

University of Wisconsin-Whitewater
Committee Form: Review of Audit & Review Self-Study Reports
Graduate Programs
2014-2015

Program Counseling (MS)

I. Program Purpose & Overview

A. Centrality

Criterion	Patterns of Evidence			
	Not Applicable (explain why in comments below)	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. The program contributes to the fulfillment of UW-Whitewater's core values, Mission, and Strategic Plan.	4 (100%)			
2. The program supports other undergraduate and graduate programs offered at UW-W (if relevant).	4 (80%)			1 (20%)
3. The program works to support at least two goals from the institution's Inclusive Excellence Guidelines.	4 (100%)			
4. The program has been responsive to actions recommended from the previous Audit and Review Report; Progress Reports have been included (if relevant).	1 (17%)	1 (17%)		4 (67%)

Comments:

1. Actions were taken and reported based on the recommendations from the previous Audit and Review report. (2)
2. The program is commended for making the transition to the 60 credit clinical mental health counseling degree program. The program's work in assessment and the initial efforts at developing a short and long-term recruitment plan are particularly noteworthy.

B. Program Mission, Goals, & Accomplishments

Criterion	Patterns of Evidence			
	Not Applicable (explain why in comments below)	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. The program's mission statement reflects the nature and scope of the program and aligns with the mission of the School of Graduate Studies.	4 (80%)			1 (20%)
2. The program established and worked to accomplish goals designed to improve the quality of the program.	3 (75%)			1 (25%)
3. The program has a process for setting and evaluating progress on achieving program-level goals, and making decisions about program changes based on assessment data.	3 (75%)			1 (25%)

4. The program is considering potential revisions to the mission, goals, or objectives (i.e., the program has a “vision” for the next level and how to get there).	3 (75%)			1 (25%)
5. The program achieved and/or earned special recognition or awards during the review period.	3 (75%)	1 (25%)		
6. The program earned (or retained) specialized accreditation (if applicable) during the review period.	4 (100%)			

Comments:

1. The program has revised itself to better align with the accreditation criteria.

II. Assessment: Curriculum & the Assessment of Students’ Learning

A. Curriculum

Criterion	Patterns of Evidence			
	Not Applicable (explain why in comments below)	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. The program has a clearly articulated, efficient, and purposeful curriculum, complete with a capstone experience.	3 (75%)			1 (25%)
2. Expectations of graduate students differ from undergraduate students in dual-listed courses.	4 (80%)		1 (20%)	
3. Changes to the curriculum were based on assessment data.			1 (17%)	5 (83%)
4. The program offers additional opportunities for students, and students make use of these in ways that impact the University, community, and/or region.	3 (75%)			1 (25%)
5. Online courses are evaluated in ways that ensure effective delivery, continuous improvement, and student learning (if applicable).	4 (100%)			

Comments:

1. The program has removed dual listed courses from their program.
2. The program now offers post-graduate certification programs. (2)
3. The program does not appear to have any online courses.
4. A change of emphasis from community counseling (phased out after 2012-13 and out of support by the CACREP accreditation body in 2014) to a 60-credit clinical mental health counseling Masters program was informed partially by assessment data (including learning outcomes) and by student feedback—ultimately led to the deletion of certain courses (e.g., dual-listed COUNSED 650 and 690).

B. Assessment of Student Learning

Criterion	Patterns of Evidence			
	Not Applicable (explain why in comments below)	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence

1. The program has clearly articulated learning performance outcomes for students, which are “mapped” to the curriculum.				6 (100%)
2. The program has an Assessment Plan for measuring students’ progress in attaining the learning outcomes.				6 (100%)
3. Research/scholarly activity, as defined by the program, is incorporated in the achievement of student learning outcomes.	1 (17%)		2 (33%)	3 (50%)
4. The program collected a variety of assessment data, allowing judgments to be made about the extent to which students are achieving learning performance outcomes.			1 (17%)	5 (83%)
5. The program has developed a process for using assessment data in making changes to students’ learning outcomes.			2 (33%)	4 (67%)
6. Results of assessment efforts have been shared with internal and external constituencies.			1 (17%)	5 (83%)

Comments:

1. The program has made significant progress in assessing student performance and how it relates to the program-level learning.
2. The assessment plan is formative and appropriately aligned with the student learning goals.
3. Clinical and performance-oriented objectives are "mapped" to learning outcomes prescribed by CACREP at the department and program level that are shared by all emphases. See Appendix D. (2)
4. While all students complete a research methods course, it is not clear all students are expected to demonstrate their competency in completing research. (2)
5. The program faculty (particularly tenure-track) work closely with students to develop scholarly and research activities and present outcomes in regional and national conferences. (2)
6. Assessment data collection is comprehensive--collecting data directly, indirectly, internally, and externally from a great a variety of sources at a number of phases of the program's educational process. (4)
7. Assessment information led to many discussions initially focused on CACREP standards within courses and allowed common assessments among courses taught by multiple faculty members. The CACREP standards are then augmented by clinical assessment data, exit interview data, and post-graduate survey results.
8. As indicated in the program’s Assessment Process Manual, both formative (e.g., entry interview) and summative (e.g., practicum, internship, and a formal Review of Progress) evaluations are used to assess student progress in a variety of areas, including academic, clinical, and personal. See Appendix G.
9. Clinical assessments that delve more deeply into the performance objectives were created and have been used since 2010. Extensive data has been collected related to student performance in four required clinical courses.
10. The school counseling performance on the Praxis exam is impressive. The students' performance on the NCE is impressive as well (performing better than the national average on both). (2)
11. Unfortunately, the data (on the standardized exams) regarding student outcomes only reflects a portion of the students. (3)
12. Recommendation: An additional key assessment which appears to be missing: impact on client outcomes.
13. A program evaluation could be added to internships and would be especially beneficial and useful to both the students and the internship sites.

