Agenda and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Elementary Education Majors and Minors, 2022-23

Date: 3/9/2023
Time: 1:15-2:15
Place: Winther Hall 1013

<u>Present</u> : Provost John Chenoweth; Dean Lana Collet-Klingenberg(Education & Prof. Studies); Assistant Dean Kelli Danielski; Department Chair/Program Coordinator Lucy Heimer/Yao Fu; faculty and staff in the Elementary Education program; Audit & Review Team Chair Karl Brown; Audit & Review team members Andrea Ednie, Kim Kostka, Assessment Representative Katy Casey

1) Call to order

2) Introductions

3) Overview of review team evaluation, program comments

<u>Review Team</u>: This program has steady enrollments to serve a strong need in the state for its graduates, responds professionally to changes dictated by the DPI, identifies areas of improvement and follows up to make those improvements through action plans. The program's work to get student-teachers in the classroom earlier in their courses of study and exposed to education classes as early as their first semester is well-considered and admirable. We noted a number of HIPs included in the curriculum, be sure to include those in your next review. Pending DPI approval of their assessment plan for the upcoming five years, the program will have significant work to do in implementing this plan.

Program Comments:

4) Discussion of Review Team's evaluation:

   a) The work required to transition to the new program will require significant coordination and commitment from stakeholders across the department and beyond. What have the discussions been at the department level in terms of creating a plan to complete this work, for example, what are the tasks, timeline, and who will be involved in completing this work?
   Response: DPI has approved the revised Elementary Education licensure program. The revised program will be offered starting in Fall 2023. There will be a significant amount of work over the next year to offer the new track while maintaining the current course of study for those already enrolled. Advisor training will take place to help prepare for the new 4-degree system. In addition to aligning with DPI licensure requirements, the new program reduced credits to graduation, expanded license options, and offers grades K-9 license instead of grades 1-8.

   b) The program reported 40% of students do not pass the WIFOR exam, could this be an indication that students are not receiving the preparation they need to be successful on this exam?
   Response: The program is aware and reflective of their students' performance on this required licensure exam. They offer a 1-credit course designed to help students pass the exam. Additionally, the exam content is covered in other courses, and study guides and cut scores are shared with instructors and students in preparing for the exam. Students who fail the WIFOR can reach out to the department for help on retaking the exam. The program also noted that the exam was designed for reading specialists and not elementary education generalists. Therefore, they include other measures to ensure their candidates meet the program's student learning outcomes.

    c) What work has the program done to investigate reasons for the increasing DFW rate? Do you have any ideas why the rate is increasing, and if curricular changes are needed to help students be more successful in upper-division coursework?
    Response: The courses in the program do not have significant DFW rates. The data reported was for the College and not broken down by major.

5) **Recommended Actions**: The evaluation report lists four recommended action (see page 12, point 3) related to transitioning to the newly designed program, assessment, and student success on WIFOR.

6) **Recommended Result**: *Continuation with minor concerns*
   - **Please make use of the detailed comments in the evaluation report (below).**
   - **Please select all applicable boxes and fill in the appropriate year:**
     - ☒ **Next FULL self-study will be due to the Dean on October 1, 2027 and to the Assessment Office on November 1, 2027**

7) 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
Undergraduate Programs, 2022-23

Date of Evaluation _____11/29/2022_____Short Self Study (SS*)_____
Program:___**Elementary Education**_____   Major ☒   Minor ☐

Evaluations submitted by: Karl Brown, Andrea Ednie, Kim Kostka, Edward Gimbel, Katy Casey
Review meeting attended by: Karl Brown, Andrea Ednie, Kim Kostka, Edward Gimbel, Katy Casey

I.   General Program Information

1. The program's mission statement reflects the nature and scope

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

2. The program is aware and reflective of changes affecting improvement since the last review.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
First self-study for the program	0

3. Characteristics of the program set it apart from others when compared regionally and nationally. The unique aspects of the program attract students.

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

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

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0
First self-study for the program	0

5. 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	4
Some/Partial Evidence	1
No/Limited Evidence	0
N/A	0

General Comments related to Section I

2. For the most part, yes ... but I'd be interested to learn more about how COVID affected this program, e.g., the DFW rates on p12. 3. regionally, yes; nationally, hard to say. 4. Yes, assessment and other changes accord with the 2019 recommendations. 5. I'm curious about the rationale for dropping CAEP certification on p2. Have equivalent schools done this as well?

