

**Academic Program and Curriculum Committee
Review of the Undergraduate Program
in Community Engagement and Education (CEED)**

Review Team:

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I. Introduction and General Data

The last undergraduate program review of the B.S. in Community Engagement and Education (hereafter “CEED”) was completed in Spring 2012. The program self-study covering 2012-2021 was completed in Fall 2021. The review team used the self-study and virtual discussions with CEED faculty, academic staff, advisors, students, the department chair and the associate dean in Spring 2022 to conduct the program review. The team would like to acknowledge the time and thoughtful responses of all those interviewed.

CEED is unique within UWM, Milwaukee and the UW System. It is offered by the Department of Educational Policy and Communities (Ed Pol), one of four departments within the School of Education (SoE). For over 50 years, the CEED program has served significant numbers of under-represented students of color and nontraditional students/working adults, preparing them to work in areas of critical need in education, government and nonprofit sectors in Milwaukee and southeastern Wisconsin. The program serves about 140 majors each year, offering four submajors in Child and Family Services, Child Care, Community-Based Organizations, and Non-Licensure Special Education, along with two undergraduate certificates in Community Engagement and Youth Work, as well as Department of Public Instruction (DPI) licensure in At Risk Students. CEED has five tenured/tenure-track faculty, plus one 0.5 FTE academic staff and 5 FTE of ad hoc instructors.

Recommendation:

1. The CEED program should continue.

II. Accreditation and Review

The CEED program does not require accreditation by outside organizations or accrediting agencies.

The 2012 review report offered the following major recommendations:

- “The distinction of the Department’s Child Care tracks from other UWM unit offerings needs to be made clearer, especially as regards target audience, value added, use of degree, and employment goals.”
- “Program evaluation should be strengthened in a number of areas: surveys of alumni, exit surveys of graduating seniors, learning outcome analyses of representative courses.”
- “Recruitment of majors from among other ethno-racial groups at UWM is strongly encouraged.”

The CEED program responded to the first recommendation (first bullet above) by revising the Child Care track into a submajor with two specialization tracks: Child Care Educator and Child Care Administrator. Students in this submajor can earn certificates from UWM’s Center for Early Childhood Professional Development & Leadership (CECPDL). Though CEED does not itself provide any Child Care credentials, the certificates earned through CECPDL do make students eligible to receive the necessary Educator or Administrator credentials from the state’s Child Care Registry. Further, graduates with these certificates and credentials allow their organization to receive higher-level facility designations through the Registry. CEED faculty noted that the Child Care submajor is an important way that the program serves the community and responds to important local needs.

The CEED program responded to the next recommendation from the previous review (second bullet above) by creating an alumni survey in 2019, as well as a student survey about advising in 2020. They also developed much better modes of program evaluation. They now regularly assess program learning outcomes, which is described in detail in Section VII below.

Finally (in regard to the third bullet point above) the program has strengthened its diversity significantly over the past ten years. Everyone we spoke to—faculty, staff, advisors, students and the dean—all pointed to the great diversity of students in the program (not just racial/ethnic diversity and under-represented minority students, but also age, experience, background, veteran status, etc.) as a core strength. The program continues to attract, recruit and graduate UWM's most diverse group of students with a curriculum focused on urban communities and a culture of commitment that supports students' many complex needs.

III. Faculty

Standards addressed in this section:

- *Faculty and instructional academic staff are qualified and in sufficient numbers to provide quality learning experiences.*
- *At least 25% of total tenure-tenure track faculty time is committed to the undergraduate program.*

The program faculty (core and ad hoc) are very well qualified to deliver the curricula. All hold advanced degrees in related fields. Many (including ad hocs) have conducted research in areas of direct relevance. While the loss of core faculty (described below) has also resulted in some loss of expertise, the retained expertise continues to be very broad and appropriate to meet learning objectives.

During the review period, five faculty were awarded grants totaling \$143,000.

The program's core faculty has contracted in half from 11 FTE (nine tenure-track and 3 academic staff) to 5.5 FTE (five tenure-track and 0.5 academic staff) since 2015. There is presently an additional approximately 5.0 FTE worth of ad hoc instruction provided by seven to eight instructors from the community. Thus, the total instruction FTE remains at approximately 10.5 FTE which is adequate to deliver the courses/sections of the program.