14. The program appears responsive to the feedback from the advisory council.
15. The program's redesigned website has been used as a portal to share and disseminate program updates and assessment information in electronic format with multiple internal and external stakeholders. (2)

III. Student Recruitment, Enrollment, Retention, and Graduation

A. Trend Data

Criterion	Patterns of Evidence			
	Not Applicable (explain why in comments below)	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1-2. Five-year enrollments and graduation trends reflect program vitality and sustainability.				6 (100%)
3. Composition of students reflects the diversity of the University, and the program has developed methods of recruiting and retaining students and to enhance diversity among students in the program.			1 (17%)	5 (83%)
4. Graduation rates indicate that students complete the program in a timely manner.			3 (50%)	3 (50%)
5. Program level has provided evidence to support its claim of being oversubscribed undersubscribed, or at optimum level.			1 (17%)	5 (83%)

Comments:

1. Optimal enrollment is projected at 130-135 students. Fall 2014 enrollment is at 121. The program has an enrollment management plan. (2)
2. Despite fluctuation due to program changes, the enrollment trend is promising. Particularly the newly redesigned Clinical Mental Health Counseling emphasis that aligns well with recent changes in health care delivery nationally.
3. While there is evidence about graduation rates and they operate on a quasi-cohort basis, it seems like the timeliness of graduation is less than they expected. The program should examine the issue of student persistence.
4. A Program of Studies (POS) planner as a "road map" for each admitted student must be adhered to in order to make progress toward graduation with a minimum of 3 years.
5. The program is to be lauded for its tracking of what happens to students from application to the program to degree completion--recognizing a loss of students between acceptance and matriculation and program continuation.
6. The program recognizes the need and value of increasing the diversity of its enrollment, has developed a plan, and has employed strategies to address this challenge.
7. The program is to be lauded for helping prepare students by including bilingual instruction.

B. Demand for Graduates

Criterion	Patterns of Evidence			
	Not Applicable (explain why in comments below)	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence

1. Graduates of the program find employment or continue their education.	3 (75%)			1 (25%)
2. Data suggests that employment opportunities for graduates of this program will remain strong.	3 (75%)		1 (25%)	
3. Program is cognizant of differences in student populations (e.g., full-time/part-time students, working adults, recent undergraduate degree recipients, etc.).	3 (60%)		1 (20%)	1 (20%)
4. The program effectively tracks graduates of the program.			3 (50%)	3 (50%)

Comments:

1. There is evidence they are aware of recruitment issues.
2. Recruitment shows progress through social media, alumni reunion, and intentional advocacy of faculty members, especially recruiting Spanish-speaking students at the program level. (2)
3. The program has made clear strides in developing both student recruitment strategies and plans and in developing and implementing efforts to stay connected with program alumni. These efforts are essential to the short and long term success of the program. (2)

C. Comparative Advantage(s)

Criterion	Patterns of Evidence			
	Not Applicable (explain why in comments below)	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
The program has unique features that distinguish it from competing programs—giving it a competitive edge.	3 (75%)			1 (25%)

Comments:

1. The change to the new program seems promising.

IV. Resource Availability & Development

A. Graduate Faculty Characteristics

Criterion	Patterns of Evidence			
	Not Applicable (explain why in comments below)	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. Characteristics of the faculty (e.g., gender, ethnicity, rank, percentage of time devoted to the program and course responsibilities) are clearly indicated.	4 (100%)			
2. Expectations, preparation, and work experience of the graduate faculty are conducive to the effective delivery of the program.	3 (100%)			
3. The program has identified how changes in the	4 (100%)			

composition of the graduate faculty have affected the program (if relevant).				
4. The program has identified staffing needs and pending changes that may affect the delivery of the program.	3 (75%)			1 (25%)

Comments:

1. While they did address faculty needs somewhat, this was not an issue that needed to be reviewed at this time.

B. Teaching & Learning Enhancement

Criterion	Patterns of Evidence			
	Not Applicable (explain why in comments below)	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1-2. Graduate faculty engage in activities to enhance teaching, advising, involvement in course or curricular revision, new course development, etc.	3 (60%)	1 (20%)		1 (20%)

Comments:

1. The faculty does seem to be involved with student research. Plus, the new program revision seems to have involved the majority (if not all) of the faculty.