1.4. Little evidence provided regarding how the program has responded to recommended actions, but responses to the related questions (process for setting goals, assessment plan) throughout the self-study do show progress.

Re 3. "Characteristics of the program set it apart from others when compared regionally and nationally. The unique aspects of the program attract students." The program enrollments have remained steady, indicating success in recruiting and retaining students in the program. However, the lower success rates in the WIFOR exam relative to other programs in the state could compromise the attractiveness of the program. The department acknowledges this challenge and is designing a WIFOR test prep course.

3. The program's effort to get students exposure to the education programs and to field study experience is admirable, though I don't love the reference to avoiding having students "'merely' taking general education courses in their first few semesters". 5. The program's rationale for not pursuing CAEP accreditation is sound.

The program completed a progress report in 2019 and summarized work toward recommended actions. There were not any updates since that progress report, and I wonder how the program is currently managing assessment data and using it to evaluate the program.

II. Alignment within the University

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

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

2. The program supports general education and/or proficiency programs at the University.

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

3. The program is collaborative and supports other academic programs across the College and/or University.

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

General Comments related to Section II

The DPI-required gen ed coursework was required through Spring 2019. What happened after Spring 2019? Is there a different set of gen ed requirements? The addition of SPECED 205 as a gen ed is a boost to the UWW gen ed program.

I see no problems here. This is a robust program that contributes to not only UWW's mission but also its historic roots as a teacher's college.

3. The discussion of how the program supports general education and other academic programs is focused primarily on how the program's students are required to take gender courses and education-related minors, though the approval of Speced 205 as a gender elective does speak to this point.

2.2. Response could better address how the program supports GENED goals/outcomes. 2.3. Being a large program, support to other programs within COEPS and L&S is significant.

III. Program Goals & Accomplishments

1. Goals and objectives were identified and undertaken to improve/advance the program.

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

2. Goals currently in place will contribute to the program's advancement. Criteria for determining success were measurable and attainable.

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

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

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

General Comments related to Section III

1. Yes, most notably in assessment and advising 2. Yes, assessment especially is more robust than in the previous self-study.
3.2. These goals around transitioning to the program are large and will require significant coordination and commitment across the department and beyond. A more specific set of goals may be helpful to guide the process.
This faculty responds creatively to the DPI regulatory environment in which they work. The changes in the DPI dictate a lot of what the department must do (for example the new K-9 initiative), and the department responds quickly and thoughtfully. These external pressures challenge the faculty to meet student needs and revise program-level assessment plans. In the curriculum section and assessment report, there is a lot of focus on the need to improve student performance on the InTASC and WIFOR exams. It is surprising that these focal points don't make it into the department's stated short-term or long-term goals.
1. Discussion of how each goal contributed to improving/advancing the program could be clearer. 2. Discussion of how each goal will contribute to improving/advancing the program could be clearer.

IV. Curriculum

1. The program has a clearly articulated, efficient, and purposeful curriculum.

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

2. The program prepares students in majors, minors, and related emphases tracks in post-graduation and other applicable experiences.

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

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

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

4. Students participate in the high impact practices.

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

General Comments related to Section IV

1. Yes, as outlined on p6.   The 128-credit limit is unrealistic for Ed programs due to licensure requirements. 2. A 100% placement rate is pretty hard to argue with. 3. I like that ELEMMID 364 and ELEMMID 421 were added to respond to student demand--what other factors were taken into account? Also, regarding the proposed WIFOR class, I'd be interested to learn why our success rates are so low, and I'm wondering whether a 1-credit course is an adequate solution. 4. There are a number of HIPs already embedded in this program that simply are not identified as such. They include global/diversity = ELEMMID 419, also see Goal 2 on p3 service/community learning and/or capstone = student teaching. Also, it would be relatively easy--and useful to graduates on the job market--to add ePortfolio.
The faculty work on giving students key experiences in elementary and middle grades before selecting a grade-level focus is commendable, and the goal of increasing the number of students interested in middle grades is being met. The development of a new test prep course to improve passing rates on the WIFOR exam is a good step toward improving that outcome for program students. The planned start date for this course was not listed in the description. It would have been nice to see that item described with more concrete detail in this section.
3. The drive to improve student WIFOR scores is appropriate and important. 4. More information about internship numbers would be valuable. It may be worth considering integrating further HIPs into the program. E.g. service learning could be a natural fit.
The program completed curricular updates to align with changes to licensure requirements and provide students some flexibility in course selection. The program did not identify as many HIPs that are included in the program, such as capstone courses, undergraduate research, and community-based learning.
The review team noted the increase in DFW rates over the past few years. Has the program discussed potential reasons for the increase, and ways to address this issue?

