

**Agenda and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Communication (MS) Majors and Minors, 2018-2019**

Date: 5/9/2019

Time: 9 AM-10 AM

Place: CA 2080

Invited: Provost Susan Elrod; Vice Provost Greg Cook; Department Chair Kathy Brady; Assistant Department Chair Sue Wildermuth; Program Coordinator Corey Davis; faculty and staff in the Communication graduate program; Audit & Review Team Chair Andy Yu; Audit & Review team members Jennifer Betters-Bubon, Ki-Bong Nam, Chris Neddenriep; Interim Associate Provost Joan Littlefield Cook; Catherine Chan; Matthew Vick

- 1) Call to order
- 2) Introductions
- 3) Overview of review team evaluation, program comments
 - a) The review committee applauded the creativity and efforts the program invested in the redesign process.
 - b) The stackable certificates idea could be used in other programs, too.
 - c) Coordinator Davis clarified that the new program design will be “fully” online, not hybrid, and will focus on regional students rather than international ones.
 - d) Discussion of Review Team’s evaluation:
 - a. **Creativity.** The stackable certificate program (MS. Communication) design is very creative. The committee applauded the departments and college’s entrepreneurial spirit and great effort.
 - b. **Marketing.** We as a committee would like to suggest the marketing effort to promote the program and recruitment should be clear and expanded.
 - c. **Teaching format.** It seems that you would like to have a full online program but in the report you also mention a “hybrid” format. Please clarify the format you plan to adopt for the newly designed program.
 - d. **Student-advisor relationship.** We realize that in this new design, based on the 2015 focus group data, you emphasized the importance of developing student-advisor relationships. How would you build such an interactive relationship with the online or hybrid format? Is any training for faculty needed to achieve such a goal? Are there any resources or support you need from the college or campus?
 - e. **Assessment.** We recommend further planning/commitment to ensure student learning outcomes are assessed and courses are evaluated for quality.
 - f. Other ideas, such as pricing strategy, were discussed. What is the right pricing model to charge students? Hope not too low or too high to deter students’ applications. It seemed a great idea to add a bit more “online fees/surcharges” to mitigate some course costs

- g. Resources and support: The college and campus already have various programs/resources to help the training of the faculty and designing the online courses.
 - h. Production/instructional designer: It would be possible to have a temporary designer to help the online course design. The program could also seek assistance through campus technology center(s). A permanent position to support this effort would need more time to happen.
- e) **Recommended Actions:** The evaluation report lists three (3) recommended actions (see page 8, item 4) related to assessment, marketing, and building supportive relationships between faculty and students in the new program.
- f) **Recommended Result:** *Continuation with minor concerns*
- **Please make use of the detailed comments in the evaluation report (below).**
 - A brief progress report is required to address the recommended actions and update progress in implementing the new program. The report should also make sure to address enrollment trends and include pilot assessment data. This report will be due to the Dean of the College of Arts and Communication by 10/15/2021 and to the Audit & Review Committee by 11/1/2021.
 - The program's next full self-study is due 10/1/2023 to the Dean of the College of Arts and Communication and 11/1/2023 to the chair of the Audit & Review Committee.
- g) Adjourn.

**University of Wisconsin-Whitewater
Committee Form: Review of Audit & Review Self-Studies
Communication (MS) Majors and Minors, 2018-2019**

Date of Evaluation 4/23/2019 Full Self-Study
 Program: Communication (MS) Major Minor

Evaluations submitted by: Matt Vick, Ki-Bong Nam, Christine Neddenriep, Jennifer Betters-Bubon, Andy Yu, and Joan Littlefield Cook

Review meeting attended by: Matt Vick, Ki-Bong Nam, Christine Neddenriep, Andy Yu, and Joan Littlefield Cook.

I. Program Purpose & Overview: Centrality

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

Sufficient Evidence	5
Some/Partial Evidence	1
No/Limited Evidence	0

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

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

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

Sufficient Evidence	2
Some/Partial Evidence	4
No/Limited Evidence	0

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

Sufficient Evidence	4
Some/Partial Evidence	2
No/Limited Evidence	0

Comments

- 1a) There are stackable certificates of social and New Media, Strategic Communication, and Organized Communication.
- 1b) There are dual listed undergraduate and graduate courses in Communication and Journalism.
- 2a) The proposed M.S. Communication redesign and the four certificates will support each other.
- 2. It is not clear how the program will change to include undergraduate classes.
- 2b) Don't know what CAP and PIE stand for.
- 3a) The new program addresses only one IE goal.
- 3b) I would like to see a clear connection to IE goals
- 4a) Please say more on Recommendation 2 response. Thanks.

