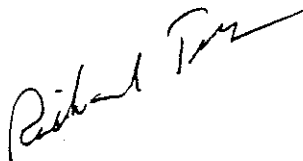


MEMORANDUM

June 29, 1999

To: David J. Prior,
Provost and Vice Chancellor

From: Richard Telfer,
Associate Vice Chancellor



RE: 1998-99 Graduate Audit and Review Reports

Enclosed are the audit and review reports for the graduate academic programs evaluated during 1998-99. A schedule of the programs to be reviewed over the next five years is available at http://acadaff.uww.edu/AuditReview/Audit_n_Review_Schedule.htm on the web. Per the audit and review guidelines, college deans will be asked to report annually on the status of the specific required and suggested actions stated in the reports.

Enclosure

cc: College Deans
Richard Lee, Graduate Council
Department Chairs of Reviewed Programs
Graduate Degree Program Coordinators for Reviewed Programs
✓ Graduate Audit and Review, Chair

AUDIT AND REVIEW EVALUATION FORM

Program:

Communication

Master of Science

Program Strengths:

1. The quality of the faculty in teaching, research, and service areas.
 - a. The faculty are active in scholarly activities.
 - b. The faculty has a wide range of expertise and very positive evaluations from students.
2. An impressive number of students complete theses and these students have a strong grasp of the program proficiencies.
3. The assessment information has been presented effectively and there has been an effort to interpret the information honestly and thoughtfully.
 - a. The data that have been collected have been used effectively.
 - b. Existing data (though aging) on alumni shows generally positive feelings towards program
 - c. Specific results are linked to specific objectives.
 - d. The return rate is reported for the alumni survey.
 - e. It is reasonable to speculate that assessment will play a larger role in future changes.
 - f. The program has a process for disseminating information.
 - g. The program is taking assessment seriously.
4. Flexible scheduling (Saturday classes) is good for the employed graduate student group.
5. The program is addressing issues regarding enrollment and other concerns.
6. The program's ability to maintain the program is also impressive given the high undergraduate demands on the department.

Program Weaknesses:

1. There are gaps in the assessment information.
 - a. The five objectives seem insufficient to address the entire program, particularly given that there are two emphases within the program.
 - b. Additional external information is needed about how well students do.
 - c. Changes appear to be less dependent upon assessment results than faculty concerns about "curricular coherence" (p. 7).
 - d. Current assessment measures suggest only mid-range effectiveness toward basic proficiencies of program for non-thesis students. It is not clear if this is due to limitation of the assessment measure or true weakness of program.
 - e. It is unclear how the assessment information will be shared with students. There is a reference to "tracking through seminars" but what would be shared, how, and what feedback sought was unclear.
2. The clarity of the direction of the program is a concern that has been raised. The program lacks a mission statement and the self-study notes that some faculty are questioning the significance of the program. Questions have been raised about what the program is expected to accomplish. The overall emphasis appears to have been increasing enrollment, which initially was done ineffectively. Now, there appear to be more detailed

requirements to reduce the likelihood that unqualified students will enroll and then leave the program. The program would benefit from a clearer statement of which students would be attracted to this program, what background is needed, and what they will do when finished.

3. The program appears to emphasize theory, but students appear to have difficulty with theoretical concepts and/or doubt the importance of theory.
4. There were some references to English communication problems for some students, not the self-study was not clear about how this was addressed. Are there any basic minimums expected for English skills/communication abilities.
5. The program is very heavily dependent upon joint undergraduate/graduate classes. Dual courses need to be clarified as to specific graduate content. As noted by their students, little of the program appears to be "graduate" courses and it isn't clear how the specific needs of graduate students are met.
6. The program has been perceived as receiving little support because of enrollment pressures from the undergraduate program.
7. The program is small.
8. The program faculty have not been active in seeking outside funding.