The reduction in core faculty has likely brought program expenditures below program revenues (i.e., positive cash flow); however, the current core faculty is now likely undersized to fully serve the needs and interests of the program's diverse student body. Tenure-track teaching loads were recently reduced from 3-3 to 3-2, which might help for the time being to partially offset the loss of core faculty capacity to meet students' needs. That is, with a smaller load, remaining faculty can attend to program demands.

The program has done a very good job of managing a significant faculty contraction with few identifiable negative effects to students. This achievement is the result of herculean efforts on the part of the remaining faculty to support students. Nonetheless, while adequate to meet learning

objectives, the core faculty is now likely too small to sustain the presently high-quality student experiences in the long run.

All Department faculty are engaged in the instruction of the program. Conservative estimates are that 50%+ of tenure-track time is dedicated to ungraduated instruction.

Conclusion:

These standards are met, though increasing core personnel size is critical to maintaining necessary levels of student support.

Recommendation:

2. The program should hire additional academic staff (e.g., Teaching Professors) and reduce the number of ad hoc instructors proportionally. While minimally adequate, the present core faculty is unlikely to sustain engagement with individual students at the levels required to serve the full needs of the diverse body of students the program attracts. Combined with strategic marketing to grow enrollments (as discussed in section IV below), a larger core faculty, anchored by academic staff who can be uniquely undergraduate-student focused, should restore the program's full potential and continue to provide the undergraduate experiences that UWM hopes to achieve across the University.

IV. Students

Standard addressed in this section:

- *There are adequate numbers of qualified students for meaningful cohorts to meet learning objectives.*

The program has had between 130 and 150 majors at a time for the past few years, with fairly stable enrollment (we expect the Fall '21 dip to be temporary due to the pandemic). Class sizes are small enough (usually less than 30) to provide positive community and networking opportunities, but usually well enough enrolled to be fiscally reasonable.

We note the overall SCH taught by the department has steadily decreased over the past 10 years. The program reports this is due to fewer non-majors taking their courses. The program has very few "intended" majors and very few freshmen. Most students transfer to the major from other universities or other programs at UWM.

The program believes they could attract more students, especially new freshmen, though in that case they would need to increase their staff and instructional staff size in response. The Interim Dean reports that the School of Education (SoE) now has a marketing committee that is starting to help with these efforts. Though SoE has a recruiter, this person represents the entire School and may not be able to direct students to the CEED major specifically. Further, there is not a dedicated SoE marketer, rather marketing support is provided from central campus. Departments do have some discretionary funds for marketing though it is not clear these are adequate (see Section VI). One ad hoc academic staff member currently informally (and without compensation) serves to maintain alumni relations.

One strength of the program is the number and success rate of underrepresented minority (URM) students. A little over half of majors are URM students, and the program states: “Our four-year graduation rate for African American students (2011-2018) is 50% (6-year rate: 56%). Overall, our 4-year graduation rate for all underrepresented students of color is 59% (6-year rate: 65%). In addition to diversity in race/ethnicity, the program also includes diversity in student background, for example a significant number of veterans and nontraditional students.

Most students also work. Two-thirds work at least 30 hours a week, and the program has adapted modality to allow for this with most classes being held online or hybrid. This is a great program for nontraditional and working adult students.

In terms of attracting new students, CEED faculty believe its new submajor in Non-Licensure Special Education will attract more and different kinds of students. Additionally, though UWM no longer offers state Child Care credentials, CEED accepts transfer credits from other institutions as well as Prior Learning, making the Child Care submajor an especially attractive one to students.

Students report appreciation of the flexibility offered by the program, not just modality and offerings and courses they can take toward the degree (described further in the “Curriculum” section below), but also compassionate instructors. Students report very positive opinions of the instructors, their expertise and their dedication. Given the flexibility in the curriculum (described more below), students did not report any difficulties or delays caused by any lack of required course offerings.

Conclusion:

The standard addressed in this section is met.

