by an inclusion of global issues in the curriculum. However, more emphasis on recruiting diverse students and linking that to student success could be included. The previous recommendations have been addressed fairly well. The recruitment of diverse students did not appear to be addressed much. Much assessment work has been undertaken and accomplished.

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

**1. The program's mission statement reflects the nature and scope of the program and aligns with the mission of the School of Graduate Studies.**

#	Answer	%	Count
1	Sufficient Evidence	100.00%	7
2	Some/Partial Evidence	0.00%	0
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**2. The program established and worked to accomplish goals designed to improve the quality of the program.**

#	Answer	%	Count
1	Sufficient Evidence	100.00%	7
2	Some/Partial Evidence	0.00%	0
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**3. The program has a process for setting and evaluating progress on achieving program-level goals, and making decisions about program changes based on assessment data.**

#	Answer	%	Count
1	Sufficient Evidence	85.71%	6
2	Some/Partial Evidence	14.29%	1
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**4. The program is considering potential revisions to the mission, goals, or objectives (i.e., the program has a “vision” for the next level and how to get there).**

#	Answer	%	Count
1	Sufficient Evidence	85.71%	6
2	Some/Partial Evidence	14.29%	1
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**5. The program achieved and/or earned special recognition or awards during the review period.**

#	Answer	%	Count
1	Sufficient Evidence	57.14%	4
2	Some/Partial Evidence	28.57%	2
3	No/Limited Evidence	14.29%	1
	Total	100%	7

**6. The program earned (or retained) specialized accreditation (if applicable) during the review period.**

#	Answer	%	Count
1	Sufficient Evidence	14.29%	1
2	Some/Partial Evidence	0.00%	0
3	No/Limited Evidence	28.57%	2
4	Not Applicable (explain why in comments below)	57.14%	4
	Total	100%	7

**Comments (please label by item numbers, e.g., I.1; I.2; etc.).**

2. The new department advisory board subcommittee (MPA program committee) appears to have been quite effective at identifying needed changes and implementing them.

3. MPA committee is an excellent addition--helps spread the workload as well as involving more faculty in the decision-making process for the program, and mentors upcoming leaders.

4-What is the average passing rate of MPA exams?

4. The noted revision of the MPA exam is explained as being based upon assessment goals and a thoughtful practice of involving the program committee/advisory board.

5. Students have won scholarships, which is excellent, but this question asks about the program as a whole.

5-I applaud the great achievement of your program. Please keep up the great work. Q6-What is the plan and time frame to get AACSB?

5 Some students have earned scholarships from WICPA and AICPA.

5 Special recognitions are about scholarships.

Excellent program revisions that include program goals that align with needs of the department as well as graduate school initiatives. The inclusion of additional data that are used in assessment would be helpful as the program moves forward.

\*liked the detailed examples of the program's goal focus \* saw that students received scholarships, but did not see where the program, itself, had

\*r.e.: N/A, there is not accreditation for the MPA and they are still seeking for the AICPA

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

**1. The program has a clearly articulated, efficient, and purposeful curriculum, complete with a capstone experience.**

#	Answer	%	Count
1	Sufficient Evidence	100.00%	7
2	Some/Partial Evidence	0.00%	0
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**2. Expectations of graduate students differ from undergraduate students in dual-listed courses.**

#	Answer	%	Count
1	Sufficient Evidence	85.71%	6
2	Some/Partial Evidence	14.29%	1
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**3. Changes to the curriculum were based on assessment data.**

#	Answer	%	Count
1	Sufficient Evidence	28.57%	2
2	Some/Partial Evidence	42.86%	3
3	No/Limited Evidence	28.57%	2
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**4. The program offers additional opportunities for students, and students make use of these in ways that impact the University, community, and/or region.**

#	Answer	%	Count
1	Sufficient Evidence	100.00%	7
2	Some/Partial Evidence	0.00%	0
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

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

#	Answer	%	Count
1	Sufficient Evidence	0.00%	0
2	Some/Partial Evidence	14.29%	1
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	85.71%	6
	Total	100%	7



**Comments (please label by item numbers, e.g., I.1; I.2; etc.).**

1 MPA Exam is thoroughly described. Revisions to it are also described well. It is a high stakes summative assessment matched in rigor to CPA requirements.

