

**Agenda and Evaluation Report for  
Audit & Review Face-to-Face Meeting  
University of Wisconsin-Whitewater  
Communication Sciences and Disorders Majors and Minors, 2022-2023**

**Date:** 4/5/2023

**Time:** 3:30-4:30 PM

**Place:** Winther 1013

**Invited:** Provost John Chenoweth; 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; Audit & Review Team Chair SA Welch; Audit & Review team members Matthew Winden, John Pruitt, and Andrea Ednie; Assessment Representative Katy Casey

**Attend:** 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

- 1) Call to order 3:35; Provost was called unexpectedly into a meeting and could not attend
- 2) Introductions
- 3) Overview of review team evaluation, program comments:
  - a) Dean complimented the program on the quality of the report, detail and advocacy.
- 4) Discussion of Review Team's evaluation:
  - a) 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
  - b) 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.
  - c) 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).
- d) 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.
- 5) **Recommended Actions:** The evaluation report lists three recommended action (see page 12), point 4 related to assessment and staffing.
- 6) **Recommended Result:** *Continuation without qualification*
- Please make use of the detailed comments in the evaluation report (below).
  - Please select all applicable boxes and fill in the appropriate year:
    - Next SHORT self-study will be due to the Dean on October 1, 2027 and to the Assessment Office on November 1, 2027.
- 7) Adjourn 4:30

*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  
Majors/Minors and Standalone Minors**

Date of Evaluation 12/7/2022 Short Self Study (SS\*) \_\_\_\_\_  
 Program: Communication Sciences and Disorders Major  Minor

**Evaluations submitted by:** SA Welch; John Pruitt; Matthew Winden; Katy Casey; Andrea Ednie  
**Review meeting attended by:** John Pruitt; Matthew Winden; Katy Casey; Andrea Ednie

**I. General Program Information**

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

Sufficient Evidence	5
Some/Partial Evidence	0
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	4
Some/Partial Evidence	1
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	4
Some/Partial Evidence	1
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	5

**General Comments related to Section I**

Excellent general program overview and response to previous A&R comments. Some have been able to be addressed, others have continued (staffing) but these issues are largely outside of the departments control.

1.2 - This group have been active in program work even though staffing has been a challenge. 1.3 - Commitment to supporting undergraduate research is impressive and fitting as a focus of the program, considering the program's mission. 1.4 - Impressive summary of assessment work, creative use of resources to respond to staffing and space challenges, and and recruitment of diverse students. 1.5 - Graduate program is accredited - accreditation is not available for this undergraduate program.

Q3: This was somewhat answered when they addressed accreditation. However, as an undergraduate program (the focus of this review), all that seemed to be addressed was student involvement in undergraduate research (definitely important, but unclear how this makes the program "stand out").

**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**

The program aligns to the University strategic plan and set ambitious strategic goals at the program level as well. Some progress on the strategic plan goals were shared.

Q1: very thorough (and very nice) answer! Q3: it is great that material was translated into Spanish. Was this done in collaboration with the Language program?

Provides a general education course. It also supports courses throughout several other communication and health related degrees and departments.

2.3 - The program is collaborative with multiple other departments in terms of offering courses/programs and also requiring courses from other departments where possible.

### III. Program Goals & Accomplishments

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

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

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

Sufficient Evidence	5
Some/Partial Evidence	0
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

Well-structured assessment plan in place. Leads to changes in course and course content to support the program. This was particularly visible in the change in course offerings to better support students access to graduate programs outside of UWW.

The program has an impressive process in place for goals setting, starting with long-term strategic planning that is used to guide annual goal setting. The program is responsive to student and stakeholder feedback when considering program and curricular changes.

3.1 - Long term goals since their last review have been accomplished. Their work in advising and recruitment of diverse students is impressive. 3.3 - Clear process for setting and assessing goals, frequent meetings that allow the group to collaborate on this work. Goals are well-organized and aligned with the program's mission and strategic plan. Monitoring of progress towards goals has allowed for meaningful improvements to the program.

Q1: while this answer did have new information, it was structured quite a bit like the aligning with the previous university strategic goals question.

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

**4. Students participate in the high impact practices.**

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

**General Comments related to Section IV**

Curricular structure and curriculum changes were well thought out and implemented to support students in this program. Given the program focuses on UG students getting into appropriate graduate programs, the change in the UG curriculum to better support UG students getting into graduate programs outside UWW was well done.

