

**Agenda and Evaluation Report
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Public Policy and Administration Majors and Minors, 2022-2023**

Date: 5/3/2023
Time: 1:30-2:30
Place: LT 5025

Invited: Associate Vice Chancellor Kristin Plessel; Dean Frank Goza (L&S); Department Chair/Program Coordinator Jonah Ralston; faculty and staff in the Public Policy and Administration program Jonah Ralston, Louis Facilla, and Ted Gimbel; Audit & Review team members Janie Tobeck, James Collins, Ashley Barnes-Gilbert; and Assessment Representative Katy Casey

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

Robust major covering three core areas (i.e., business, political science, integrative) and a concentration of a student's choice. The employment options for graduates are vast, and the curricular structure appears to support a number of professions. Since the last review, the program engaged in assessment planning and a number of reflective practices related to growing the program (such as preparing to offer an online option). The assessment plan is well written, and should provide good information for program planning. Be sure to present findings by SLO in the next report. The program's interdisciplinary structure appears to work well, and currently includes strong leaders who can advocate for resources.
- 4) Discussion of Review Team's evaluation:
 - a) Share what tasks still need to be completed and what resources are needed to meet the goal of a fully online major by 2025.

Some discussion regarding cost of online program to students, and concern that might be a deterrent. Program is thinking through marketing, such as presenting the full program fee versus per course with additional distance education fee. Do resources exist to support marketing? The College of L&S helped to fund a position in Marketing to support programs and will engage with that individual on promoting the online offering. There may also be opportunities to connect with UWW Online. In the meantime, the program is working on growing the online offerings. The program's plan is to submit the curricular action in fall 2023 for approval to offer by fall 2025.
 - b) Clarify current enrollment numbers and discrepancy between program report and institutional data.

***The review team would like more discussion of how the program expects to address decline, and return to 40-50 students.*

Increase flexibility to students by providing the online options, not just for students who plan to take the entire program online, but all students appreciate the online course options. The program has been sharing information with advisors across campus and encouraging them to discuss this program option.
 - c) The enrollment numbers indicate strong diversity in the program. Has this changed given the recent decline in enrollment?

Yes, some decline with decreasing enrollment – diversity is seen in gender and veteran status. Hoping that online option will also help to attract diverse student population.

- 5) **Recommended Actions**: The evaluation report lists 3 recommended actions (see page 8, point 4) related to assessment, program management, enrollment, and retention.
- 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
Undergraduate Programs, 2022-2023
Majors/Minors and Standalone Minors**

Date of Evaluation 2/8/2023 Short Self Study (SS*) _____
 Program: Public Policy and Administration Major Minor

Evaluations submitted by: Janine Tobeck, James Collins, Bruce Cohen, Katy Casey, Ashley Barnes-Gilbert
Review meeting attended by: Janine Tobeck, James Collins, Bruce Cohen, Katy Casey, Ashley Barnes-Gilbert

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	5
Some/Partial Evidence	0
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	5
Some/Partial Evidence	0
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

I.4. Most of the changes detailed involve setting up structures for future reflection, distribution of the gathered info, etc.

4. It is apparent that the program has been responsive to the previous A&R recommended actions. SLOs appear to be aligned with program instructional goals and the rubrics helped to standardize the scoring process. I recommend updating the provided curriculum map so that it identifies when each SLO is introduced, developed, and then assessed throughout the program.

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

II.2. The program doesn't directly participate in GenEd, but emphasizes GenEd goals in coursework. II.3. The program's interdisciplinary structure is both broad and coherent.

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	4
Some/Partial Evidence	1
No/Limited Evidence	0

General Comments related to Section III

III.3. Conversations with affiliates involved in an interdisciplinary program is good, but the substance of these conversations isn't characterized (e.g., are external factors considered that might inform curriculum, assessment? etc.).

3. Consideration could be given to expanding stakeholder input more broadly when setting/assessing goals.

IV. Curriculum

1. The program has a clearly articulated, efficient, and purposeful curriculum.

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

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

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

4. Students participate in the high impact practices.

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

General Comments related to Section IV

IV.3. The assessments guiding changes were more program-side in nature (with exceptions), but the justifications are clear and the reorganization emphasizes the program's scope, coherence, and concern for student progress.

V. Assessment of Student Learning

1. The program has clearly articulated learning outcomes for students.

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

2. Student learning outcomes are "mapped" to the curriculum.

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

General Comments related to Section V

V.5. The administration and scoring processes are clear, but there's not much articulation of what the information is keyed to reveal or how it will specifically inform program evaluation/changes. Also, though the exit survey completion is required for graduation, is there sufficient motive for the students to perform at a level that will support refined consideration?

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

General Comments related to Section VI.A

3. primary recruitment and retention tool is advising

VI.A.3 Curricular updates and reorganization show attention to students' paths to graduation, which is especially impressive in an interdisciplinary program. This alone might bump enrollments up moving forward, as may the online delivery possibility. While the retention issue identified makes sense, is there a plan for addressing it? VI.A.4 Diversity of program also impressive.

1. Enrollment trends were generally described, but no numbers were provided. These would be helpful to understand the big picture.

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	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments for VI.B

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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
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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

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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	5
Some/Partial Evidence	0
No/Limited Evidence	0

2. The program has adequate facilities equipment, technological, and library resources to effectively serve its students.

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

General Comments for VII.B

The coordinator position is essential for managing the program and negotiating for its needs.

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

VI. Reviewer Conclusions

1. Strengths of the Program

The program has a strong cohort of students, interdisciplinary approach, and clear outlook for the job market. The program is using resources well.

Many strengths, both conceptually and practically! Structural adjustments in this review period seem responsible to students now and promising for program popularity and reputation (internal and external).

Interdisciplinary and meets the needs of a variety of students; engaged program coordinator with a large network of support that connects to numerous departments.

2. Areas for Work or Improvement

The program could be clearer regarding its advancement of diversity and inclusion as a HIP. In addition, the program could have more robust data on the diverse make up of their students.

The assessment plan is innovative, given the restricted time and resources of the interdisciplinary program. It just isn't clear how the data will be evaluated effectively to guide future changes, address retention concerns, or even be able to address (to the extent an interdisciplinary program can) suggestions toward affiliate faculty/courses that might support the needs of this one, etc..

Implement the new assessment plan and offer all courses in an online format.

3. Other comments/questions

Overall, strong program!

4. Recommended Actions (please specify):

1. Share results of the full implementation of the assessment plan and how the data is used to inform program and curricular decisions.
2. Consider formalizing a process where affiliated faculty and program stakeholders meet annually to discuss program goals and outcomes. In the next report, specify when the meetings occurred, who was involved and what was accomplished.
3. Share enrollment numbers for the review period and whether current enrollment is at desired levels.
4. Describe specific conversations the program had about retention during the review period.

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.	5
Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	0
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