Recommendations:

3. The university and/or School should pursue program-specific marketing on the Department’s behalf. Because of the unique nature of the CEED program, students are unlikely to find it on their own and in significant numbers. However, the community-serving nature of the program’s offerings are likely to attract a wide range of students and so targeted marketing should lead to successful recruitments. Thus, the reviewers recommend that resources be allocated to expand recruitment and marketing efforts, including all of the following:

- a) Compensating ad hoc lecturers for service time related to recruitment, marketing, and/or alumni relations. While this approach (using ad hocs) may be a bit unusual, it makes a good deal of sense for CEED given that the ad hocs are embedded in the community, working closely with both alumni and potential future students.
- b) Directing efforts toward 2-year campuses, including highlighting the advantages of Prior Learning credits.
- c) Describing more fully the array of career possibilities. Students report the ‘School of Education’ home and ‘Ed Pol’ curricular area leads prospective students to assume the program is only for future teachers, which it is not. The uniqueness of CEED needs to be highlighted and marketed in special ways.

- d) Exploring potential alliances/connections/possibilities in the new college, with Social Welfare and/or SOIS, to provide more students for the CEED classes and programs within Ed Pol.

V. Curriculum

Standard addressed in this section:

- *There is an organized and coherent sequence of coursework that prepares students to meet the educational goals of the program, secure appropriate employment, and pursue graduate study.*
- *The learning outcome reflects expected workforce competencies.*

The learning goals of the CEED B.S. are as follows.

The CEED program aims to educate students about the social forces that affect urban schools and communities and to provide tools and strategies for recognizing and celebrating the many strengths in these contexts and for addressing and reducing oppression in its different forms.

Students graduating from CEED should:

1. “Understand key theories and research that illuminates the current conditions of urban communities and schools and explains why these conditions continue over time.
2. Gain skills for developing, working within, and engaging with community-based organizations and other community groups.
3. Gain skills for responding to the specific challenges facing urban schools and minoritized students within these schools.”

In addition to GERs, students complete:

- 12 cr in specified 100 level Ed Pol courses,
- 12 cr in specified upper division Ed Pol courses,
- 15 cr upper division Ed Pol electives
- 42 cr lower-division electives from anywhere in the University, and
- 12 cr upper-division electives from anywhere in the University.

Four submajors are offered, in which students complete specified Ed Pol courses in place of their 15 upper div electives.

- Submajor in Community-Based Organizations: Policy and Leadership
- Submajor in Child Care (with “Administrator” and “Educator” tracks)
- Submajor in Child and Family Services
- Submajor in Non-Licensure Special Education (coming soon).

The new non-licensure SE submajor is designed for those who plan to pursue a post-bac licensure program and allows some of the undergraduate credits to prepare for those programs.

The department has a certificate program in Youth Work on hiatus, due to a faculty retirement. They also have a certificate in Community Engagement Strategies, but it is not popular and the program reports needing to refresh the program and possibly rebrand it. They have a newly approved graduate certificate in Racial and Social Justice in Education.

Students report high levels of engagement with the curriculum and see its relevancy to their work. They also report appreciation of the varied flexibilities offered by the program, as follows.

The curriculum and offerings are designed with flexibility in mind. For example, the upper division classes require few prerequisites, allowing for flexibility in completing the curriculum. Courses are also offered largely in hybrid or online formats for the benefit of working and remote students. Further, courses are often offered in short sessions or on weekends. The program is clearly attuned to the students' needs and interests in the various ways, including the option for students to complete research projects focusing on current issues in Milwaukee in the upper division courses, and to earn fieldwork credits for internships through these experiences when possible; and two, the program has a system of examinations by which students may earn up to 42 credits in Ed Pol 100-level courses for Prior Learning. This was noted as a distinct advantage by both students and faculty.

Students report satisfaction that the upper division classes tended to focus less on theory than the lower division classes, and more on applications, often containing a substantial culminating project.

Conclusion:

The standards addressed in this section are met.

Recommendation(s):

4. Students suggest that the option of earning credits for internships be more broadly advertised to students. The adjunct faculty also discussed the importance of internships for these majors, so we concur and forward this as a recommendation.

5. Some resources should be allocated to compensate faculty and/or lecturers for creating more community outreach projects, specifically involving students in research projects addressing community problems and getting their proposed solutions to policy makers.

