

**Agenda and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
School Psychology Graduate, 2022-2023**

Date: 4/20/2023

Time: 2:30-3:30

Place: Laurentide 4120

Invited: Provost John Chenoweth; Dean of Graduate Studies Matt Vick, Associate Dean Fe Evangelista; Program Chair/Coordinator Elizabeth Olsen/Chris Neddenriep; faculty and staff in the School Psychology program Barbara Beaver and Anna Lindell; Audit & Review Team Chair Tia Shultz; Audit & Review team members Pavan Chennamane, Carrie Marino; Assessment Representative Katy Casey

- 1) Introductions
- 2) Overview of review team evaluation, program comments:
 - a) Well written report, strong assessment planning, data collection, and analysis. The review team acknowledged the significant work focused on recruiting URM students. Program is well aligned with University, College, and Accreditation standards.
- 3) Discussion of Review Team's evaluation:
 - a) The committee noted that the program has been working very hard to run the program, while meeting high standards, amidst a staffing shortage. Dr. Neddenriep's dedication and hard work is commendable. The committee acknowledged that faculty are needed beyond teaching classes to help coordinate and complete administrative tasks- both of which are essential for a successful program. Please discuss how the staffing shortage has impacted your program and provide an update on the current status of the hiring process.
 - i) The program noted staffing as the primary need. One departmental search was successful, but the school psychology program is still looking to fill an open tenure track link.
 - ii) The program noted a strategy to hire a visiting assistant professor on a 1-year contract to meet accreditation requirements for the short-term until the position is filled.
 - iii) The program's grant support is allowing funding to build and eventually offer a remote cohort in the future.
 - iv) Accreditor requires 12-1 faculty-student ratio; Provost asked if there are other constraints to growing the program? Program is struggling to find appropriate trained and credentialed faculty to teach- current search only yielded 4 applicants, 1 was viable and declined offer. Faculty seems to be the biggest impediment to growing the program.
 - v) If staffing was not an issue, what enrollment can the program support? An additional constraint would be placing students in practicum experiences.
 - vi) The program shared a number of strategies they engage in to recruit applicants, and incentivize applicants to accept a position.
 - b) The committee noted that this program is strong in the area of collecting and analyzing data to make program decisions and reporting their data to stakeholders. The committee was impressed with the data reported in relation to the program's recruitment of URM students.
 - i) Partly a result of the diversity of the Psychology Department. Additionally, the student advisory board has helped to increase diversity of students.

- 4) **Recommended Actions:** The evaluation report lists 3 recommended actions (see page 14, point 3) related to staffing, student progress, and ELOs.
- 5) **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.
- 6) 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
Majors/Minors and Standalone Minors**

Date of Evaluation 12/6/2022 Short Self Study (SS*) _____
 Program: School Psychology Major Minor

Evaluations submitted by: Carrie Merino, Pavan Chennamaneni, Tia Schultz, Katy Casey, Matt Vick
Review meeting attended by: Carrie Merino, Pavan Chennamaneni, Tia Schultz, Katy Casey, Matt Vick

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

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

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

Comments for I.2

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

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

Comments for I.3

With reference to "4. The COVID-19 pandemic substantially impacted the Program primarily with regard to students' completion of field requirements and faculty's delivery of instruction. Adaptations were made and increased flexibility achieved resulting in some lasting changes to the Program." A little more information here specifically- for example.....

Detailed description of changes made.

4. 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

The program has strategically decided to incorporate both urban and rural experiences utilizing UW-W's proximity to both.

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	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for I.5

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.

I appreciate that they are quoting some of the assessments they do of students and future employers- and I would like to see the instruments or other data related to this.

The program has a clear mission that is aligned with the university mission and reflected in the characteristics of the program.

NASP 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

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

Detailed examples given, especially noted that they were highly successful in diversifying their student population.

General comments related to section II.

The program shared impressive data for increased enrollment of URM students, current graduation rates, and job placement.

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

Commendable!

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 Evidence	0

Comments for III.2

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 III.3

The new student advisory board and the reformed faculty committee both seem to be structured well to set goals and assess them.

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

Impressive recognitions!

General comments related to section III.

The program has accomplished a lot since the last review, and is currently working through goals that include hiring two new staff into faculty positions. The DPI grant is an impressive and ambitious undertaking. The work proposed is just getting started, and I am interested to learn how it is going and practices they have in place to sustain the work involved.

I appreciate the focus and work that has helped raise the numbers of underrepresented minorities in the program. This is difficult to do- and the increase in numbers is encouraging. The number of student awards is also a strength of the program.

The program has used data from multiple stakeholders to inform program decisions and make improvements.

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

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

Comments for IV.1

The program astutely listened to students and revised the Ed.S. specialist project so that more found it to be achievable and related to their field work.

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

Sufficient Evidence	0
Some/Partial Evidence	0
Not Applicable (explain why in comments below)	5

No/Limited Evidence	0
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Comments for IV.2

No dual listed courses

dual courses are not offered

No cross-listed courses

Discontinued all dual listed courses.

