Agenda and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Liberal Studies Majors and Minors, 2020-2021

Date: May 17, 2021
Time: 3-4 pm
Place: Webex

Invited: Interim Provost Greg Cook; Interim AVC Kristin Plessel; Dean Frank Goza (L&S); Department Chair/Program Coordinator David Simmons; faculty and staff in the Liberal Studies program; Audit & Review Team Chair John Pruitt; Audit & Review team members Denise Roseland, Andrea Ednie, Alexis Piper, Assessment Representative Katy Casey.

1) Call to order 3:00pm

2) Introductions

3) Overview of review team evaluation, program comments
   a) Overall very positive review, John Pruitt summarized discussion points below.

4) Discussion of Review Team's evaluation:

   a) The review team discussed a desire to better understand the students choosing this program of study and the goals of these students. What is the breakdown of numbers, "traditional," "adult-returning," "transfer," etc.?
      i) There are a number of students who pick up the program after transferring out of another they were unable to complete. This is a subset, and we also serve returning, adult-learners, and transfer students.
      ii) Most students find out about major through academic advising – often get emails from advisors connecting students to program.
      iii) Due to the diversity of students, there is not a lot of information that can be collected from program graduates to help inform the program.

   b) The program noted the diversity exceeds that of the university. This is a significant point, and the review team wondered how the program supports and maintains this diversity. How would understanding what's behind this diversity help retain and enhance the diversity, while also enhancing the experience of the diverse student population in the Liberal Studies program?
      i) Intensive and personal advising that is designed to help the student meet individual goals- program advisors try hard to make the degree meaningful.

   c) Are there any strategies in place to provide additional support to students that may be academically underprepared or unprepared students?
      i) Introduction and capstone courses encourage students to think about what they want to get out of their education. Whether students have a minor or not- we encourage students to think about whether the program of study prepares them for personal and professional goals.

   d) The average credits to degree is high and likely out of the control of program staff. However, it would be helpful to learn more about this problem in light of better understanding the student population.
      i) Many students come as transfer students so they already have a lot of credits entering the program. Other requirements in the major add a bit to the final degree
      ii) Significant time and training is put into preparing faculty ready to advise in program to help these students create a meaningful program of study.

5) Dean Goza noted the hard work and individualized attention of faculty in the program.

6) Provost Cook thanked the work of the program – he commented on the importance of this degree and believes it is attractive to students, as a new field of study or way to complete a degree.

7) **Recommended Actions**: The evaluation report lists two recommended actions (see page 20, point 4) related to assessment and tracking graduates.

8) **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, 2025 and to the Assessment Office on November 1, 2025.***

9) Adjourn 3:30pm

Review team report is attached below, including Recommended Actions and instructions for Progress Reports (if required).

Date of Evaluation <u>March 19, 2021</u>   Program: <u>Liberal Studies Major and Minor</u>

Evaluations submitted by: Andrea Ednie, Alexis Piper, Katy Casey, John Pruitt, and Denise Roseland
Review meeting attended by: Andrea Ednie, Alexis Piper, Katy Casey, John Pruitt, and Denise Roseland

I. Program Purpose & Overview:
A. Centrality

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

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

Comments for I.A.1

1. Given the mission of the Liberal Studies program, I am sure that the major and minor and the program as a whole contribute to UWW's core values, mission, and strategic plan. However, information on assessment results, specifically from the final writing assignment in LIBST would have been helpful. Results from the annual assessment retreat (as mentioned in the self-study) would also have been helpful, in conjunction with rubrics used to assess the writing and/or outcomes for the assignment. Assessment of e-portfolios would have also been helpful and might be something for the program to consider. (I was delighted to read that Liberal Studies Majors are creating e-portfolios to demonstrate specific skills to employers!)

2. Question about G1O1: recruit larger & increasingly diverse undergraduate & graduate student body. "The liberal studies program attracts students who would otherwise not be able to enroll at UWW." Why would these students not otherwise be able to enroll at UWW?

2. The program supports general education, proficiency, and/or other programs at UW-W.

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

Comments for I.A.2

1. Although the 2 required courses are not Gen Ed, many LS courses are, and the department supports Gen Ed WOI.

2. What professional development opportunities are faculty and staff teaching Liberal Studies courses seizing, generally speaking? How are the faculty and staff's online pedagogical practices being grown and enhanced (which is a constant need and endeavor)?

