

**Agenda and Evaluation Report
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater**

Communication Sciences and Disorders Graduate, 2022-2023

Date: 5/3/2023

Time: 3:30-4:30 PM

Place: Winther 1013

Invited: Provost John Chenoweth; Dean Matt Vick (Graduate Studies); Interim Dean Lana Collet-Klingenberg (Education and Professional Studies); Department Chair/Program Coordinator Lynn Gilbertson; faculty and staff in the Communication Sciences and Disorders program; Audit & Review Team Chair Rhea Vichot; Audit & Review team members Pavan Chennamane, Christine Neddenriep; Matt Vick, and Assessment Representative Katy Casey

- 1) Call to order
- 2) Introductions
- 3) Overview of review team evaluation, program comments

First of all, high praise to the department for their efforts in creating a sustainable program focused on clinical practice, given the limitations of staffing at present. The review team wanted to highlight the creative efforts by the department at maintaining quality education, finding clinical placement for students, and maintaining accreditation through KALIPSO and KASA metrics as well as the MELOs.

The review team had a few concerns regarding staffing challenges and the potential for burnout among present staff.

- 4) Discussion of Review Team's evaluation:
 - a) **What efforts has the department taken to diversify the student cohorts? What similar efforts are being made with regards to hiring?**
 - i) Program follows an inclusive model when accepting and supporting students. The diversity of the applicant pool is often limited, and the faculty and staff are working to promote the field so more people are aware of the speech/language profession.
Provost suggested exploring potential pathways with diverse programs (either on or off campus) that could help attract a more diverse pool.
Program chair shared efforts to identify barriers to attracting a diverse pool of students and how the staff work to address and remove those barriers- for example, marketing and promotion.
There is potential to grow the program with appropriate resources and the Provost encouraged the program to identify what tangibles are needed in order to increase enrollment.
 - b) **What additional examples does the department have that shows data collection and analysis to make changes to curriculum?**

Answered in discussion above.
 - c) **Given the efforts put in place by the department towards recruitment and retention of staff, is there any new information since submitting the report you can share? What else can administration do to support these efforts?**

One open faculty line for a second year. This past year, the program widely advertised the position, but did not see much of an increase in applicants with that approach. For the upcoming year's search, faculty will travel in the region to meet with recent doctoral graduates to promote the program and try to recruit applicants. The College Dean is going to support the cost of the travel to do this work.
In general, it is difficult to recruit faculty due to a shortage of professionals with necessary credentials, as well as

pay and work load.

- 5) **Recommended Actions**: The evaluation report lists two recommended action (see page 12, point 3) related to staffing and recruitment.
- 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.

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
Graduate Programs, 2022-2023**

Date of Evaluation 11/8/2022 Short Self Study (SS*) _____

Program: Communication Sciences and Disorders Major Minor

Evaluations submitted by: Rhea Vichot, Pavan Chennamaneni, Christine Neddenriep, Matt Vick, Katy Casey
Review meeting attended by: Rhea Vichot, Katy Casey, Matt Vick, Christine Neddenriep, Pavan Chennamaneni

I. General Program Information

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

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

Comments for I.1

None

2. The program's mission statement aligns with the School of Graduate Studies mission.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments for I.2

The department should be recognized for its work aligning the program to graduate school goals. The strategic plan is clear, achievable, and ambitious. Significant work obviously went into this alignment.

3. Program described changes impacting the program since the last review.

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

Comments for I.3

Staffing is a significant challenge.

The resignation of two faculty in 2022 is a bit concerning, but it seems like the department has found ways to adjust previously and working with the COEPS Dean and Provost is a good step in addressing some of the staffing challenges.

Staffing continues to be an issue. The disparity in salary vs market rate is likely the key factor.

Q4. 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

Comments for I.4

Unique aspects include clinical experiences across the lifespan, innovative model of student evaluation, placements made on behalf of the students.

Clinical experiences are exceptionally strong.

While filling the spots is not a problem, it might be beneficial in the UW-System program array to explain the uniqueness.