Regarding HIPS, the department has an incredible presence in URP and strong support for students engaging in UG research.

2. The program is designed to prepare students for a graduate degree in the SLP. It is not clear if students all meet this expectation, and what their options are if they choose not to pursue a graduate degree. 3. The program is responsive to student feedback and made changes accordingly. Additionally, they review courses for organization, clarity, and sequencing.

4.1 - Curriculum is very purposeful and efficient. 4.3 - Good use of assessment data to drive curriculum changes - and documentation of student requests. 4.4 - Over 70 undergraduate research projects supported since their last A&R self study - impressive.

Q1: in the 1st sentence, it notes that no minor is required, but then in the next section, they note that a minor is suggested. If students do not wish to take a minor, are they advised about what classes would serve them the best for graduate school? Q2: what certificates are available to students? The idea of certificates is mentioned but not expanded upon. This was explained a bit more in later responses: "to package the already existing undergraduate level post-bac program into a certificate and change the delivery from in-person to online." But, still unclear: what was the post-bac program (& why is it beneficial to change to a certificate program)? Q4: Does the travel study program draw connections with any specific course content? or is it general exposure to other cultures? Q4: how useful has the e-portfolio requirement been for students getting placed in graduate programs?

**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	4
Some/Partial Evidence	1
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	4
Some/Partial Evidence	1
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	3
Some/Partial Evidence	2
No/Limited Evidence	0

**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**

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Strong program with well-structured and implemented assessment plan. Excellent student support and outcomes, especially given the ongoing staffing issues impacting the department.

I am impressed with the program's goal to support students in undergraduate research by actively participating in the URP. This is a wonderful example of how co-curriculars can be used meaningfully by programs as a way to address student learning. The vast majority of students are performing at proficient based on the current benchmarks. What are you hoping to learn from the eportfolio that is not already captured in the other assessments? The assessment plan is complete and demonstrates students are learning and meeting program outcomes. Great job creating a reasonable timeline and working collaboratively as a program to support this work.

5.7 - Assessment plan is appropriate, efficient, and has proven to be helpful and effective in terms of setting goals and implementing changes to improve the program.

Q5: " The department has yet to develop an efficient method to review and assess the undergraduate eportfolios" What strategies/approaches have you used so far? Q6: very nice job connecting the program's SLO to the LEAP ones!

Q7: "After two years of implementation, it appears that these upper level admission criteria may be concerning to prospective students and may be a barrier to recruitment." What has been done to allay these concerns for prospective students? (showing increased admission to high end graduate programs for example?)

## 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	4
Some/Partial Evidence	1
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	5
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	5
Some/Partial Evidence	0
No/Limited Evidence	0

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

Sufficient Evidence	4
Some/Partial Evidence	1
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	5
Some/Partial Evidence	0
No/Limited Evidence	0

**General Comments related to Section VI.A**

Outreach efforts have been done for recruiting and retaining students at the High School level. Unsure what strategies are being implemented on campus. I note this is evidence based, but I don't necessarily suggest the program needs to make any changes here. Some programs have limited abilities to recruit students. In particular here, the program size limitations make recruitment into this program at the UG level less of an issue.

The program and thoughtfully and methodically engaged students throughout the program- not just to support their academic success, but their general knowledge and professional skills. This is seen in their support of URP, HIPs (e.g., ePortfolio), advising supports and resource modules. I commend the program for taking the necessary steps to maintain quality and manage resources efficiently. Some decisions made, e.g., course caps and admission criteria, may not have been popular but were necessary when created. The program is open to reconsidering, and plan to revisit admission criteria.

6.3 - Highly committed to recruitment - impressive tracking of recruitment efforts. 6.5 - Use assessment of advising to monitor students' ability to progress through the degree.

Q1 " The online certificate has the potential to increase our enrollment numbers in our undergraduate online courses" (this seems to counter the idea of balanced workload of faculty addressed in a previous question). My experience is that online teaching requires different (& often more) involvement with the classes. Q3: ". Students are able to complete a creative project such as sculpture, song, poems, crosswords, etc. that can replace a quiz grade" (does this wide variety of assessment pose a problem with program assessment data?) Q4: "We are working to improve the diversity of the workforce" (is this the faculty? or specialists? And, how would this help increase diverse student enrollment? Q6: from their answer, cannot tell if they see as over/under subscribed or at optimal level. The idea that a grade requirement for upper-level classes is causing concern to the students, may suggest that it might be under subscribed.

