

**Agenda and Evaluation Report
UWW Audit & Review
Philosophy Majors and Minors, 2022-2023**

Date: 4/7/2023

Time: 10:30-11:30

Place: LT 4120

Invited: Associate Provost Robin Fox; Dean Frank Goza (L&S); Department Chair/Program Coordinator David Simmons; faculty and staff in the Philosophy program Chris Minor, Christa Lebens; Audit & Review team members Lisa Huempfer; Assessment Representative Katy Casey

- 1) Call to order
- 2) Introductions
- 3) Overview of review team evaluation, program comments
 - a) Strengths discussed
 - b) Minor in “reboot” stage and the faculty leading and teaching in the program feel very confident in the new assessment plan, and look forward to implementing that plan and reviewing results. New faculty member desperately needed and feel the outlook is strong.
 - c) Chair commented on the demand of program faculty to balance teaching program courses and general education courses (i.e., World of Ideas).
 - d) Dean noted College investment in marketing by sharing a professional who will support COEPS and L&S to promote programs that may not have the resources to engage in this work.
- 4) Discussion of Review Team’s evaluation:
 - a) The program noted the need for additional faculty to advance the program. In what specific ways could the program advance with additional faculty?
 - i) Dr. Lebens commented on the new hire of an ethicist and the hope of increasing elective options, such as new courses focusing on ethics of disability/race.
 - ii) Dean noted the turn-over in the program over the past few years and the need to establish a new core of faculty
 - b) Share more about how High Impact Practices are embedded in the curriculum. How do you ensure students have opportunities to engage in those made available?
 - i) Collaborative work embedded in courses
 - ii) Tools in smart classrooms to support team work – e.g., document projectors, smartboards
 - iii) Philosophy club is open to all students and many students engage in that opportunity. Dean noted the value of establishing the club as a student organization which would provide funding options (SUFAC).
- 5) **Recommended Actions:** The evaluation report lists three. recommended actions (see page 10, point 4) related to diversity, program management, and assessment.
- 6) **Recommended Result:** *Continue with minor concerns.*
 - Please make use of the detailed comments in the evaluation report (below).
 - Please select all applicable boxes and fill in the appropriate year:
 - Next FULL self-study will be due to the Dean on October 1, 2027 and to the Assessment Office on November 1, 2027.

7) Adjourn.

Review team report is attached below, including Recommended Actions and instructions for Progress Reports (if required).

**University of Wisconsin-Whitewater
Review of Audit & Review Self-Studies
Undergraduate Programs, 2022-2023**

Date of Evaluation 12/13/2022 Short Self Study (SS*) _____
 Program: Philosophy Major ☐ Minor ☒

Evaluations submitted by: Russell Kashian; John Ejnik; John Pruitt; Katy Casey; Lisa Huempfner
Review meeting attended by: Russell Kashian; John Ejnik; John Pruitt; Katy Casey; Lisa Huempfner

I. General Program Information

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

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

2. The program is aware and reflective of changes affecting improvement since the last review.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
First self-study for the program	0

3. Characteristics of the program set it apart from others when compared regionally and nationally. The unique aspects of the program attract students.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
First self-study for the program	0

5. The program has achieved or maintained program-level accreditation or has considered seeking it, where appropriate (only select N/A if there is no accreditation available).

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0
N/A	N/A

General Comments related to Section I

#1 As a non-philosophy minor, I was hoping to have a more direct explanation of the "aim" of the program. While it begins to appear later, this was a bit too general for my insight. However, in the end, it is not critical. #2 This was well drawn out. The challenges of staffing were described with details and example. #3 If the expectation is to provide a comparative assessment with the region and the nation, this does not appear in the section. However, I am not sure this is a critical factor of a minor since the expectation of course mix is limited. #4 Having read the prior report, I saw a program that addressed the comments (given limited resources and the nature of a minor) #5 Accreditation is not available for the minor

#3: Doesn't answer what sets the program apart from others when compared regionally and nationally, but it might not be necessary for a minor

II. Alignment within the University

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. The program supports general education and/or proficiency programs at the University.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

3. The program is collaborative and supports other academic programs across the College and/or University.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments related to Section II

#1 The statement regarding the Universities Critical Mission and the relationship between the minor and other majors (this intersects with #2 and #3) explains how the minor in Philosophy offers opportunity for a well-rounded education and access to an expanded field of education.

III. Program Goals & Accomplishments

1. Goals and objectives were identified and undertaken to improve/advance the program.

Sufficient Evidence	1
Some/Partial Evidence	4
No/Limited Evidence	0

Q19 - 2. Goals currently in place will contribute to the program's advancement. Criteria for determining success were measurable and attainable.

Sufficient Evidence	1
Some/Partial Evidence	4
No/Limited Evidence	0

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments related to Section III

The Departments comments on a lack of resources were direct and clear. In light of the large number of departures, this challenge is recognized. The report clearly stated that two Faculty members currently teach the majority of the courses (with additional assistance). This is the greatest challenge the program currently faces. Issues such as mission and strategy can help in recruitment of both Faculty and Students, but University Assets need to become available.

Goals seem fairly limited or short term. Seems like goals are to survive versus progress forward.