3. The program provides vital support to student pursuits of general education requirements.

3. The program has achieved or is appropriately working toward achievement of at least two goals of Inclusive Excellence.

Sufficient Evidence	5

Some/Partial Evidence	0
No/Limited Evidence	0

Comments for I.A.3

1. I think there is sufficient evidence for inclusive excellence based on the diversity of Liberal Studies majors, the individual advising attention majors and minors receive, on non-traditional students, and on the course content. I do wonder how the program is specifically supporting academically underprepared or unprepared students, who are often economically disadvantaged. Is there corequisite support or is peer mentoring something to be considered going forward? In addition, although the diversity of the LS program is greater than the diversity of our university as a whole, are efforts being made to recruit and retain this diversity? How would understanding what's behind this diversity help retain and enhance the diversity, while also enhancing the experience of the diverse student population in the Liberal Studies program?

2. Impressive record of attracting a diverse group of students.

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

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

Comments for I.A.4

1. Seems they have responded to all recommended actions - struggling with data collection from alumni is common and they are making efforts.

2. Yes. It appears that a number of beneficial, constructive actions have been taken from adding courses to adding additional teaching staff.

3. What's the assessment plan that's been implemented? 2. How are you working with campus offices to improve data collection data in order to track graduates?

No General Comments related to Section I.A

I. Program Purpose & Overview:
B. Program Mission, Goals, & Accomplishments

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.B.1

1. Very clear mission, and goal development / achievement process.
2. Does or should the mission reflect specific skills employers are looking for (and possibly not even know they are looking for)?

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

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

Comments for I.B.2

1. Good list of goals.
2. Yes, absolutely.

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

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

Comments for I.B.3

1. Assessment retreat - a good way to get the work done in one bout!
2. Does liberal studies have goals of including more and different certificates?
3. Monthly review of goals and annual assessment retreats.

4. The program is considering potential revisions to mission, goals, or objectives; the program has a "vision" for where it wants to be in the future and how to get there.

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

Comments for I.B.4

1. Program appears to have a clear vision.
2. The program is not considering any revisions to their mission or goals. Additionally, there was not any information provided on future goals and future planning beyond improvements to the program website.
3. What would improve the website?

5. The program, faculty/staff, and/or students have earned recognition or awards.

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

Comments for I.B.5

1. Have any students been nominated for or won awards?
2. Congratulations to Dr. Hawkins on the College Advising award!
3. Congratulations to Tracy!

6. The program has achieved or maintained program-level accreditation or has considered seeking it, where appropriate.

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

Comments for I.B.6

1. Accreditation is not available for this program.

General Comments related to Section I.B

1. Has the Liberal Studies program worked to cultivate relationships with specific employers in the area, especially perhaps non-profits? Is the LS program working towards any Community Based Learning goals (especially when the travel study component of the LS program has, I'm sure, been adversely affected by the pandemic)?
2. It seems the program is in a good place and plans to continue "business as usual."

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II. Assessment:
A. Curriculum

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1. The program has a clearly articulated, efficient, and purposeful curriculum, including options or emphases within the program (if applicable).

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

Comments for II.A.1

1. Yes, absolutely. I wonder how more and more diverse certificates within the Liberal Studies program could be grown or created and whether this is in the works? Is information literacy and perhaps ethical persuasion possibilities for specific skills grown through the LS curriculum, in addition to all of the excellent, important skills and content already covered? How are admittedly "buzz word" concepts valued by employers (such as the "growth mindset" and "grit" [passion + perseverance) baked into coursework and curriculum?

2. This program will look different for every student. Therefore, it is difficult to assess the "curriculum." The description was clear-cut and the program has a focus. The efficiency of the plan will depend on the student and advisor.

2. If program offers dual-listed courses, the expectations of graduate students differ from undergraduate students.

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

Comments for II.A.2

1. No dual listed courses

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

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

Comments for II.A.3

1. Curriculum revisions were mostly made based on actions of other departments - but no assessment mentioned to back the decision to require a Philosophy & Religious Studies Dept. course.

2. Adding an honors emphasis sound really smart and beneficial to all. Again, I am wondering how final written assignments and the e-portfolios are being formally assessed and how the findings in these assessments can be used to make productive enhancements to curriculum and instruction.

3. Curriculum is reviewed and updated regularly. There was not a lot of information provided to evaluate this response. I like the focus on personal and social responsibility- that is a great attribute to the program.