**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	5
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**

Excellent job placement data provided on enrollment trends. Demand for these majors (after completing the graduate program needed in this field) is strong.

The only area that is not clear, is what the students who complete the UG degree do if they do not pursue a career in SLP.

Q1: is any post-graduation advising being done for those who are uncertain about their future? Q2: incredibly thorough! (but, would expect this level of thoroughness from Dr. Gilbertson!)

**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	5
Some/Partial Evidence	0
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**

Staffing issues persist. The department is aware of the issue and attempting to remediate through interactions with the Dean's office. The issues in retaining staff relate to low salaries relative to R1 institutions (who these faculty/staff may be looking at or the private sector).

The program has documented concerns related to staffing and is doing everything within their control to address the issue. It seems the program has received recognition and support from the College for these efforts. While the problem continues, it seems to be largely out of their control.

7.A.1 - strong reliance on adjunct instructors, but good monitoring of this and efforts to hire new faculty/full time staff.

Q1: "There are concerns of fatigue and burn-out." (which could, sadly continue the cycle of staff shortages, overload, & burn-out). Q1: " we have 30% of our undergraduate coursework assigned to adjunct instructors. The post bac certificate has 70% of the instruction covered by adjuncts." (is this in alignment with other institutions? Q3: given the circumstances, the program does seem to have a feel for what is needed.

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

**General Comments for VII.B**

#2: the department admits that it's understaffed, which serves as the evidence

Resource development has been good in collaboration with the Dean's office. I note "some partial evidence" regarding adequate personnel because I believe the department needs additional staff. I believe they are doing an incredible job with their staffing resources and adapting to staffing issues. I believe the department needs additional resources in this area as was regularly indicated throughout the A&R.

7.B.1. The program is responsive to staffing challenges and are working hard to try to hire personnel to support student needs.

Q1: "requires a reliance on part-time adjunct staff that do not contribute to the department or campus service responsibilities. It also creates a continued source of uncertainty for students and staff members. (All of these might affect: student recruitment, program visibility, and burn-out). Q2: " We are eager to be invited to share our fantastic program and profession with prospective students and partner with the UWW admissions team, marketing and media, and other campus experts in order to reach a more diverse student population." (Are there any measures YOU can take to get this going?)

**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

Strong program overall. Detailed explanations of the strengths of the program (HIPS: URP engagement and graduate program placement). Detailed explanations of primary needs (Staffing).

Q1: "Our department supports exceptional students." (don't think it was meant in this way: but it reads as though unless a student is exceptional, he/she/they will not be supported.... which could be involved in a lower diverse student population for the program). Q2: "... for an online post bac certificate." This certificate (& its focus/content) is still unclear.

## VI. Reviewer Conclusions

### 1. Strengths of the Program

one of the leading programs in preparing teacher candidates in the state significant work to redesign the curriculum to meet new DPI licensure requirements improvements to advising

high graduate placement rate the department clearly articulates its needs while doing its best with limited resources

URP research and HIPS engagement with students. Graduate program enrollment success of UG student graduates.

- Committed faculty - impressive recruitment, advising, and assessment work. Also commitment to undergraduate research is impressive.

The program is very successful despite the challenges of staffing. The students seem to perceive their education in the program as outstanding.

### 2. Areas for Work or Improvement

Staffing stability; additional lab resources.

- Continue to advocate for staffing and continue with efforts to hire staff/faculty. - Continue the recruitment work - and tracking of this work.

There is nothing that they don't already know. I would just like to reiterate an idea from earlier: The staffing issue (particularly using adjunct/part-time instructors who aren't required to do service work), could be creating a catch 22 situation.

### 3. Other comments/questions

Unclear of how the data is used for program improvement - I would like to learn more about the embedded assessments how is work to support student needs and maintain program goals distributed among staff in the program?

The program has a realistic understanding of who they are as well as the challenges they face. I would like to hear more about the post bac certificate program (what is involved, how it helps students, & if it will help recruitment).

### 4. Recommended Actions (please specify):

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).

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

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

## 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.	4
Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	1
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