1-MPA exam is an interesting capstone experience indeed. Would you please say more on "a maximum of two exams?" What would happen after this limit? Also, how would this experience link to your "Program Vision for the Future?" Although this is a highly professional program (getting CPA as the #1 goal), hope to see more effort on non-economic outcomes.

1 If students take pre-requisites courses at the graduate level, are these included within the 30 credit masters?

Thanks for clarifying in

1. There is MPA exam.

2 Table 2.1 was not intuitively easy for someone outside of this field to follow. Perhaps highlight the assessment data used?

2. Good that the program is taking steps to correct issues with two dual-listed courses, in terms of differentiation of grad and UG work expectations.

2 Deficiencies in current dual listed courses are noted honestly and corrections are being made.

3. Lots of good curricular changes were made, but it's unclear whether data on student learning played much of a role in them.

3-May give examples of curriculum revision based on the assessment outcomes.

3. I don't see where assessment data was used to adjust the program. I did see the chart where they added electives and changed some course names.

4. There are student organizations, professional organizations, graduate assistantships, internships, and practicums.

5. No online courses offered.

5-This program does not provide online courses.

5. Online courses are not part of the MPA program. (p. 16) (3)

5 No online courses

\* r.e. N/A the MPA does not offer online courses

**II. Assessment: Assessment of Student Learning**

**1. The program has clearly articulated learning performance outcomes for students, which are "mapped" to the curriculum.**

#	Answer	%	Count
1	Sufficient Evidence	85.71%	6
2	Some/Partial Evidence	14.29%	1
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**2. The program has an Assessment Plan for measuring students' progress in attaining the learning outcomes.**

#	Answer	%	Count
1	Sufficient Evidence	100.00%	7
2	Some/Partial Evidence	0.00%	0
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**3. Research/scholarly activity, as defined by the program, is incorporated in the achievement of student learning outcomes.**

#	Answer	%	Count
1	Sufficient Evidence	42.86%	3
2	Some/Partial Evidence	42.86%	3
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	14.29%	1
	Total	100%	7

**4. The program collected a variety of assessment data, allowing judgments to be made about the extent to which students are achieving learning performance outcomes.**

#	Answer	%	Count
1	Sufficient Evidence	71.43%	5
2	Some/Partial Evidence	28.57%	2
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**5. The program has developed a process for using assessment data in making changes to students' learning outcomes.**

#	Answer	%	Count
1	Sufficient Evidence	83.33%	5
2	Some/Partial Evidence	16.67%	1
3	No/Limited Evidence	0.00%	0
	Total	100%	6

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

#	Answer	%	Count
1	Sufficient Evidence	85.71%	6
2	Some/Partial Evidence	14.29%	1
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**Comments (please label by item numbers, e.g., I.1; I.2; etc.).**

- 1. The SLOs look good, but #3 is really a combination of several LOs. It might be useful to separate these.
- 1. Lots of work has been done to revise the assessment plan, SLOs, assessment tools, etc.
- 1 Program and Student Level goals are articulated. One area for improvement is that the SLOs seem diffuse and very course specific rather than for the program overall.
- 1 and 2 Because the changes to the MPA exam are relatively new and the assessment of most program goals are tied to this new exam, there is much to be learned by way of assessment in upcoming years.
- 2. Good addition of course-embedded assessments to the MPA exam.
- 2. Are there standard rubrics for scoring the course-embedded assessments?
- 2 The assessment plan using the MPA exam is logical. The course level assessments make sense for course level objectives, but the program level SLOs appear to be a "missing level."
- 3 Since the MPA is for practitioner accountants, a case is made that research skills are not an essential outcome.
- 4-It would be great to see the CPA exam results. I am wondering the outcomes, which your program highly values. How would MPA Exams help CPA exam at the end and the big picture of the entire assessments?
- 4 Do you have any data to share on the CPA exam results? How do students perform?
- 4 CPA exam results were not included for the Audit and Review committee to see. Not essential, but they are referenced as a source of assessment data.
- 5 Many program changes have been driven by assessment data
- 5. Nice format of the assessment report. I especially like that "Closing the Loop for Goal X" is explicitly included. Overall, good progress on assessment.
- 6 External Advisory Board is described as an important audience.
- \* are any measures being put into place regarding the lower advanced business law scores?
- \*what external constituencies are notified?