6. If the program is not already doing so, collaborate more closely with the UWM Center for Community Based Learning, Leadership and Research (CCBLLR) on student internships and community project placements.

7. Program faculty and administrators should explore potential curricular opportunities and collaborations that emerge as UWM restructures and CEED (and SoE) joins a new college with Social Welfare and SOIS.

VI. Resources

Standard addressed in this section:

- **There are sufficient resources to meet program needs....**

A. For assisting students

CEED students have access to both professional and faculty advisors. The School of Education's advising office has two advisors assigned to CEED students and this is adequate to meet the students' professional advising needs. The professional advisors regularly attend department

meetings, and the Department Chair maintains regular communication with the advisors. Faculty also serve as advisors to students and help them to understand their education objectives and to determine which program track best fits their long-term goals.

B. To provide for program stability

The program does not have any independent sources of funding to support students or faculty. While not unusual, it does put pressure on maintaining large enrollments to support program operations.

The supplies and expense budget has been reduced by approximately 90% over the past seven years. While the now very modest funds remaining ensure basic supplies are available, there is little margin remaining for discretionary expenditures on marketing and recruitment of students, and this could threaten the long-term viability of the program if School/campus-wide initiatives do not yield more students with interest in the unique programming of CEED.

C. For facilities and space within the university

Since the reviewer site visit was purely virtual, the reviewers did not see the actual space and are reporting based on review meetings and the self-study. The department has no dedicated classrooms. Core faculty have private offices. There is a storage room for supplies and a small seating area for meeting with a couple of students. Given the primarily instruction-based curriculum, this modest space is adequate to meet program requirements.

D. For facilities and space outside the university (only include if applicable)

Not applicable; the department has no space or resources off campus.

Conclusion:

The standard addressed in this section is met. Though modest, the program does have minimally adequate human, physical, and financial resources to maintain basic requirements. The department estimates that 70-85% of its resources are dedicated to undergraduate programming, which is appropriate for the department's array of programs and students.

Recommendations:

8. Expand relationships with alumni to enhance community partnerships. Alumni of the program are very dedicated to the program, and most local communities, governments and nonprofits in critical ways. This creates opportunities for expanded community engagement that could, in turn, lead to additional students supports in the form of community projects, internships, scholarships, or general development funds over time. Growing the core faculty (as recommended earlier in this review) would create the faculty capacity needed to nurture and expand these critical relationships.

VII. Evaluation

Standards addressed in this section:

- A. An evaluation process that involves students, faculty, graduates, and community members, as appropriate, is in place and the data gathered is used to monitor the program and direct its changes.*
- B. 90% of students complete the program within five years.*

- C. 75% of graduates have satisfactory employment within one year of graduation.*
- D. Relevant credential, if any, achieved within 1 year of graduation.*

A. The department assesses the learning outcomes of the program via three goals.

Goal 1: Understanding of Community-Based Organizations.

This Goal seems to roughly correspond to the program's second learning outcome stated on page 23 of the self-study and is assessed via an Ed Pol 601 proposal assignment.

Goal 2: Addressing Racial, Class, and Other Inequalities.

This Goal seems to roughly correspond to the program's third learning outcome stated on page 23 of the self-study and is assessed via an Ed Pol 375 position paper.

Goal 3: Provide students with research skills to undertake original research to better understand and help reduce urban problems.

This Goal seems to roughly correspond to the program's first learning outcome stated on page 23 of the self-study and is assessed via an Ed Pol 506 presentation.

The target of 80% or more of students demonstrating proficiency measured as a B or better on the corresponding assignment was consistently met.

The self-study reports that faculty frequently discuss curriculum issues together and adapt the program as needed. For example, since the prior review Ed Pol 375 (Cultural Foundations of Education) and Ed Pol 534 (Students Placed At Risk) were added to the curriculum in response to alumni surveys showing a sizeable percentage of alumni working in schools and needing these areas of instruction.

Course evaluations are also conducted and reviewed by the program chair, and the respondents are pleased with the teaching. However, the self-study reports that response rates are extremely small. Evaluation surveys are sent to students via email by the School, so the department plans to work on the timing of this and motivating the students to complete them at higher rates in the future.