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.

Sufficient Evidence	5
Some/Partial Evidence	1
No/Limited Evidence	0

2-3. The rationale for the program's redesign is clearly described and is supported by data.

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

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).

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments

- 1a) Nice connection to graduate school outcomes
- 1b) Didn't really state how the new program will address the SGS SLOs.
- 2-3a) Rationale is clear.
- 4a) Because of the degree qualifications profile report, the most recent regular self-study and review were conducted in 2008.

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

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

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

2. Online courses in the redesigned program will be evaluated in ways that ensure effective delivery, continuous improvement, and student learning.

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

Comments

- 1 It is not completely clear how the curriculum aligns with the outcomes
- 2a) Evidence is provided related to the assessments used; any additional given the online format?
- 2b) Because of the rapid development of new technology, the program changes to be consistent with the trend.
- 2c) The UW-W proposes to establish an online Master of Science (M.S.) program in communication.
- 2d) Attract continuing professionals and good undergraduate communication and journal students, the program will offer an accelerated option in which students can earn three certificates and a M.S. in communication in as little as in 12 months.

2e) Pursuing Quality Matters level review of courses would ensure consistency of quality across the design of courses.

II. Assessment: Assessment of Student Learning

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

Sufficient Evidence	2
Some/Partial Evidence	4
No/Limited Evidence	0

2. The new program has an Assessment Plan that will allow effective measurement of students' progress in attaining the learning outcomes.

Sufficient Evidence	4
Some/Partial Evidence	2
No/Limited Evidence	0

3. Assessment data used to redesign the new program are clearly described.

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments

- 1a) Consider rephrasing the LO's listed so they are more easily assessed.
- 1b) The first LO includes several higher-level skills. Combining so many into 1 LO may make it difficult to clearly assess this. In particular, consider how you will determine which of these skills students are strong in and which need further development.
- 1c) I do not see "the evidence" or a clear picture of how the desired learning outcomes are mapped to the curriculum. Do I miss anything?
- 1d) All curriculum will be delivered online via Canvas for the new program.
- 1 & 2: The initial assessment plan seems thoughtful and comprehensive, but needs to be fully developed.
- 2a) There are a lot of verbs in the first SLO... pretty broad from an assessment point of view.
- 2b) I would suggest an assessment matrix showing which course will be related to what SLOs.
- 3a) Not as much support for health planning--why? Nice use of multiple sources of information, including focus groups and WI data.

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

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

Sufficient Evidence	2
Some/Partial Evidence	4
No/Limited Evidence	0

Comments

- a) The enrollment has slightly decreased since 2013. To appeal to a broader market of working professionals, the program is moving online.
- b) Are these the number of degrees as well?
- c) Wondering if all the students were online students. What are the national or UW trends, up or down?
- d) Not sure if the reported data includes both number enrolled as well as number of degrees awarded.

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

1. Data indicate a market need for the redesigned program and adequate career opportunities for program graduates.

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

2. The redesigned program has developed a plan for recruiting students that is likely to be effective.

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

Comments

- 2a) Job market of the program is good.
- 2b) I think this is number 4 in the A & R? Not much provided by way of comprehensive marking plan.
- 2c) Could you add the demographics of your students to further justify "diverse audiences?"
- 2d) I don't see much of a marketing plan. This will be essential for an online program, and this program has the unique feature of stackable certificates that should be highlighted in marketing.
- 2d) Please elaborate on how the student-advisor relationships will be developed and maintained in the fully online environment. This can be more difficult than expected. Does the program plan to provide training in facilitating effective faculty-student relationships, interactive course design, etc.?

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.

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments

- a) The certificates offer another area where there is virtually no duplication with other programs.
- b) Thanks for including info from other programs
- c) May compare to some schools outside of WI. They may inspire some more ideas.