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

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

#	Answer	%	Count
1	Sufficient Evidence	57.14%	4
2	Some/Partial Evidence	28.57%	2
3	No/Limited Evidence	14.29%	1
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**3. Composition of students reflects the diversity of the University, and the program has developed methods of recruiting and retaining students and to enhance diversity among students in the program.**

#	Answer	%	Count
1	Sufficient Evidence	16.67%	1
2	Some/Partial Evidence	83.33%	5
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	6

**4. Graduation rates indicate that students complete the program in a timely manner.**

#	Answer	%	Count
1	Sufficient Evidence	57.14%	4
2	Some/Partial Evidence	28.57%	2
3	No/Limited Evidence	14.29%	1
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**5. Program level has provided evidence to support its claim of being oversubscribed, undersubscribed, or at optimum level.**

#	Answer	%	Count
1	Sufficient Evidence	85.71%	6
2	Some/Partial Evidence	14.29%	1
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**Comments (please label by item numbers, e.g., I.1; I.2; etc.).**

1. Please discuss the reasons for and responses to the downward trend in enrollment. Is this a problem, or is the program's size still okay?

1 Dip in enrollment noted, but they argue that it allows for better class size at a sustainable level that can involve less standardized assessment and more project-based work.

1-2. How will you deal with the continuing trend in lower enrollment? Table 3.3: I would like to see this broken down further into sub-groups. I am confused as to what the optimal enrollment is--given that it has trended downward? Have you adjusted faculty in light of the trend?

1-2: \* I kept getting a 404 error so I was not able to access the data \* while the enrollment does seem to be improving from the previous year, it is still considerably lower than earlier. Is this a trend across all of COBE or just

the accounting program? \* maybe I missed something, but I did not see information about completing the program in a timely manner \*the number of international/diverse students seems to be on a steady decline 2 Are there any good ideas in recruiting more students for the program?

3 Increasing student diversity should still be a goal even if international enrollment has dipped.

3. Have any efforts been made to recruit URM or other groups from diverse backgrounds?

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

**1. Graduates of the program find employment or continue their education.**

#	Answer	%	Count
1	Sufficient Evidence	100.00%	6
2	Some/Partial Evidence	0.00%	0
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	6

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

#	Answer	%	Count
1	Sufficient Evidence	85.71%	6
2	Some/Partial Evidence	14.29%	1
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**3. Program is cognizant of differences in student populations (e.g., full-time/part-time students, working adults, recent undergraduate degree recipients, etc.).**

#	Answer	%	Count
1	Sufficient Evidence	42.86%	3
2	Some/Partial Evidence	57.14%	4
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**4. The program effectively tracks graduates of the program.**

#	Answer	%	Count
1	Sufficient Evidence	42.86%	3
2	Some/Partial Evidence	28.57%	2
3	No/Limited Evidence	28.57%	2
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**Comments (please label by item numbers, e.g., I.1; I.2; etc.).**

1. It seems like it would be a good idea to find out how MPA programs of other universities conduct follow up of their students for the benefits of our MPA students.

1. Is there follow up of graduates and their post-graduation plans?

1-4: The job placement is excellent (100%) and the BLS data support continued career growth in this area. Excellent job placement rates!

3: would a master's in accounting ever help a person in a position move to a different position?

4. Any specific efforts to track graduates?

4: how does COBE track graduates and is it helpful to your program?

\* did not see how they track their graduates

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

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

#	Answer	%	Count
1	Sufficient Evidence	71.43%	5
2	Some/Partial Evidence	28.57%	2
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**Comments (please label by item numbers, e.g., I.1; I.2; etc.).**

1-Great job on providing UWW faculty uniqueness. Without other schools' data, the uniqueness cannot be compared.

1. Are there any good ideas in recruiting more students for the program?

\* this does seem like a solid program

1 Data supporting the claim that UWW faculty are MORE entrepreneurial than UWM or UW Madison would assist. Tuition cost data is helpful. The Marquette tuition could be scaled to the same credit load as UWW/UW/UWM.