4. The program provides opportunities for students to learn in ways that extend beyond the classroom and discussed the extent to which students are involved in these activities and opportunities.

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

Comments for II.A.4

1. Impressive that internships are available in such an interdisciplinary program.
2. Yes, absolutely. I am wondering how Covid impacted travel study and internships and I'm wondering how Community Based Learning, peer mentorships, or even lecture series with an international/intercultural focus could be incorporated into the Liberal Studies program. As an Indigenous woman, I'm also wondering how tribal communities and reservations and Native American education could also help extend education beyond the confines of the classroom/dorm room...
3. The program offers students an opportunity to complete an internship. It would be helpful to know the number of students who participate- even an estimate. What are students gaining from these experiences?
4. Are you developing a student organization and/or mentoring program?

5. Online courses are evaluated in ways that ensure effective delivery, continuous improvement, and student learning.

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	1

Comments for II.A.5

1. Same as in-person courses.
2. "We have no way to assess the quality of courses offered in other departments however, and this is one of the challenges of an interdisciplinary major." Perhaps assessment through course evaluations and exit interviews is sufficient? Is it true that there's no way to assess the quality of courses offered in other departments?

General Comments related to Section II.A

1. The uniqueness of the program also presents some challenges when reviewing the curriculum feeding this program. As the author noted, there is no way to assess the quality of certain courses- or even the value of them to the program of study: " We have no way to assess the quality of courses offered in other departments.." For this reason, I think it is important to use information from students and the program assessment plan to reflect on ways to improve and provide more opportunities for students.

II. Assessment:
B. Assessment of Student Learning

1. The program has a clearly articulated learning outcomes for students, courses are "mapped" to these learning outcomes, and some outcomes received specific attention during the review period.

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

Comments for II.B.1

1. Very clear Coursework/SLO matrix

2. Yes, absolutely.

3. SLOs are clear. There are a lot of program SLOs that I think can be consolidated to a smaller number. The consistent evaluation of 10 SLOs can be difficult to manage (data collection). Try using the mission and vision of the program to guide the SLOs, as opposed to listing the large number of knowledge and skills students will develop in the program.

4. Nice progress in this area since the last report.

2. 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

Comments for II.B.2

1. Yes, absolutely.

2. Many of the SLOs align with ELOs. What is the program learning about its students' skills in these areas?

3. 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

Comments for II.B.3

1. I think the plan is very appropriate given the nature of the program.

2. Assessment of e-portfolios, results, and rubrics/assessment measures would have been helpful. (I couldn't find these on the attachment.)

3. Assessment retreats seem to be a great way of sharing and reviewing data. The program "closing the loop" by making changes, improvements, revisions, based on the data.

4. But I don't understand number 3, on websites: "the assessment committee will evaluate these websites for student acquisition of SLOs"

5. Several activities are described as periodically. Could that frequency be specified?

4. 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 II.B.4

1. Assessment report mentions only results of direct assessments. Were indirect also considered?
2. Nice assortment of data considered.

5. 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 II.B.5

1. Good list of summary points about the assessment findings - appears useful for curriculum development/decisions.
2. Love the assessment data retreat idea!

6. Results of assessment efforts have been shared with appropriate internal and external constituencies.

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

Comments for II.B.6

1. Do prospective employers and prospective, incoming students have some access to assessment data? Would an advisory board of external constituencies be beneficial?
2. Data is shared internally. Not sure who the external audience would be for this program (marketing maybe?).

General Comments related to Section II.B

1. The assessment plan was briefly described, but included relevant and meaningful information. The program uses assessment data regularly, and the results appear to lead to meaningful revisions or confirmation of the good work of the program.

1-2. Five-year enrollment and graduation trends reflect program vitality and sustainability.

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

Comments for III.A.1-2

1. Healthy student numbers - dip in 2019-2020, but large numbers in previous years.
2. Yes. 2019-2020 showed a drop, but we all know why and it's understandable, of course.

3. [MAJORS ONLY] Credits-to-degree show that students can complete the degree in four years, or reasonably efficiently.