Related to evaluation of the program, the reviewers were impressed by the ad hoc/adjunct lecturers and their strong ties to the community, but these academic staff report not receiving any formal performance evaluations, conjecturally due to their low FTE.

B. 90% of students complete the program within 5 years.

It is not clear to the reviewers how to interpret this standard. If it means that 90% of the students who declare the major complete it within 5 years, then no program at UWM meets that. The 4 and 6-year graduation rates in CEED are in the 50's. On the other hand, if it means that 90% of the students who complete the major do so within 5 years, that is likely true, though the program did not provide that data.

C. 75% of graduates have satisfactory employment within one year of graduation.

The department does not have access to this data, though they did conduct a survey in 2019 of

alums and described an array of employment outcomes (30% in community-based organizations; 30% in K-12; 20% in child care, often as director/owner; 10% in higher ed). Further, according to the self-study, “In our 2019 survey, over 77% of alums agreed that “the knowledge and skills” they gained in CEED helped them to ‘do my job better.’”

Standard D is not applicable to this program.

Conclusion:

Where applicable, the standards addressed in this section are met.

Recommendations:

9. The department, possibly in conjunction with the School of Education, finds ways to increase the completion rate of course evaluations (for example by giving students time in class to complete).

10. Even if not required due to low FTE (e.g., 25% each semester), program administration should conduct formal evaluations of all ad hoc lecturers, if nothing else as a method of ensuring healthy lines of communication.

VIII. Summary

CEED is a vitally important program within UWM’s undergraduate offerings. It directly supports the University’s core mission by developing graduates who are committed to and capable of improving the lives of all of those who call Milwaukee and southeastern Wisconsin home. CEED nurtures a diverse body of students, faculty and staff through a community- and diversity-focused curriculum and a strong culture of care, compassion and service to others. CEED is a signature program that should continue to be invested in. Its faculty and staff are highly qualified teachers and scholars, its students are deeply engaged in their learning and motivated to serve their communities, and their alumni are among our region’s top leaders in government, education and nonprofit organizations. Therefore, we make the ten recommendations outlined above and highlight an increase in resources in a number of areas to grow the program over the next decade.

Improve Marketing and Recruitment: Funds should be increased to allow for program-specific marketing. CEED is a unique program that students like and want but have a hard time finding because it doesn’t fit neatly into common and more familiar majors and programs (like teaching, social work, etc.). We recommend that these steps be taken:

- Specifically allocate and compensate the time of academic staff for recruitment. They are positioned optimally to do this work in the community among potential students.
- Direct more marketing to two-year colleges in the area and advertise the advantages of Prior Learning credits more clearly.
- Elaborate the array of career possibilities more fully and more clearly for potential students.

Increase Faculty/Staff: Though the current faculty size can support the current students and deliver the current curriculum, this arrangement is likely not sustainable over the long term because of the high level of intensive and individualized support CEED students require to

succeed. CEED offers an experience of inclusive rigor to UWM's most diverse group of students within a Predominantly White Institution (PWI), which requires an enormous amount of time and energy beyond the regular expectations of teaching, research and advising. As new tenure-track hires are unlikely to be secured at this point, we do recommend that additional academic staff, such as Teaching Professors, be hired on higher-percentage and longer-term contracts, *with time allotted for service*, instead of relying so heavily on 5.0 FTE of completely ad hoc instruction each semester. Further, as improved marketing and recruitment yields additional students, additional tenure-track faculty will be needed.

Build New Collaborations: CEED is a successful program in part because of its varied community engagements. We recommend that these alliances and opportunities be expanded to grow the program and enrich students' experiences in the following ways:

- Create new collaborations within the current School/College restructuring process to deepen the current curriculum and to develop, for example, new course offerings, new internships, new community-based projects, new submajors, and so on to continue to respond to the area's and students' needs.
- Leverage alumni relations more to create new community partnerships, as well as outreach opportunities for students while in school and a clearer array of career possibilities afterward.
- Develop relationships with other campus units and stakeholders, such as CCBLLR, Social Work, Student Success Center, Transfer Advising, and others to recruit and support current and future students.