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

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

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

Comments for IV.4

Driven by NASP and also professional expectations

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

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

Comments for IV.5

General comments related to section IV.

It seems in order for students to practice in schools, they need the EdS degree. For those students who choose not to complete the EdS- do you know what type of work they pursue?

Changes to curriculum appear to be well-grounded in assessment and process.

The program scaffolds multiple opportunities in the field to provide developmentally appropriate experiences for students.

V. Assessment of Student Learning

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

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

Comments for V.1

Colored coded map clearly showed this, but they were mapped to program outcomes rather than the Master's Essential Learning Outcomes for the School of Graduate Studies.

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

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

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

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

Comments for V.4

This is an area of particular strength for this program- results are shared with all constituency groups

Starting the Student Advisory Committee and allowing them to give feedback is a very welcoming move to let students' know that their views are directly valued about program improvement.

General comments related to Section V.

This program has an impressive assessment system developed to demonstrate student learning of program and accreditation standards. Students are successful as is evidence by 100% program completion and placement.

Data are shared with faculty, students, supervisors, and alumni.

VI. Student Recruitment, Enrollment, Retention, and Graduation

A. Trend Data

1. Program explains fluctuations in enrollment.

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

Comments for VI.A.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 VI.A.2

3. Program has strategies to recruit and retain students.

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

Comments for VI.A.3

It attracts far more applicants than it can admit.

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

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

Comments for VI.A.4

Cohort model

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

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

Comments for VI.A.5**6. Composition of students approximates or exceeds the diversity of students at the University.**

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

Comments for VIA.6

Impressive work in building program diversity!

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**General comments related to section VI.A**

The program has maintained program enrollment is at capacity. This is particularly impressive considering the staff shortage. They also appear to attract a diverse student body that exceeds the diversity of the university student body.

The program enrolls the number of students allowed by the accrediting body's required ratio of faculty to students. The program receives a high number of applicants, and has worked to increase the number of URM students and sought out grant funding to include distance students as well.

B. Demand for Graduates

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

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

Comments for VI.B.1

100% placement

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

There is a dire need for professionals in this field. I applaud the program for seeking opportunities to expand and reach a new audience for this credential through online offerings.

Shortage in the state

3. Described efforts to retain and track graduates.

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

Comments for VI.B.3

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

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

Comments for VI.B.4

General comments related to section VI.B

The program helps meet the high need for School Psychologists in the state and nation.

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	4
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for VII.A.1

The program is in need of another faculty members with a PhD in School Psychology to maintain accreditation. They are currently searching for two positions and anticipate retirements in the near future. The staffing of this program should be a college priority.

Open plan was discussed on faculty recruitment

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

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

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

General comments related to section VII.A

The program has noted a need for more faculty to cover open positions and expertise area coverage in order to maintain accreditation standards and a sustainable workload.

B. Student Resources

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

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

Comments for VII.B.1

The program is understaffed.

While this is not a fault with the program, the faculty shortage does impact their ability to support students. I think the program has strategies in place and appear to be doing what they can, but it should be noted that faculty are needed beyond teaching classes to help coordinate and completed administrative tasks- both of which are essential for a successful program.

This is an area of need for the program.

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 noted budget needs were mentioned.

General comments related to section VII.B

VIII. Conclusions and Recommendations from the Department or Program

1. Areas of strength are provided.

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

2. Areas of improvement and continued progress are discussed.

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

Comments for VIII.2

I appreciate the points mentioned here. Beyond a general statement that these are being addressed, it would be helpful to put more about how and where they are addressed in courses.

3. Recommendations and resources are discussed.

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

Reviewer Conclusions

1. Strengths of the Program

Strong curriculum. Demand seems healthy.

The increase in Underrepresented Minorities is a strength. A more comprehensive crosswalk of accreditation standards and assignments is also a strength. The program seems to be very responsive to trends in the profession and within schools.

The program provides a solid curriculum aligned with the university mission, their department mission, and their accreditation standards. The program provides many opportunities for experiences in the field. Decisions for growth and improvement are made based on data and feedback from stakeholders.

This program is accredited by NASP and the faculty and students have earned impressive achievements. The program has succeeded in increasing the diversity of its student population through deliberate, thoughtful plans. The new remote cohort option will help to grow the program in a sustainable way in order to serve the state.

2. Areas for Work or Improvement

Staffing

Student retention- seem to understand why students may stop out of the program. Some more evidence of what they are doing specifically to help would be useful. Continue to focus on staffing and recruiting new tenure track faculty.

The program is aware of its staff/faculty recruitment needs and has plans in place.

3. Recommended Actions

1. Provide an update on staffing and the impact on program coordination and student services.
2. Review student data to identify courses or particularly challenging semesters for students to determine if there are any trends or concerns about students "stopping-out" at any particular time.

3. Illustrate how program Learning Outcomes map to Master's Essential Learning Outcomes.

5. Other Comments

Overall, I feel that this program is in good shape.

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