Required Actions:

1. Efforts should be made to establish and articulate a clearer direction for the program. This should include a mission statement and a discussion of the need for the program. The need for the program should include discussion of how the program with its emphasis on both theory and practice is tied to student needs. Progress toward addressing this recommendation should be reported to Dean Heyer by April, 2000.
2. The program should continue its efforts to enhance the assessment program. A report on progress to addressing this recommendation should be reported to Dean Heyer by April, 2000.
 - a. Pursue the potential changes identified on page 8 of the self-study.
 - b. Reexamine the objectives of the program, considering whether additional objectives are needed.
 - c. Seek ways of gathering information on student success from sources that are external to the university.
 - d. Work to base program decisions on assessment data.
3. The program should work for more separation between graduate and undergraduate programs. (Ideas including targeting "slash" courses more toward graduate students with adjustments for undergraduates and including adding expectations of regular "tutorials" for graduate students were discussed.) A report should be submitted to Dean Heyer by April, 2000.
4. An advisory council could be used if external evaluations lead to numbers that are too small to be reliable. Progress toward this recommendation should be submitted to Dean Heyer by April, 2000.

Recommended Result:

The program should be continued subject to minor concerns.

AUDIT AND REVIEW EVALUATION FORM

Program: **Communicative Disorders** Major/Minor BA, BS, BSE, MS

Program Strengths:

Strategic Plan

1. The program is quite concordant with the mission of the University in that it prepares students for professional careers through an interdisciplinary curriculum.

Accreditation, Professional Standards

1. The department meets all requirements for graduates to obtain DPI licensure as speech-language pathologists and public school clinicians.
2. (Graduate) The graduate program has been accredited by the Council of Academic Accreditation of the American Speech-Language-Hearing Association since 1983.

Assessment

1. Overall, the assessment section of this self-study is impressive--truly a model for the campus.
2. Educational goals are clear and convincing. (Again, the tripartite framework seems to encourage overlap among goals, but this report is among the most successful at operationalizing the framework.)
3. There is a very clear match-up among assessment, courses, and objectives.
4. The program's educational objectives are sufficiently detailed to give an idea of the substantive content of the program.
5. (Graduate) There are clear distinctions between undergraduate and graduate objectives.
6. Methods used in Assessment
 - Multiple measures are used to document both graduate and undergraduate learner outcomes.
 - Pre-enrollment data collection for graduate students was initiated in 1996-97.
 - Exit survey questionnaires are administered to graduating students every semester.
 - The department chair conducts exit interviews with graduate students in December, May, and August.
 - The strength of the program since the last review won support for conversion to departmental status.
 - The program actively seeks student recommendations for program development.
7. Assessment Results
 - Decision-making is tied to actual data (i.e., p. 4).
 - The Communicative Disorders Department has made improvements in assessment processes based upon past feedback, and does an excellent job of building portfolio evaluations around specific educational objectives
 - Commendably, the department shares assessment results with students on an extensive basis.
 - (Graduate) Very positive responses have been received from graduate students.

- The results of 1992 alumni and employer surveys lend strong support to the quality of the program.
 - (Graduate) The percentage of graduate students passing the NESPA exam increased 10% in the past audit and review period.
 - Assessment results indicate a strong advising process.
 - The program has been quite diligent in securing and responding to assessment feedback, particularly from students.
 - The portfolio assessment in combination with proactive and continuous advising are probably an important factor contributing to the high student achievement on the national examination (and to the high level of student satisfaction with the program).
 - In general, students are satisfied with advising.
 - Student satisfaction with the major is very high.
8. A recent UW System lateral review in education identified Communicative Disorders as an area of high need.
 9. (Graduate) Graduate students take comprehensive exams at the end of their two years of academic preparation.

