

**Agenda and Evaluation Report for  
Minutes of Audit & Review Progress Report Follow-Up Meeting  
University of Wisconsin-Whitewater  
Special Education BSE, 2022-2023**

**Date:** 4/11/2023

**Time:** 1:00-2:00

**Place:** WH 1013

**Attendees:**

- 1) Call to order
- 2) Introductions
- 3) **Review of the A&R Response and Conclusion:**  
The review team members summarized the result of their findings. Overall, the program is making good progress. Some discussion ensued regarding the program's responsibility toward recruiting more racially and ethnically diverse students- beyond engaging in College and university activities centered on recruitment. It was suggested the program share their level of engagement in those activities, and any other relevant information that may come up during the next review cycle. Further, the team clarified questions regarding next steps with assessment.
- 4) **Program responses and comments:**  
The program thanked the review team for the feedback. They did question how to respond to recruitment and marketing questions when they are not provided the staffing or budget to complete these tasks. The COEPS worked collaboratively with continuing education to secure some marketing resources moving forward, and encouraged Special Education to share their marketing needs.
- 5) **Recommended Actions:**  
For the next self-study, share progress toward the recommended actions from the last full self-study completed in fall 2020. Additionally, the progress report review team provided more detail on how to address assessment work moving forward:
  - Share final version of SLOs (remove draft Watermark and ELO column from timeline)
  - Clear alignment between signature assignments and SLOs. For example, add the SLOs to the signature assignment rubrics.
  - Data on a subset of SLOs that demonstrate the program's progress on implementing the assessment plan.
- 6) **Recommended Result:**  
  

**No progress Report**

**Next Full Self-Study is due October 1, 2025 to the COEPS Dean and November 1, 2025 to the Office of Academic Assessment**
- 7) Meeting adjourned at approximately 1:35pm

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

**University of Wisconsin-Whitewater  
Review of Audit & Review Progress Report  
Undergraduate Programs, 2022-23  
Majors/Minors and Standalone Minors**

Program Name: Special Education BSE  
Date of Review Team Meeting: 3/14/2023  
Date of Follow-Up Meeting: 4/11/2023 Time: 1:00 pm Location: Winther Hall 1013

**Evaluations submitted by:** Andrea Ednie; Jonathan Ivry; Katy Casey; Rachel Chaphalkar; Pascal Letourneau  
**Review meeting attended by:** Andrea Ednie; Jonathan Ivry; Katy Casey; Rachel Chaphalkar; Pascal Letourneau

**Recommendation #1**

Assessment planning. The next self-study should include a plan with updated SLOs, tools to assess, and summaries of findings. Articulate how the program is systematically monitoring and compiling the data. Provide documentation of assessment tools (ex: rubrics, surveys, course specific assessments etc.), data gathering, and use of data in decision making for program improvement. Progress report and next self-study should include full implementation of the assessment plan and tracking subset of SLOs on a regular cycle.

**Recommendation #1 Overall Evaluation (please select your choice).**

Good Progress	2
Making Progress	3
Little/No Progress	0

**Comments related to recommendation #1**

Even with setbacks, the department has made good progress in assessment. I appreciate their thoughtful and inclusive approach to assessment planning - seems like the whole department is engaged and on the same page. It's great to see that data have been collected and it appears they'll be able to close the loop by their next self-study.

Some progress has been made in the area of planning and creating assessment rubrics, but to date it appears that no actual assessment of student learning outcomes has been completed. The document entitled "Student Learning Outcomes Alignment" lists SLOs in relation to "Undergraduate Essential Learning Outcomes." This document also has a shaded "Draft" written on it, so I was unclear as to its status. Has the department adopted final student learning outcomes for their major/minor or are they still in development? The assessment rubrics attached to the progress report seem extremely comprehensive and robust, but perhaps for the purposes of assessing individual student learning outcomes they are overly complex. It is not clear from the rubrics what student work is being assessed -- is it a portfolio of written assignments? Lesson plans? Observations of student teaching? The report and attachments talk of "signature assessments," but my understanding is that what should be assessed are "signature assignments" that capture, in some way, student achievement related to SLOs. I am not clear what is meant by "signature assessment" in relation to actual SLOs.

The program has worked hard each year since the last review to create sustainable practices. Most recently, a group attended the Assessment Institute, revised the program SLOs, and created a portfolio structure to support assessment of student learning.

Wow! They have even begun to collect and analyze data.

Make sure your assessment process is sustainable. Perhaps you can use Outlook Calendar recurrent events. Make sure your process includes a process to review and analyze the data.

**Recommendation #2**

Recruitment of diverse students to the program. The program should work with the College to identify strategies targeted at recruitment of ethnically and racially diverse teacher candidates.

**Recommendation #2 Overall Evaluation (please select your choice).**

Good Progress	5
Making Progress	0
Little/No Progress	0

**Comments related to recommendation #2**

The new SPECED programs align well with COEPS recruitment initiatives to increase student diversity, and the department is working hard to recruit and retain diverse students. Retention numbers are impressive!

Some good initiatives described in the progress report regarding expanding recruitment, but lacking specific information on strategies to target specifically "recruitment of ethnically and racially diverse teacher candidates."

The program has exceeded expectations in its commitment to recruitment and retention of all students, specifically students who are diverse. The program revised program offerings, actively engages in College recruitment activities, hosts a bridge program, and reflects on how the students in the program compared to those in the college as a whole. Good work reflecting on this topic, which is one of the most persistent and challenging in the field of education.

It looks like they are making great progress and trying many new programs, even though the student body might not yet be showing ethnic or racial diversity.

I believe that the lengthy response to Recommendation #2 does not adequately address the recommendation's key point of identifying targeted strategies for recruiting ethnically and racially diverse teacher candidates.

**Recommendation #3**

Work with administration on staffing issues, including filling vacant faculty lines and additional lines to relieve program scheduling needs due to growth.

**Recommendation #3 Overall Evaluation (please select your choice).**

Good Progress	5
Making Progress	0
Little/No Progress	0

**Comments related to recommendation #3**

Fingers crossed that the two current searches will be successful. It should be noted that these searches require a considerable amount of time and effort from the department team - to support new hires in addition to actually hiring them.

Very good progress related to staffing issues.

The program took targeted actions toward filling vacant lines and reviewed course offerings and rotations to determine how to "right size" the program's course offerings. These actions have substantially reduced the

burden of current faculty and staff. In addition, the program continues to create new and innovative programs to draw students.

They have been able to replace retirements and promotion lines, and have even gotten one new faculty line, in addition to reducing the number of courses offered (which is reducing the number of adjunct instructors).

I am happy to note from the report that the program is achieving successful hiring and is also focusing on optimizing resource utilization through course scheduling.

**Recommendations for next review. Additional progress reports required?**

Yes, Please List Due Dates (e.g. in 1 year, 2 years)?	0
No	5

**Next report should specifically address the following:**

The program should provide an update on all recommended actions from the last self-study.

In regards to the assessment planning recommendation, the review team would like to see clarification in the language used to report on student learning. In the next self-study, include the following:

- Share final version of SLOs.
- Clear alignment between signature assignments and SLOs. For example, add the SLOs to the signature assignment rubrics.
- The ELOs included in the alignment document were not the campus ELOs, be sure that alignment is documented in the next self-study.
- Data on a subset of SLOs that demonstrate the program's progress on implementing the assessment plan.

**Additional comments:**

The program has done a ton of exciting work in the past couple years both on assessment and recruitment (students and faculty- both of these take a lot of time.)