**IV. Resource Availability & Development: Graduate Faculty Characteristics**

**1. Characteristics of the faculty (e.g., gender, ethnicity, rank, percentage of time devoted to the program and course responsibilities) are clearly indicated.**

#	Answer	%	Count
1	Sufficient Evidence	100.00%	7
2	Some/Partial Evidence	0.00%	0
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**2. Expectations, preparation, and work experience of the graduate faculty are conducive to the effective delivery of the program.**

#	Answer	%	Count
1	Sufficient Evidence	100.00%	7
2	Some/Partial Evidence	0.00%	0
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**3. The program has identified how changes in the composition of the graduate faculty have affected the program (if relevant).**

#	Answer	%	Count
1	Sufficient Evidence	85.71%	6
2	Some/Partial Evidence	14.29%	1
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**4. The program has identified staffing needs and pending changes that may affect the delivery of the program.**

#	Answer	%	Count
1	Sufficient Evidence	85.71%	6
2	Some/Partial Evidence	14.29%	1
3	No/Limited Evidence	0.00%	0
	Total	100%	7

**Comments (please label by item numbers, e.g., I.1; I.2; etc.).**

1-3 Good data supporting the strength of the faculty.

3-Please say more on compositions, not just tenure or not, such as specialty area, etc.

\* any thoughts on having only 5 remaining from last year?

4 A plan to avoid a similar path of high-turnover in 2013 would be good to maintain stability in staffing.

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

**1-2. Graduate faculty engage in activities to enhance teaching, advising, involvement in course or curricular revision, new course development, etc.**

#	Answer	%	Count
1	Sufficient Evidence	85.71%	6
2	Some/Partial Evidence	14.29%	1
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**Comments (please label by item numbers, e.g., I.1; I.2; etc.).**

It seems that some faculty are more engaged in professional developmental than others (e.g., a few professors have not engaged in any activities to enhance teaching and advising?)

\* if the graduate advisor has limited input for MPA students, where are they receiving their advising?

1-2 Good data tables.

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

**1-2. Graduate faculty engage in scholarly/creative activity in ways that support or advance the graduate program.**

#	Answer	%	Count
1	Sufficient Evidence	100.00%	7
2	Some/Partial Evidence	0.00%	0
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**Comments (please label by item numbers, e.g., I.1; I.2; etc.).**



**IV. Resource Availability & Development: External Funding**

**1-2. Graduate faculty pursue funding through grants, contract, and/or gifts in ways that support or advance the graduate program.**

#	Answer	%	Count
1	Sufficient Evidence	42.86%	3
2	Some/Partial Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	57.14%	4
	Total	100%	7

**Comments (please label by item numbers, e.g., I.1; I.2; etc.).**

No expectations for external funding.

Q1-No such an expectation

1-2 Limited funding availability.  
This is not an expectation of the department.

R.E.: N/A \* no external funding is required of faculty

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

**1-2. Graduate faculty engage in professional and public service in ways that benefit internal and external constituencies.**

#	Answer	%	Count
1	Sufficient Evidence	85.71%	6
2	Some/Partial Evidence	14.29%	1
3	No/Limited Evidence	0.00%	0
	Total	100%	7

**Comments (please label by item numbers, e.g., I.1; I.2; etc.).**

\*they seem to have a balanced amount of service among the faculty

1-2: VITA is great service learning/outreach.

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

**1. The program has adequate personnel, student help, and service and supplies to serve its graduate student population.**

#	Answer	%	Count
1	Sufficient Evidence	57.14%	4
2	Some/Partial Evidence	42.86%	3
3	No/Limited Evidence	0.00%	0
	Total	100%	7

**Comments (please label by item numbers, e.g., I.1; I.2; etc.).**

Need more student help

1-Please say more on resources to students, not just to faculty members.

Provide a bit more information on the duties/tasks an additional GA would perform.