Curriculum

1. The improvements made since the last review including the MS degree, new courses, internet courses and technical improvements indicate a vigorous and well planned improvement strategy. Likewise, the program goals for future improvements are focused and seem to be realistic.
2. The department maintains excellent collaborative working relationships with other units on campus such as Special Education, Disabled Student Services, and Project ASSIST.
3. The department has on-going joint projects with the Waisman Center and the Department of Neurology at UW-Madison.
4. The program is recognized as leader in the country by offering some of the first coursework in this discipline on the Internet.
5. The department provides 6 courses that serve other departments in the College of Education.
6. Input from faculty workgroups, students and cognizance of the University mission have been considered in offering new courses
7. The department has mandatory advising.

Faculty

1. One new faculty position has been added to the department.
2. Faculty and staff participate in many activities to enhance learning and teaching
3. Faculty possess appropriate professional credentials and certifications. The faculty areas of expertise appear to be well distributed.
4. The department meets affirmative action goals with its ratio of females to males.

Opportunities for Students

1. There are good faculty-student ratios in classes, even if enrollment needs to be restricted.

2. Several faculty have been active in undergraduate research efforts.
3. The internship program offers students the choice of 80 different rural and urban off-campus practicum sites that have increased in number since the last review.
4. The department maintains a functional and impressive Web page.
5. A student advisory council, originally established in Fall 1995, has been consulted during meetings each semester.
6. Students are kept apprised of department goals through regular briefings in class meetings, individual conferences, throughout the advising process, and in the exit interview.
7. A pre-advising workshop is offered for all students prior to University advising dates.
8. (Graduate) Students who are not admitted to the graduate program are encouraged to consider application to other related UW-Whitewater programs.

Enrollment

1. The number of undergraduate degrees has increased since the last review.

Placement

1. The future outlook for speech-language pathology and audiology appears excellent with many current vacancies in public schools for the former area. Demand for graduates is high both in Wisconsin and the US.

Extramural Funding

1. Faculty are actively involved in grant writing which had resulted in several successes, most notably a 350K NIH-NIDCD grant to Professor DePaul.
2. The department seems to be making an effort to find extramural support to address the problem of insufficient laboratory and diagnostic equipment.

Resources

1. Library holdings are sufficient to support the program.
2. The department has received strong support from Campus Administration for clinical and diagnostic materials, an additional faculty position to provide equity in workloads, and reassigned time for administrative duties.

Community Impact

1. The program has had a significant impact on the community through the center for Communicative Disorders (CCD) and the Self Help of Hard of Hearing support group (SHHH). There is a strong, positive community impact, handling clients, screening children.

Other

1. Overall this is one of the best self-studies I've read; it is well written, complete, and has a good balance of detail and narrative summary.
2. The department is concerned with succession planning (p. 20).

Program Weaknesses:

Assessment

1. The program doesn't have a formal advisory board.

Faculty

1. (Graduate) Faculty teaching graduate courses do not have credit load reduction, etc.
2. There has been persistent faculty turnover in the past five years (p. 19).
3. Several faculty not involved in research/scholarly efforts - at least, as reported

Enrollment

1. The enrollment of minority students in the major has been unsatisfactory (p. 20).

Resources

1. Space for on-campus practicum work is limited.
2. The lack of two classroom spaces in Roseman hinders effective delivery of the curriculum.
3. The audiology and science and language laboratories are in need of modernization with technological upgrades.
4. Additional office and laboratory space is needed in support of research. The lack of sufficient space for clinical laboratories jeopardizes recruitment and retention of high quality faculty as well as competition with comparable better-funded programs.
5. Diagnostic tests, treatment and clinical instruction materials, and equipment need to be replaced and updated on an ongoing basis.
6. Additional computer programming resources are needed to allow the recording of W-PACC data.
7. Despite additional resources from Campus Administration, it is mentioned that "... the workload exceeds the release time allocated..." (p. 17)
8. Weaknesses seem to be not so much in the program itself as in the inability of the program to meet all the demands of its clients due to lack of staff and facilities.
9. This is a small program that uses many resources for a small number of students.