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.

Sufficient Evidence	5
Some/Partial Evidence	1
No/Limited Evidence	0

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

Sufficient Evidence	1
Some/Partial Evidence	5
No/Limited Evidence	0

Comments

- 1a) It seems that the teaching loads are heavy.
- 1b) It is expected that 81 students will have graduated by the end of year five.
- 1c) The augmented tuition rate is approximately 6.5 % higher than regular graduate student rate. Why?
- 2a) Many faculty--difficult to tell how many have work experiences reflective of what the department is wanting
- 2b) Can list (recent five years) all the pubs, affiliated orgs/services, and justifications in a table.

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.

Sufficient Evidence	1
Some/Partial Evidence	5
No/Limited Evidence	0

Comments

- a) Are there enough faculty and other resources to make this program sustainable?

V. Conclusions and Recommendations from the Department or Program

1. Program strengths are discussed.

Sufficient Evidence	1
Some/Partial Evidence	5
No/Limited Evidence	0

2. Areas of improvement and continued progress are discussed.

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

3. Recommendations and resources are discussed.

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

Comments

- 1a) I'd love to read more about the possible strengths as this program seems to have much potential.
- 1b) Can list some evidence like achievements, projects done, awards, contests, etc.
- 1c) Personalization is a strength. What about the strength of faculty specialties as the program embarks on revision? What will be the strengths of the new stackable certificate route?
- 2a) It seems like it's difficult to know how to improve since the program hasn't started yet.
- 2b) How is the program targeting improving enrollment numbers? The redesign is probably an attempt to work on this, but this section could have elaborated on how the new program will address this weakness. For instance, was the face-to-face structure of the old program a weakness that is not being improved by the move to fully online classes?
- 2c) The stackable certificates idea is great. May also work with other schools/departments to develop joint program. In terms of faculty diversity, I hope it is not just about ethnicity, but also importantly about the specialty.
- 3a) The program faculty have been thoughtful in their approach to change in the curriculum.
- 3b) What resources will be needed to start the new program?

VI. Reviewer Conclusions

1. Strengths of the Program

- a. The redesign of the coursework and program to a fully online format is ambitious and cutting edge.
- b. Innovative way to restructure the program. Stackable certificates seem like a really good idea.
- c. Nine-credit stackable certificates (pick three out of four) are interesting! Good luck!
- d. The MS-Communication program is aware of their need to retool and revise their curriculum and they are in the process of doing so. The move to fully online, stackable certificates with clear professional foci are explained in terms of career growth & demand.
- e. Redesigned program with stackable certificates seems like a good approach.

2. Areas for Work or Improvement

- a) Much of the assessment and evaluation of the courses seems to be tentatively planned (e.g., may consider using Quality Matters).
- b) The follow up of graduates should be done.
- c) The program should continue to work on its assessment plan as it relaunches. With many possible electives in each certificate, a cohesive program assessment plan should be designed that can measure the outcomes even with the variable courses taken.

3. Other Comments

- a) This new program design seems to be creative.
- b) The focus group (information collection) or advisory board opinions may be collected annually and from a different population. In the report, your department only showed the data of 2015. Perhaps, you have done many.
- c) A hybrid class is good for graduate seminars. Modules of 8 weeks or winter terms that offer restructured curriculum to fit the time allotment were another theme. Because of a good job market, if the program has sufficient enrollment in the next few years, then the program can produce higher degree program (i.e., practical Ph.D. program) by reinforcing appropriate teaching staff.

4. Recommended Actions

- a) Further develop and fully implement the assessment plan. Ensure that all student outcomes are assessed and courses are evaluated for quality. Consider attending the Assessment Institute as a team.
- b) Develop and implement a clear and targeted marketing plan for recruitment.
- c) Clarify how faculty-student supportive relationships will be developed and maintained in this fully online environment.

5. Recommended Result*

Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	
Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	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.	
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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.	
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Non-continuation of the program.	
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Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	
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****A brief progress report is required to address the recommended actions and update progress in implementing the new program. The report should make sure to address enrollment trends and include pilot assessment data. This report will be due to the Dean of the College of Arts and Communication by 10/15/2021 and to the Audit & Review Committee by 11/1/2021.***

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