C. Research & other Scholarly/Creative Activities

Criterion	Patterns of Evidence			
	Not Applicable (explain why in comments below)	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1-2. Graduate faculty engage in scholarly/creative activity in ways that support or advance the graduate program.	1 (17%)	1 (17%)		4 (67%)

Comments:

1. Faculty are consistently engaging in meaningful research, scholarship, and presentations. (3)

D. External Funding

Criterion	Patterns of Evidence			
	Not Applicable (explain why in comments below)	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1-2. Graduate faculty pursue funding through grants, contract, and/or gifts in ways that support or advance the graduate program.	3 (75%)	1 (25%)		

Comments:

1. Was this an element to be reviewed? I did not see any evidence of the faculty obtaining grants.

E. Professional & Public Service

Criterion	Patterns of Evidence
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	Not Applicable (explain why in comments below)	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1-2. Graduate faculty engage in professional and public service in ways that benefit internal and external constituencies.	3 (75%)			1 (25%)

Comments:

1. The faculty use conference attendance as part of the program's recruitment.

F. Resources for Students in the Program

Criterion	Patterns of Evidence			
	Not Applicable (explain why in comments below)	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. The program has adequate personnel, student help, and service and supplies to serve its graduate student population.	3 (75%)			1 (25%)

G. Facilities, Equipment, & Library Holdings

Criterion	Patterns of Evidence			
	Not Applicable (explain why in comments below)	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. The program has adequate facilities, equipment, and technological resources to effectively serve its students.	4 (100%)			

V. Conclusions and Recommendations from the Department or Program

Criterion	Patterns of Evidence			
	Not Applicable (explain why in comments below)	No/Limited Evidence	Some/ Partial Evidence	Sufficient Evidence
1. Program strengths are discussed.				6 (100%)
2. Areas of improvement and continued progress are discussed.	1 (17%)	1 (17%)		4 (67%)
3. Recommendations and resources are discussed.				6 (100%)
4. Other comments by program (not rated)		----	----	----

Comments:

1. The program articulates a clear and well-supported understanding of its strengths, challenges, and priorities for the next five years. (3)
2. It is clear from the report that staffing might be an issue, especially if they continue to admit students throughout the year.
3. Having a core group of full-time faculty is essential and I appreciate the program's forward-thinking as the program anticipates future retirements as well as adding a position to reduce dependence on adjunct faculty.

1. Strengths of the Program

1. The program does a comprehensive job of collecting assessment data.
2. Program goals and objectives are mapped to learning outcomes prescribed by CACREP (the accreditation body of the program) standards.
3. The program has capitalized on the CACREP self-study process to review and improve their curriculum mapping and assessment of student learning/outcomes.
4. Enrollment is trending upward with the new emphasis on Clinical Mental Health Counseling that is attractive while there are new changes in healthcare delivery.
5. Committed and qualified faculty members offer courses in this program.
6. The program demonstrates a strong penchant for gathering data about its performance, reflecting on its performance, plotting plans for improvement--all while keeping the interests of students front and center. The Counseling program is to be lauded for these tendencies, and know that such behaviors and inclinations will keep it a strong graduate program in near and long term.
7. The program has added three new tenure track hires during the review period.
8. The program has a new lab with modern and professional reception area that serves the community, region, and supports student learning.
9. Plan for regular participation in summer WI in Scotland Program gives the program an international connection.

2. Areas for Work or Improvement

1. It will be interesting to see more outcome-specific data assessed through coursework or internships to demonstrate the positive impact students are having on clients.
2. Diverse students are underrepresented, though the need for bilingual counselors (especially those who speak both English and Spanish) presents opportunity for the program.
3. Tracking graduates is important and still needs to be worked on (as with most graduate programs).

3. Recommended Actions:

1. Continue employing multiple methods to spread the words about the new CMHC emphasis through conventional and social media campaigns. Find an effective method to highlight the strengths of the 60-unit 3-year program as opposed to competitors 60-unit 2-year program.
2. Create a UWW Counseling Ed. LinkedIn group to encourage alumni and recent graduates alike to stay connected and informed.
3. Engage in an investigation of why students are stopping out or leaving the program completely.

4. Other Questions:

1. Please talk a bit more about the need for increased administrative support for the program. What sorts of tasks and responsibilities, in particular, need additional support going forward?

5. Other Comments:

1. It will be good to see what the program does to track the success of its graduates. The sorts of activities and lessons enacted by the program are likely to be helpful to other graduate programs.
2. It will be good to see more faculty research beyond that which involves the students.

Recommended Result:

- Insufficient information in the self-study to make a determination; revise self-study & resubmit.
- Continuation without qualification.
- Continuation with minor concerns.
- 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.

_____ Withhold recommendation for continuation, place on probation, and require another complete Audit & Review self-study within 1-3 years, at the Committee's discretion.

_____ 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.

_____ Non-continuation of the program.