Specific Actions Recommended:

1. The possibility of forming a program advisory board should be explored.
2. The department should continue to pursue extramural funding efforts.
3. The program should continue to explore means of funding increases for diagnostic tests, treatment and clinical instruction materials, and equipment with the Dean and through extramural funding.
4. The program should develop a plan for encouraging minority students. The program might work with the Admissions Office in developing this plan.
5. Possibility of increasing number of faculty to allow for reduction of load for teaching graduate courses, working in the laboratories, etc., should be explored with the Dean.

Recommended Result:

Continuation without qualifications

AUDIT AND REVIEW EVALUATION FORM

Program: School Business Management Master of Science in Education

Program Strengths:

1. The program is interested in assessment and continuous improvement.
 - a. It appears as though assessment information (via surveys) was instrumental in some major curricular revisions in the program.
 - b. The portfolio appears to be an excellent means of documenting the impact of the program.
2. The program appears to be growth focused.
3. The advisory committee has been effective.
 - a. Changes have been made in program curriculum as a result of student and advisory committee input.
 - b. The advisory committee appears to serve an important role in the evolution of the program, and is instrumental in helping disseminate assessment information.
4. Advisory committee members have been effective additions to the adjunct faculty. The program takes advantage of the practical experiences of the adjunct faculty members.
5. It is clear how the courses in the program address the objectives of the curriculum.
 - a. Courses/objectives are well connected to certification requirements and clearly articulated.
6. The program has effectively used its professional organization to improve the program.
 - a. Using the objectives articulated by professional organizations coincides with the National Council for Accreditation of Teacher Education (NCATE) expectations. The Association of School Business Officials International (ASBO) guidelines appear to be comprehensive.
 - b. It is apparent that much time was spent analyzing the curriculum relative to the ASBO guidelines.
 - c. The program coordinator has been invited by the Wisconsin Association of School Business Officials (WASBO) to develop a mentorship program for use in Wisconsin.
7. The program has an impressive placement record.
8. The program makes good use of technology and distance learning.
9. The program coordinator is providing excellent leadership for the program.

Program Weaknesses:

1. The program is likely to have difficulty assessing all its objectives as they are currently stated.
2. There is a need for the application of consistent assessment procedures. (It appears that a plan for doing so is in place.)
3. The program has one faculty member. This is likely to become an increasing concern if the program continues to grow.
 - a. Appears likely that need/enrollment will grow (although systematic assessment of this would be desirable). Given the almost totally adjunct faculty there will need to

be consideration of need for additional faculty or other ways to manage an enrollment increase. The director appears to have a large load of administrative and teaching responsibilities.

- b. The program has only one full-time faculty member. Though she has valuable experience, she has not completed a terminal degree. (With the anticipated completion of this degree, this weakness will be removed.)
4. The program is heavily dependent upon a cadre of practitioners. Although this brings a strong practical emphasis to the program, the relative lack of terminally qualified instructors raises questions.

Recommended/Required Actions:

1. The "subject matter", "cognitive development", and "skills" headings are used on page 2, but the objectives do not appear to be organized in this manner. This is not necessarily a criticism, but given the comprehensive nature of the ASBO guidelines (See #1 above), would it be useful to group (and perhaps condense) the objectives of the program under these headings in order to facilitate assessment efforts?
2. Implement the plan for consistent application of the assessment techniques.
3. When reporting a curricular change, cite the specific assessment information that supported the change. There are opportunities to do this on pp. 7-8.
4. When describing an "excellent return of these survey instruments" (p.7), include the factual figure.
4. The results (or a sample of them), as they come available, should be included in future assessment reports. - overall appears to be a strong, viable program
5. Re: dissemination of information - need to specify how the information will be shared rather than just that it will be done. Dissemination of information within classes may be appropriate. So, too, may be dissemination of information through the advisory committee and the professional association.
6. The College of Education and the College of Business and Economics should examine ways of restructuring programs for school administrators that would more closely link programs in School Business Management and Educational Administration.

Recommended Result:

Continuation without qualification.