1-2. program improvement goals were focused on staffing, which is important, but should not encompass all the work completed in 5-years.

IV. Curriculum

1. The program has a clearly articulated, efficient, and purposeful curriculum.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. The program prepares students in majors, minors, and related emphases tracks in post-graduation and other applicable experiences.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

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

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	5

4. Students participate in the high impact practices.

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

General Comments related to Section IV

#1 and #2 and #3 While the curriculum is impressive, there is a concern about the ability of cover all of these courses to serve the students. #4 Please note the Certificate in Interdisciplinary Ethics. The program contribution review was helpful in terms of writing expectations and the "Roundtable". #4

The only concern is does the addition of more class options to the minor cause student class enrollment problems (low enrolled courses?). Data on class sizes would be nice to support the claim of student interest.

1) The curricular focus is clear and courses are listed. 3) Courses were added to the sequence based on faculty interest. Informal student interest was expressed.

#3 doesn't mention assessment data

V. Assessment of Student Learning

1. The program has clearly articulated learning outcomes for students.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. Student learning outcomes are "mapped" to the curriculum.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

3. The program provided a timeline indicating when faculty and staff assess SLOs. The timeline is manageable and sustainable.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

4. The program collected a variety of appropriate assessment data allowing judgements about the extent to which students are achieving learning outcomes.

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

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

7. Overall, the program has an appropriate assessment plan for measuring students' progress in attaining the outcomes.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments related to Section V

This section explained the process in a clear fashion.

The program just recently developed/revised an assessment plan so there has not been time yet to fully execute the plan to make judgements and program decisions/changes.

I think the assessment plan is well done- there is a lot of good work and information learned from the outcomes provided. How does the program determine if the students are growing in their knowledge and skills as they progress through the curriculum (since the curriculum is not sequenced)? 5) not evident in responses, but might not have been necessary

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

1. [MAJORS ONLY] Five-year enrollment and graduation trends reflect program vitality and sustainability.

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

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

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

3. [MAJORS ONLY] As a follow up to program enrollment and graduation, describe the strategies used to recruit and retain students.

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

4. Composition of students approximates or exceeds the diversity of students at the University.

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

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

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

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

General Comments related to Section VI.A

#4 Given the small population of students, it is understandable if it does not track the numbers for the University
 #5 and #6 These were directly addressed

This section needs the most work. Very little data is presented in this section. Most questions are answered by simply proclaiming results. No course rotation schedule, no institute data, no DFWI data for courses, No course enrollment data, etc. etc.

VI. 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	0
Some/Partial Evidence	0
No/Limited Evidence	0

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

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

General Comments for VI.B

#2 This is addressed. In addition, as a minor is associated with the employment opportunities of the major.
OK

VII. Resource Availability & Development: A. Faculty and Staff Resources

1. Information on numbers of full and part-time faculty and staff are provided. Expertise of teaching staff are aligned with the needs and future vision for the program.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

2. Information is provided about changes in the faculty since the last Audit and Review.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments related to section VII.A

This was a strong focus of the report.
Good job explaining the challenges of staffing.

VII. Resource Availability & Development: B. Student Resources

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

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments for VII.B

The report directly addresses the sufficient level of library and technology coverage
 The University has plenty of support for students in the case.

VIII. Conclusions and Recommendations from the Department or Program

1. Areas of strength are discussed.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. Areas of improvement and continued progress are discussed.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

3. Recommendations and resources are discussed.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments for VIII

The minor will hopefully go beyond a staffing crisis mode to more of a planning for the future mode. With limited staffing, the program needs to make a simple plan to complete maybe one SLO each year in the assessment plan.

VI. Reviewer Conclusions

1. Strengths of the Program

I found that the Department clearly identified the relationship between the minor and the majors that are ultimately associated,

Every university should have this minor. The minor requires very limited resources and contributes significantly to the General Education goals of the University.

Contributes to critical thinking and to the general preparation of students for future jobs requiring analytical skills.

Recognition of faculty needs

2. Areas for Work or Improvement

This minor clearly needs more Faculty

Making the most with limited staffing.

Curricular sequencing. More HIPs Perhaps some outreach to other disciplines More recruitment of women and diverse students

Assessment

3. Other comments/questions

The program indicated the need to fill faculty positions, but did not share much in the program improvement space beyond that need. What is your SLO data telling you about what is needed to support successful program completion? How are you using this information to inform the curriculum and courses taught?

I think that several of the courses could be considered essential to a liberal arts degree, and especially, to the understanding of current society and media. I'd like to see more students taking classes in Truth in the Media and Logic.

4. Recommended Actions (please specify):

- 1) Identify strategies to attract more diverse students to the program (e.g., outreach to students in more disciplines, and HIPs).
- 2) Describe the current program management structure in terms of how goals are selected, monitored, and evaluated. Identify strategies to sustain the program with available resources. For example, consider course offerings and curricular sequencing.
- 3) Describe how data collected on student learning is used to make curricular and programmatic decisions.

5. Recommended Result

Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0
Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	0
Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	5
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	0
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
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
Non-continuation of the program.	0
Report not submitted; refer to Provost for action.	0