<h2 style="text-align:center">V. Assessment of Student Learning</h2>

1. The program has clearly articulated learning outcomes for students.

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

2. Student learning outcomes are "mapped" to the curriculum.

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

3. The program provided a timeline indicating when faculty and staff assess SLOs. The timeline is manageable and sustainable.

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

4. The program collected a variety of appropriate assessment data allowing judgements about the extent to which students are achieving learning outcomes.

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

5. Program faculty consider assessment data in making changes to the curriculum, students' learning outcomes, and/or other aspects of the program.

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

6. Student learning outcomes are aligned with the LEAP Essential Learning Outcomes in a way that is reasonable and meaningful.

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

7. Overall, the program has an appropriate assessment plan for measuring students' progress in attaining the outcomes.

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

General Comments related to Section V

The 2019 progress report already demonstrated significant progress towards these goals, and this self-study suggests that they remain on track.
5.4. The program has plans to add course-based assessment data - and I think this would be a good goal to set for their next review period.
3. The assessment action plan indicates that signature assignments are being used to assess students, but does not show in an obvious way how these signature assignments relate to the SLOs. Adding those signature assignments to the table in section 4 of the assessment plan would be helpful. 2. The assessment plan shows that all SLOs are evaluated through two external tools: the InTASC survey and the WIFOR exam.   5. The program "faculty hold monthly meetings to set up goals, discuss program needs, and analyze data." Beyond this, the self study and

assessment report did not explain how the program made decisions about how they focus on SLOs during each assessment cycle, or what the assessment cycle is. 2. The TIMELINE section in the assessment report links assessment of SLOs to two external exams. Nevertheless, the assessment report shows that all SLOs are assessed across the curriculum. It is also clear that results of the students' performance on InTASC and WIFOR exams are used to improve the program. 7. Plans to develop an advisory board is a positive movement. Composition of the advisory board and their function would be helpful. Overall: This department is skilled at mapping their SLOs to three different standards representing national and state standards - InTASC, CAEP, and AMLE. This must be very challenging. The program faculty represent the DPI's responses to their CAEP standards as well.

3. Assessment seems to occur very late in the program - in the final student teaching semester. Is this adequate to chart (and ideally correct) shortcomings? 4. Assessment is highly dependent on InTASC survey and WIFOR Test. The proposed assessment plan for the upcoming 5 years upon DPI approval looks robust.

There has been significant work completed in assessment. The program identified specific and targeted SLOs and created a plan to assess each in a systematic and meaningful way. In the progress report, embedded assessments were described and these were not included in this update. Does the program have a plan to use the data from the embedded assessments? The WIFOR test shows a pretty significant number of students not passing, 40%. Is there a direct connection between the program's reading curriculum and the test? I think it might be worth while to consider the results of the embedded assessments identified for reading to help put these results in context.

VI. Student Recruitment, Enrollment, Retention, and Graduation: A. Trend Data

1. [MAJORS ONLY] Five-year enrollment and graduation trends reflect program vitality and sustainability.

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

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

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

3. [MAJORS ONLY] As a follow up to program enrollment and graduation, describe the strategies used to recruit and retain students.

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

4. Composition of students approximates or exceeds the diversity of students at the University.

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

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

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

6. 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

General Comments related to Section VI.A

2. The 4-year standard is simply unrealistic for Ed programs. 140 is pretty good, especially considering the required minor and student teaching. 4. Impressive numbers for Latinix students.   5. Yes, due to the changes made to the advising process.
6.2. Credits to degree is high, but has been reduced significantly since their last review.
1. Enrollment is steady. 2. Credits-to-degree is high, but has decreased since last self-study. The number of credits is explained in part by students wanting more than one minor to improve marketability. 3. Addition of summer bridge program and recruiting visits by program staff. 4. Diversity in the student body has improved since the last self study, but still lagging for African American student representation in the program. 5. Program has done well to manage student access to courses such that graduate rates are not limited. DFWI rates for upper-level courses doubled to 4.1%. Any thoughts about why that happened? 6. Program learned a lesson after over-admitting in 2018-19 and has arrived at a steady state for the correct number of admitted students.
2. While credits to degree is a perpetual concern for education programs, the program has made as much progress as can be expected given the constraints of DPI requirements. 4. Progress is being made in this area.