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

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

Comments for I.5

This program provides a great example of how programs/departments can work collaboratively with college leadership to address the need to maintain quality standards and enrollment.

Kudos to the department and administration (Provost and Dean's team) in being creative in meeting needs of the program.

The program has been responsive, but the staffing challenge remains. Almost every field on campus has professions that pay significantly more at other institutions or in professional practice. Could any of them be resources on how to handle this?

6. 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	5
Some/Partial Evidence	0
No Evidence	0

General Comments related to section I.

Congratulations on maintaining accreditation from a rigorous accrediting body and through numerous challenges seemingly outside the program's control (e.g., budget).

Maintaining accreditation is essential.

Excellent work with maintaining accreditation.

II. Alignment within the University

1. The program contributes to the fulfillment of UW-Whitewater's mission.

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

Comments for II.1

None

2. The program contributes to the fulfillment of UW-Whitewater's Strategic Plan.

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

Comments for II.2

None

General comments related to section II.

None

III. Program Goals & Accomplishments

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

Sufficient Evidence	5
Some/Partial Evidence	0
No Evidence	0

Comments for III.1

The program creates goals each academic year and reviews them, and progress toward attaining them, annually. The goals are set in alignment with the University and Department strategic plans. Impressive documentation on these efforts.

Goals were clearly stated and achieved. With regard to the goal of removing barriers to diverse applicants, achieving more diversity in applicants is important. However, if barriers are truly removed then the diversity of the applicants accepted and admitted into the program should increase.

Most goals have descriptive responses rather than data.

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

Sufficient Evidence	4
Some/Partial Evidence	1
No Evidence	0

Comments for III.2

The program seems to set reasonable goals that will drive the program forward. For example, five goals from the 22-23 plan have already been achieved related to securing resources, maintaining accreditation, and marketing the program.

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

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

Comments for III.3

Comprehensive assessment process employed for monitoring student progress and informing program goals.

Data rather than just a description that department meetings discuss goals would have been helpful to demonstrate doing the process of setting and assessing goals.

4. Program faculty, staff, and/or students received special recognitions or awards during the review period.

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

Comments for III.4

Congratulations to the number of awards and recognitions received by faculty and staff in the program!

General comments related to section III.

None

IV. Curriculum

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

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

Comments for IV.1

The program has a clear, succinct curriculum that appears to be easy to navigate- from a student perspective. The advising sheet shows the path toward degree completion.

Capstone experience was not described, only course sequence.

2. Dual-listed courses are described and explain differences between expectations for undergraduate and graduate students.

Sufficient Evidence	3
Some/Partial Evidence	0
No/Limited Evidence	1
Not Applicable (explain why in comments below)	1

Comments for IV.2

Further explanation as to whether dual-listed courses such as 482/682 are still being offered is recommended.

Dual listing appears to be in the process of being removed.

3. Changes to the curriculum were described, including the basis for the changes.

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

Comments for IV.3

The program is responsive to student feedback requesting more organization and transparency. Changes to the curriculum, such as course titles, were made with these interests in mind, and also to more clearly align with accreditation standards.

Limiting students to 15 or less credits per semester is a good idea.

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

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

Comments for IV.4

Changes primarily made in response to accreditation and DPI licensure requirements.

Changes were driven by non-assessment justifications (which were soundly defined)

What from your portfolio and curricular assessments led to curricular changes?

5. The program provides opportunities for students to participate in high impact practices.

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

Comments for IV.5

The program is intensive and requires full engagement from students. The program embeds HIPs throughout the curriculum.

Given the focus on practicum and clinical, school, and camp placements, I think the response makes sense and the limited role graduate students have in research. Maybe more focus on professionalization efforts could be helpful, but given the nature of the profession, I suspect students are relatively well-informed as the career pathways through their clinical placements and licensing requirements.

One suggestion is to encourage the formation of an alumni association and create a networking and engagement event once a year to allow students to interact with alumni. A panel discussion about current developments in the field, outlook, employment, etc., may be beneficial.