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

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

#	Answer	%	Count
1	Sufficient Evidence	100.00%	7
2	Some/Partial Evidence	0.00%	0
3	No/Limited	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**V. Conclusions and Recommendations from the Department or Program**

**1. Program strengths are discussed.**

#	Answer	%	Count
1	Sufficient Evidence	85.71%	6
2	Some/Partial Evidence	14.29%	1
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**2. Areas of improvement and continued progress are discussed.**

#	Answer	%	Count
1	Sufficient Evidence	85.71%	6
2	Some/Partial Evidence	14.29%	1
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**3. Recommendations and resources are discussed.**

#	Answer	%	Count
1	Sufficient Evidence	100.00%	7
2	Some/Partial Evidence	0.00%	0
3	No/Limited Evidence	0.00%	0
4	Not Applicable (explain why in comments below)	0.00%	0
	Total	100%	7

**Comments (please label by item numbers, e.g., I.1; I.2; etc.).**

1-Please provide any evidence to support the arguments here. For example, citing the ranking from a prestigious magazine, letter from employers to praise our students, etc. Applaud Dr. Daly's hard work as a coordinator. How about other individual faculty's unique contribution and in what specific way? Especially, I have not seen any measures your program helped those students falling behind. How does this program help those poor performers?

1 Strengths are well listed

2 Increasing recruitment of domestic diverse students would be a good goal for inclusive excellence.

**VI. Reviewer Conclusions**

**1. Strengths of the Program**

- The MPA program is a strong model of a 5th year master’s degree program—seamlessly integrating BBA degree completers into an MPA program in preparation of the Uniform CPA Exam.

Comprehensive A & R report. The Accounting program seems responsive to the needs of the field and is clearly incorporating initiatives at the college and university level. The program is utilizing faculty strengths to create a program that meets the diverse needs of students all while using assessment data to inform practices.

1. The program provides tools for a student to become a CPA.

2. The program will be very helpful in the globalization of the university.

\*One strength of the program is the continued high reputation it has across campus and the region. It is clear that the faculty incorporate aspects of learning that will be necessary for continued success after graduation.

This program has a clear vision for its role in helping accounting students earn the 150 credits needed for the CPA exam while providing a graduate program credential. Faculty are using assessment data to drive curriculum reform. The MPA exam is being reformed into an assessment that uses higher level skills.

**2. Areas for Work or Improvement**

- The program seems to have a pretty clear understanding of its many strengths and an equally clear understanding of the many challenges the program faces. This is an excellent, highly self-aware graduate program that attracts strong students and understands how to prepare them for the challenges that they will face pre- and post- Uniform CPA Exam.

Examine results of program changes, including the new MPA exam.

\*Assessment at the course level seemed to be not as strong as it could be. In addition, it was not clear to me how they kept track of their graduates.

The MPA program should seek to build a pipeline of more diverse undergraduate students who continue into this program. It should also continue work to recruit students outside of UWW in order to maintain the program's enrollment numbers.

### 3. Recommended Actions

1. Continue the progress on assessment as the program moves away from a vision of helping students to pass the CPA exam to a more comprehensive education.
2. Develop strategies for addressing enrollment declines. While the report notes that the current level is near optimal, a declining trend is still evident from the data.
3. Consider strategies for recruiting a more diverse student body. Begin by clearly disaggregating data by gender and race/ethnicity. The chart in the report only refers to “diverse students” and international students.

### 4. Other Questions

1. There are three MPA programs in the UW-System.
2. Are there any differences between these three MPA programs?
3. Are there any good ideas in recruiting more students for the program?

### 5. Other Comments

Very good progress on assessment, making use of embedded assessments and taking seriously the need to close the loop and use assessment data.

How does the field of accounting relate to the D.B.A.? Is there a good fit? Should there be consideration of an additional degree or emphasis?

### 6. Recommended Result

#	Answer	%	Count
1	Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0.00%	0
<b>2</b>	<b>Continuation without qualification</b>	<b>85.71%</b>	<b>6</b>
3	Continuation with minor concerns	14.29%	1
4	Continuation with major concerns in one or more of the four areas; submit annual progress reports to the College Dean & Associate Vice Chancellor for Academic Affairs on progress in addressing the major concerns	0.00%	0
5	Withhold recommendation for continuation, place on probation, and require another complete Audit & Review self-study within 1-3 years, at the Committee's discretion.	0.00%	0
6	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.	0.00%	0
7	Non-continuation of the program	0.00%	0
	Total	100%	7