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

Comments for III.A.3

1. Given the nature of the program, it is expected students will have a lot of credits.
2. The average credits to degree is high and likely out of the control of program staff. However, it would be helpful to learn more about this problem

4. Program has strategies to recruit and retain diverse students.

Sufficient Evidence	1
Some/Partial Evidence	2
No/Limited Evidence	2

Comments for III.A.4

1. Better than UWW as a whole.
2. no direct steps, but are there steps to take under discussion?
3. The author wrote that the program does not engage in recruitment efforts. What about retention? While not explicitly stated, it seems there are a number of practices the program uses to retain students (e.g., quality advising that fosters personal connections with students, encouragement of HIPs).

5. [MAJORS ONLY] Composition of students approximates or exceeds the diversity of students at the University

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

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

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

Comments for III.A.6

1. Changes have been made to remedy bottlenecks.

2. The program is aware of challenges to some groups of students. I would like to know more about specific strategies to address these.

7. 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

Comments for III.A.7

1. Currently at optimum student number - given advising capacity.

General Comments related to Section III.A

1. It seems that the program is for some, a last resort to completing a degree. I would like to understand that aspect of the program better. What are the outcomes for students entering a program with 100 credits- can they still achieve all the knowledge and skills outlined in the SLOs? How are those knowledge and skills assessed or quantified for those students who do not start and complete the program at UWW?

<h3 style="text-align:center">III. Student Recruitment, Enrollment, Retention, and Graduation:</h3>

<h3 style="text-align:center">A. Demand for Graduates</h3>

1. [MAJORS ONLY] Placement information indicates that program graduates find employment or continue their education.

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

Comments for III.B.1

1. Based on my own limited research, I wholeheartedly agree that employers are certainly looking for all of the skills that a Liberal Studies major equips graduates with, but there is no data on employment placement. I do know that it takes some time for degrees in the humanities and liberal studies to pay off financial-wise and sometimes job-placement wise.

2. I felt a little dissatisfied by this response. I agree in the value of a liberal education and also believe students should graduate and be able to secure employment. I guess I do not see these ideas in conflict with one another. I would like more information on the success of our graduates of this program as opposed to what their potential could be.

3. Trends based on data provided by the National Employment Bureau Projection. I'd like to see how UWW Liberal Studies majors specifically are faring in the job market

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

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

Comments for III.B.2

1. The top two statistics noted directly below "Employment Trends" is especially relevant and convincing.
2. Strong emphasis on soft skills as expected by employers

3. The program systematically tracks graduates of the program.

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

Comments for III.B.3

1. Tracking of graduates is mentioned but data doesn't appear to be presented.
2. Are or have surveys been sent out to graduates at this point in time? If so, what's the response rate and how long are you able to successfully track them, over how many years?
3. The program has a plan to collect this data.
5. Progress has occurred since the last review and future plans indicate they will continue with additional efforts in tracking graduates.

No General Comments related to Section III.B

III. Student Recruitment, Enrollment, Retention, and Graduation:
Comparative Advantage(s)

1. The program has unique features that distinguish it from competing programs--giving it a competitive edge

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	1

Comments for III.C.1

1. Yes.

2. comparisons to other UW-System schools was provided- it is not clear which aspects of UWW program's give it a competitive edge. What distinguishes this program from others? Why attend UWW vs. other liberal studies programs?

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IV. Resource Availability & Development:
A. Faculty Characteristics

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1-2. Information is provided about the composition of the department faculty & instructional academic staff (e.g., gender, ethnicity, expertise, academic rank, etc.)

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

Comments for IV.A.1-2

1. Because so many different faculty and staff teach courses that count towards the Liberal Studies program, I think this is particularly hard to track. If the composition of the LS program is similar to and depends on the hiring practices of the university, what is that composition? I'm just wondering for my own purposes and because it would have helped here.

2. understandable that full list of interdisciplinary instructors is absent from this section missing information on McGovern, Lam, and McFadden

3-4. The program has identified staffing changes and anticipated areas of potential future need.

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

No General Comments related to section IV.A

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IV. Resource Availability & Development:
B. Teaching & Learning Enhancement

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1-2. Faculty & instructional academic staff are engaged in activities to enhance teaching and advising.

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

Q47 - Comments for IV.B.1-2

1. We have impressive information from Dr. Hawkins regarding her exceptional teaching and advising. Are others who contribute to the program engaged in any professional development and pedagogical development opportunities?

2. only Hawkins listed

3. I am not able to see in the self-study where and how online courses are being evaluated and how instructors are growing their online instruction delivery skills. Are Learning Technology Center professional and pedagogical development opportunities being seized? It may be, but I can't tell from the self-study at this point.