General comments related to section IV.

None

V. Assessment of Student Learning

1. Student learning outcomes are "mapped" to Master's Level Essential Learning Outcomes.

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

Comments for V.1

None

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

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

Comments for V.2

The program maps the Knowledge and Skills (KASA) across the curriculum and regularly evaluates clinical competencies (CALIPSO). The goal is to prepare all students for professional licensure, and the 3-year completion rate is 100%. The program responded aggressively to student feedback on advising, and created a CANVAS course with supplemental materials to assist a group advising model. The led to an impressive improvement to advising satisfaction scores. The program uses a number of assessment approaches, including scores on exams, clinical evaluations and student portfolios, to determine if outcomes are met.

The assessment data indicates that they are achieving expected knowledge and skills as a whole; however, data are not analyzed/presented by learning outcome to identify formatively specific areas of strengths and weaknesses.

I think some discussion regarding downward trends in KASA and CALIPSO competency category scores should be discussed, even if they are meeting the ≥ 3.0 requirement.

3. Program faculty consider assessment data in making changes to the curriculum, students' learning outcomes, and/or other aspects of the program.

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

Comments for V.3

Appreciate the mix of quantitative and qualitative data in discussion of advising satisfaction.

4. Assessment data and related outcomes are shared with appropriate constituencies.

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

Comments for V.4

None

General comments related to Section V.

The program description in this section clearly indicates student evaluation methods, data collected, and regular analysis of the results. There was not an assessment plan uploaded, but the descriptions and documentation were sufficient to demonstrate a clear plan to evaluate student learning.

VI. Student Recruitment, Enrollment, Retention, and Graduation**A. Trend Data****1. Program explains fluctuations in enrollment.**

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

Comments for VI.A.1

The program maintains its targeted enrollment of 14 students per year. There are plans to increase this to 16 with the successful hire of new instructional staff.

Fluctuations/differences in numbers of graduates from 2016 to 2021 were not explained (range of 9 to 25).

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

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

Comments for VI.A.2

The program has clear learning outcomes and expects student to earn professional licensure. Additionally, the CAA sets rigorous program expectations to maintain accreditations. Considering these unique features, the program enrollment is appropriate and sustainable.

I'm glad to see the focus on sustainability, particularly given the clinical hour requirement for licensure.

3. Program has strategies to recruit and retain students.

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

Comments for VI.A.3

The program averages 200 applications for 16 spots. The marketing for the program takes place on social media, and through professional organizations. The program is working to diversify its students, one example is working to translate promotional materials to Spanish.

The Notice of Performance Concern process seems somewhat intimidating. How successful has the process been for students? How are you able to dismiss students? How have you incorporated the required Program Code of Conduct into your student policy and procedures?

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

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

Comments for VI.A.4

Cohort model is used.

5. Program made efforts to engage underrepresented communities within the University.

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

Comments for VI.A.5

The program has outlined initiative to help diversify the student body.

The program has discussed the challenges but also shared many plans addressing this profession-wide issue.

Good to see the mention of services offered to the community, both those of diversity of ability and gender affirming voice therapy.

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

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

Comments for VIA.6

The program is primarily white females, which is reflective to the field. The program has a diversity initiative to work on attracting a more diverse student body.

Some data/evidence provided. Is the program prioritizing diversifying their student body as a goal?

Work in progress

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

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

Comments for VIA.7

None

General comments related to section VI.A

None

B. Demand for Graduates

1. Placement information indicates that program graduates find employment of continue their education.

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

Comments for VI.B.1

The majority of students are hired before graduation and remain employed for at least 5-years.

C&LD data is undergrad (as they noted). The exit survey is more valuable for the graduate program data

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

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

Comments for VI.B.2

None

3. Described efforts to retain and track graduates.

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

Comments for VI.B.3

Even though the applicant pool is over 200, the program does market and remain connected to the field for recruitment purposes.

