

Evaluation Report for Program Review Face to Face Meeting

University of Wisconsin-Whitewater: Communication Sciences & Disorders (BA, BS) Majors and Minors, 2022-2023

Date: 4/5/2023

Attended: Interim Dean Lana Collet-Klingenberg(Education & Prof. Studies); Department Chair/Program Coordinator Lynn Gilbertson; faculty and staff in the Communication Sciences and Disorders program Michael Hammer, Cody Busch, Pedro Aranda; Audit & Review team member Andrea Ednie; Assessment Representative Katy Casey

Overview of review team evaluation, program comments:

Dean complimented the program on the quality of the report, detail and advocacy.

Discussion of Review Team's evaluation:

1 – The program shared a number of strategies implemented and supported by the college related to staff stability. What is the current status of staffing in the program? Are there any areas in which you need further support?

- i) A new clinical assistant professor will begin in summer 2023. Due to a national shortage of doctoral candidates in field, filling faculty positions that require terminal degree (PhD or EdD) is difficult.
- ii) The program recognized the support of the College in trying to recruit new faculty with additional postings.
- iii) Program would like to have access to resources to not only diversify the job posting outreach, but to also have a physical presence with potential candidates at conferences or in their PhD program/courses to help with recruitment. This would require additional resources to support travel.
- iv) The program also noted the importance of retaining faculty and hope for future conversations about how to retain staff with more creative and innovative strategies. While the program works hard to maintain continuity, students are noting staff turnover and the impact on the quality of their experience (e.g., securing letters of recommendation) in surveys and assessment tools
- v) Program leadership is starting to look into and engage in conversations regarding “grow your own faculty” pathway- for current program instructors with graduate degrees that may have interest in a terminal degree. This may be a creative way to address persistent staffing shortages and turnover.

2 – What are your plans for managing the post-bac program given current staffing and resource constraints?

- i) The impetus for the post- baccalaureate design was to fill a need for students who are interested in pursuing a graduate degree in speech-language pathology but did not complete an undergraduate degree in Communication Sciences and Disorders. Graduate programs in SLP and AuD are accredited and require students to have prerequisite knowledge and skills before they can engage in clinical training programs. The certificate also addresses the program’s decreasing UG enrollment and is an innovative way to support student access and department resource needs
- ii) The program is an UG service-based pricing delivered asynchronous, could offer courses to students at other comprehensives in system that do not already have the COMDIS major or minor.
- iii) The program is meeting its goals for the initial launch of the certificate and addressing all student curricular needs, the program is managing the additional instructional load, and has support from the college.
- iv) The program is facing significant logistical/process concerns that are presenting barriers to students successfully navigating the program (e.g., financial aid, transcription, marketing). With these barriers, it is anticipated that enrollment in the program may be impacted. Currently, navigating these processes falls solely on the shoulders of the certificate coordinator due to the nature of the requests which take significant time and structural knowledge (of both the program and university).

Associate Dean Andrea Ednie noted the contributions of the program to the College/University, such as in the strategic planning and assessment space. She commended the program for their innovation and proactive approach to addressing issues in the program, such as enrollment, faculty recruitment, new programming, and marketing.

Recommended Actions:

Recommended Action #1

In the short self-study, report the results of the outlined action items as indicated in your assessment plan (undergraduate research, SLO 3, build professional seminar, ePortfolio, and exit survey).

Recommended Action #2

Share the results of students' performance on the ePortfolio. Specifically, what are you learning about students' knowledge and skills related to program learning outcomes.

Recommended Action #3

Provide a brief update of your current staffing situation and resource needs.

Recommended Result:

Continuation without qualifications.

Next Self-study and/or Progress Report Due Dates:

1 - Next SHORT self-study will be due to the Dean on May 1, 2030 and to the Assessment Office on August 1, 2030

For a copy of the full evaluation report and detailed comments, please reach out to the assessment office: assessment@uww.edu.