VI. Student Recruitment, Enrollment, Retention, and Graduation: B. Demand for Graduates

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

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

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

General Comments for VI.B

yes, 100% placement and demand for teachers projected to increase 2+% are good signs.
No concerns; clearly there is strong demand for K-9 educators in the state and nationally. The program responds well to needs for high-demand specialties in K-9 education.

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	3
Some/Partial Evidence	2
No/Limited Evidence	0

2. 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

3. 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

No problems here, as long as their current search is successful.

1. Faculty were listed, but academic instructional staff were not. How many staff are teaching in the program? Note that there were three departures and two hires, with an additional position opening posted in Fall 2022.

2. The program notes a need to rely on adjunct instructors. I do not see information about these instructors in the data provided.

VII. Resource Availability & Development: B. Student Resources

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

2. The program has adequate facilities equipment, technological, and library resources to effectively serve its students.

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

General Comments for VII.B

Winther Hall is sorely in need of renovation.

The self-study indicates that learning technology in classrooms is adequate. However, there is a request from the department to consider redesigning college classrooms to better model the learning environments that teacher candidates will experience in their professional roles.

2. The program faces significant challenges associated with the aging facilities at Winther Hall. Beyond this pressing need other resource issues are not raised or addressed.

VIII. Conclusions and Recommendations from the Department or Program

1. Areas of strength are discussed.

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

2. Areas of improvement and continued progress are discussed.

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

3. Recommendations and resources are discussed.

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

General Comments for VIII

8.2. I agree with the listed areas for improvements - these should be the recommended actions.
The department is committed to improving the students' WIFOR results. The assessment plan's "action plan" section indicates that the WIFOR test prep course was provided in Spring 2022. Did that happen? Based on the self-study this is not yet accomplished. Is this a resource issue? What can be done to improve progress on this goal?
3. The plan to explore possibilities for developing a quality alternative licensure route/program that can better serve non-traditional student populations is a great idea.

VI. Reviewer Conclusions

1. Strengths of the Program

This program has steady enrollments to serve a strong need in the state for its graduates, responds professionally to changes dictated by the DPI, identifies areas of improvement and follows up to make those improvements through action plans. The program faculty took initiative to assist students in identifying their areas of interest in elementary and middle grades prior to selecting a student teaching assignment.
The program's work to get student-teachers in the classroom earlier in their courses of study and exposed to education classes as early as their first semester is well-considered and admirable. The program is taking appropriate steps to improve student performance on WIFOR Test.
One of the leading programs in preparing teacher candidates in the state with a 100% placement rate, great work! The program engaged in a significant amount of work to redesign the curriculum to meet new DPI licensure requirements. Good work improving advising practices.

2. Areas for Work or Improvement

Some concerns that there are not enough faculty to serve the number of students in the program and do the work of revising and assessing the curriculum, especially given three recent departures.

Pending DPI approval of their assessment plan for the upcoming 5 years, the program will have significant work to do in implementing this plan.

The program reported 40% of students do not pass the WIFOR exam, could this be an indication that students are not receiving the preparation they need to be successful on this exam?

3. Other comments/questions

1. There is a steady increase in the DFW rate (from 1.5% in AY17-18 to 4.1% in AY21-22). Have you observed an impact on graduation rates? 2. I'm curious how COVID impacted this program, which relies heavily on face-to-face teaching. 3. the 2019 progress report suggested that a 7th SLO, on civic engagement, might be added. I wonder if this is necessary. Perhaps SLO5 could be reworded to show that this is already part of the program.

The self-study mentioned efforts at improving academic advising through MyPlanner and Canvas resources. Are these efforts working?

Does the program know when/if students eventually pass the WIFOR exam?

Articulate and evaluate HIPs. This program has a number of strengths in this regard that are simply not identified as such.

4. Recommended Actions (please specify):

1. These goals around transitioning to the new program are large and will require significant coordination and commitment from stakeholders across the department and beyond. Create a more specific set of goals, related tasks, and people involved to guide the process.

2. Complete transition to new assessment plan. Specifically, integrating the signature assignments that have already been developed as outlined in the assessment plan. Report how data from the embedded assessments are used to improve student learning.

3. Improve students' performance on the WIFOR exam. Note specific actions taken to address student learning in this area.

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.	0
Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	5
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