4. Described unique features of the program that set it apart from other system or regional colleges and universities.

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

Comments for VI.B.4

None

General comments related to section VI.B

None

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

Comments for VII.A.1

None

2. Tenure and promotion standards, including post-tenure requirements, reflect faculty and staff ability to advance in rank.

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

Comments for VII.A.2

None

3. 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
Not Applicable (explain why in comments below)	0

Comments for VII.A.3

None

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

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

Comments for VII.A.4

Staffing is the key concern for this program.

General comments related to section VII.A

None

B. Student Resources**1. The program has adequate personnel, student help, and service and supplies to serve its graduate student population.**

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

Comments for VII.B.1

The program has struggled to find student to help to assist in the administrative responsibilities. There is significant strain on the program to meet the clinical hours required by the program: there is competition for clinical placements in schools, private practice, and hospital settings with the eight other programs in WI and neighboring institutions in IL. The graduate students are required to earn 400 direct supervised clinical contact hours for certification and licensure. 100+ hours come from school settings, 70+ come from hospital, and 70+ come from private practice or birth-3 programs. The program splits the cohort to reduce the total number of one type of placement each semester (8 medical and 8 school).

Staffing and space are needed.

Challenges were laid out descriptively.

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

Comments for VII.B.2

The program cannot expand beyond 16 students without additional space. The COEPS remodeling proposal of Winther hall could provide that space, but has not yet been approved. The College supported a number of space and technology needs to support students in the program.

General comments related to section VII.B

None

1. Areas of strength are provided.

Sufficient Evidence	4
Some/Partial Evidence	1

No/Limited Evidence	0
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Comments for VIII.1

The answer is somewhat generic.

2. Areas of improvement and continued progress are discussed.

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

Comments for VIII.2

The main areas that need improvement or continued progress are: Recruitment and retention of faculty and staff
Marketing and outreach to support student recruitment and retention Security of clinical placements Sustainable practices to combat burn-out and promote innovation

3. Recommendations and resources are discussed.

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

Comments for VIII.3

I would like to see some larger discussion on what sorts of employment recruitment strategies have been considered/pursued beyond (needed) advocacy for more competitive salaries for faculty.

General comments related to section VIII

None

Conclusions and Recommendations from the Review Team**1. Strengths of the Program**

The program has strong leadership. During challenging times, the program advocated for additional/innovative use of staffing, maintained accreditation and improved space and technology. The program successfully advocates to address needs to support students toward degree completion. Accreditation. This allows the program to provide licensure in a high-needs field (SLP). Creative and innovative staff to address placement constraints. Strong assessment plan that result in beneficial findings for the program- data is analyzed regularly.

Strong clinical experiences provided across the lifespan affording experience necessary to work in medical or clinical/school settings. Changes made in curriculum as required by accreditation as well as program data.

The program has strong partnerships with field sites. It has maintained an up-to-date curriculum.

The variety and opportunities for clinical hour practices needed for licensure. The 100% graduation rate and high retention rate for students. The focus on sustainable student populations with the limited budget and staff High student satisfaction with teaching/advising

The program is doing a great job with limited faculty resources.

2. Areas for Work or Improvement

Staffing and space are substantial needs. Also need to more intentionally work to actually attract and admit students who are culturally and linguistically diverse. Assessment data provided was more summative, rather than formative specific to goals.

Articulate the strengths of the program beyond promoting its small cohort size; consider audiences such as state legislature and the public.

Hiring/Employment Retention is the big one. The department pointed out that burnout among present faculty and academic staff is a risk and I hope that, through whatever strategies the department uses, will result in those lines being filled.

3. Recommended Actions

1. Provide Staffing Update including open lines, include a review of reasons for staff attrition.
3. Experiment with 1-2 new recruitment ideas to intentionally attract and admit a more diverse body of students and evaluate the results.

4. Other Questions

None

5. Other Comments

None

6. Recommended Result

Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0
Continuation without qualification	5
Continuation with minor concerns	0
Continuation with major concerns in one or more of the four areas; submit annual progress reports to the College Dean & Associate Vice Chancellor for Academic Affairs on progress in 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