IV. Resource Availability & Development:
C. Research & other Scholarly/Creative Activities

1-2. Faculty (and staff, if relevant) are active in research and/or scholarly/creative activities.

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

Comments for IV.C.1-2

1. Very impressive publications by Dr. Hawkins!
2. only Hawkins listed

IV. Resource Availability & Development:
D. External Funding

1-2. Faculty and staff (if relevant) pursue funding through grants, contract, and/or gifts.

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

Comments for IV.D.1-2

1. Who could help the LS program pursue grants and gifts? Is the program receiving this help?

IV. Resource Availability & Development:

E. Professional & Public Service

1-2. Faculty (and staff, if relevant) are active in professional and public service, beyond the department.

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

Comments for IV.E.1-2

1. What professional and public service initiatives are others in the department pursuing, outside of Dr. Hawkins?

IV. Resource Availability & Development:
F.   Resources for Students in the Program

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

No Comments for IV.F.1

IV. Resource Availability & Development:
G. Facilities, Equipment, & Library Holdings

1. 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

No Comments for IV.G.1

V. Conclusions and Recommendations from the Department or Program

1. Program strengths are discussed.

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

Comments for V.1

1. Program shared strengths: flexibility, advising, and helping students who may not otherwise graduate

2. I agree with the strengths offered: the program really helps students who otherwise would not graduate and allows students to pursue their own interests.

2. Areas of improvement and continued progress are discussed.

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

Comments for V.2

1. It appears as if the program has some laudable, vital, and achievable goals for the next 1-2 years, as well as the next 3-5 years.

2. The program requested support in the areas identified. More information on the nature of the items would help to address the issues. Has the program consulted with the offices that might be able to help?

3. agreed--outreach to various campus resources very important

3. Recommendations and resources are discussed.

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

Comments for V.3

1. Good future goals- these should have been noted earlier in the program overview/goals section.

VI. Reviewer Conclusions

1. Strengths of the Program

1. This program clearly supports the university's mission and vision by delivering important outcomes for UWW in that it offers a pathway for students to graduate who might not otherwise do so especially in the flexible course delivery through the online program: healthy number of students; organized, logical curriculum; HIP opportunities including internships; very committed advisors

2. Goals and Outcomes for a Liberal Studies degree are vital and relevant (especially critical inquiry)--and very much sought by employers. The teaching, individual attention and relationship building with students is also an obvious strength.

3. Unique and beneficial program. The merit of the program is undeniable. It serves as essential function on campus. It is clear the faculty and staff are passionate and work in the best interest of their students. One of the primarily benefits is the ability of the program to attract a diverse group of students.

4. Consistent and systematic assessment processes

2. Areas for Work or Improvement

1. What would happen if Tracy stepped down? I do see the need to integrate the new faculty so there would be a second person ready to continue.

2. I think it is really important to understand where graduates of this program end up- what are their future plans and are they successful? I understand we currently frame this as "employment" or "continued education," and that is not the goal of the program, but it should be a consideration when evaluating the success of the program. Some of the skills noted are difficult to reliable capture (e.g., "to help students become engaged global citizens who see the world in complex ways."), and as such- make it difficult to determine if the true mission of the program is achieved.

3. development of student organization and mentoring program; recommend building stronger connections with campus resources

3. Other comments/questions

1. In order to better understand the population being served, I would like to get a better understanding of the students choosing this program of study and the goals of these students. Maybe a breakdown of numbers, "traditional," "adult-returning," "transfer," etc.

2. This program has delivered progress on all recommendations from the prior report. Tracking graduates and their employment remains a challenge (not unique to liberal Studies program however...seems to be happening in many programs).

3. How are program and management responsibilities shared among faculty and staff?

4. I believe everything that can be done should be done to keep the Liberal Studies program stable at this point, and the program should consider ways to grow--with support from UWW--going forward.

4. Recommended Actions (please specify):

1. Continue the assessment work (and report on indirect as well as direct measures). - Continue the assessment retreats and goal setting processes that are currently in place. Take advantage of the assessment plan template for the next self-study. In addition, share data on SLOs based on the assessment plan.

2. Referring to the section on "Areas for Work and Improvement," we recommend better tracking of graduates in order to understand what they choose to do with a degree in Liberal Studies. The next self-study should report on the students' employment prospects having completed this program of study. In addition, consider gathering feedback from graduates to help gain an understanding of the perceived value of the degree once completed.

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