

**Agenda and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Physical Education Majors and Minors, 2022-2023**

Date: 4/18/2023

Time: 3:15 – 4:15 PM

Place: Winther 1013

Invited: Interim Provost John Chenoweth; Interim Dean Lana Collet-Klingenberg; Department Chair D’Arcy Becker; Program Coordinator Nikki Hollett; faculty and staff in the Physical Education program Yubing Wang; Kathleen Happel; Audit & Review Team Chair Russ Kashian; Audit & Review team members Corey Davis, Andrea Ednie, and Rachael Chaphalkar; Assessment Representative Katy Casey

- 1) Introductions
- 2) Overview of review team evaluation, program comments
- 3) Discussion of Review Team’s evaluation:
 - a) The review team was impressed with steady program growth. In addition to the website revisions, has there been a discussion of other ways to market the unique aspects of the program?
 - i) Program has gone through a recent restructure under the umbrella of Kinesiology. The two programs are more cohesive and operate under the one department. The program has grown in certificate offerings to attract students to the program. Additionally, an online post-baccalaureate program was created, and will launch in fall 2023, for individuals who need licensure in one of three areas.
 - ii) With those changes, the program is now looking at marketing and working to spread the word about the additional offerings, especially the post-baccalaureate option. Most the work is personal outreach to school districts, and individuals who could benefit from the additional license option.
 - b) In general, what is the program learning about assessment data collected to date?
 - i) Learning a lot about data collection processes. The program has worked on assessment over the years due to DPI requirements for new license reports and for the self-study. Working on systems to manage data, the plan of collecting data every semester is a little difficult and the program is thinking about a different schedule of reviewing student performance.
 - ii) Still working on processes to analyze and use the data – such as further exploration of classroom management. The students seem to grasp the content, but when students are student teaching their teaching abilities become more clear- in terms of their ability to implement or demonstrate best practices.
 - iii) The program is encouraged to use the available survey and observation data to report out on student learning.
 - c) Share how anticipated changes/developments in the program will impact resources.
 - i) The program feels enrollment will increase with the new post-baccalaureate program. They are also looking to create a course rotation and review course offerings, as well as the availability of staff to teach increasingly large sections. Working on different modalities, both online and face-to-face.
 - d) Provost commended the program for a well-written report, and thanked the program faculty, chair, and review team for their work. Dean also expressed appreciation for the hard work of the team, especially in addressing the DPI requirements for program approval.
 - e) The Department Chair and Dean recognized Nikki Hollett (program coordinator) for her commitment to leading the program and preparing the self-study.

- 4) **Recommended Actions:** The evaluation report lists four recommended actions (see page 12, point 4) related to assessment, goals, program growth and marketing.
- 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
Undergraduate Programs, 2022-2023
Majors/Minors and Standalone Minors**

Date of Evaluation 2/1/2023 Short Self Study (SS*) _____
 Program: Physical Education Major Minor

Evaluations submitted by: Andrea Ednie, Katy Casey, Corey Davis, Russ Kashian, Rachel Chaphalkar
Review meeting attended by: Andrea Ednie, Katy Casey, Corey Davis

I. General Program Information

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

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

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

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

General Comments related to Section I

The program underwent a significant curricular change that merged three licenses into one program. When did this work begin? How has it been impacted by the new licensure requirements, or are these two related?

1. Is Coaching supposed to be included in this description?

1. Currently a draft form.

2. They have been meeting regularly and working on the recommended actions.

2. The program has made an impressive amount of curriculum and licensing progress considering the faculty turnover experienced.

3. Provides 3 teaching certifications while only requiring 130 credits (versus 145 cr. elsewhere in Wis.).

4. Recommended actions from the previous A&R and also progress report are clearly addressed.

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	5
Some/Partial Evidence	0
No/Limited Evidence	0

General Comments related to Section II

3. Work with other departments in COEPS

III. Program Goals & Accomplishments

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

Sufficient Evidence	5
Some/Partial Evidence	0
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	4
Some/Partial Evidence	1
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

Goals were listed, and seem targeted and appropriate for the work that needs to be completed moving forward.

1. Impressive achievement of goals since the last review - assessment plan, curriculum development, licensure proposals.
2. To me, the goals seem more short-term than long-term. Obviously, they have just made huge changes to the program, so perhaps this is reasonable.
2. The program clearly has goals in place. I wonder if another goal or two related to recruitment and retention may be helpful, especially since the program is doing good work in these areas.

IV. Curriculum

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

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

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

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

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

Sufficient Evidence	1
Some/Partial Evidence	3
No/Limited Evidence	1

4. Students participate in the high impact practices.

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

General Comments related to Section IV

The four-year plan and advising sheets were not included in the self-study submission. I tried to find the plan on the department/program website, but was not able to find the program plan indicating the course requirements. The responses provided did not clearly indicate why curricular changes were made beyond the licensure changes initiated by DPI. Is the decision to integrate the three licenses informed by data on student learning or data collected on students' preferences/perceptions of what they should be learning in the program?

1. Curriculum revisions seem very efficient for students.
2. Graduates are prepared to be PE or Health Ed teachers at any K-12 level.
3. Changes were driven largely by licensure requirements.
3. Curriculum changes due to DPI
4. I am wondering why some HIPs are labeled as "available" when in the descriptions they are said to be required.
4. Many opportunities for students to engage in HIPs.
4. The program identified 8 different HIPs available to or required of students.

V. Assessment of Student Learning**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	4
Some/Partial Evidence	1
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	4
Some/Partial Evidence	1
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

3. I understand data is collected every semester due to the nature of the assessments. However, there was not much description of how and when the data is reviewed and analyzed for program improvement. For example, the program noted students are not performing as expected on content knowledge- in what specific areas? Has the courses aligned to this assessment been reviewed?
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4. Comprehensive exam is in development - this will be a good additional assessment measure.
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5. as noted in the curriculum section, it is not clear if student learning data was considered in making curricular changes. It is good the program has a plan to measure student learning in the new program. It might be helpful to create a more specific plan with a timeline.
5. The faculty appear to want to use the assessment data to inform curriculum improvements, but their data are not yet specific enough to allow for this use. Their plan to add the comprehensive exam and earlier pre-student teacher observations makes sense in this respect.
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6. I don't see LEAP ELOs specifically enumerated. 7. Plan was updated May 2022, and program has already collected and reported data. Well done!
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7. Many of these assessments are done every semester. Is this a manageable amount of work?

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

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

Sufficient Evidence	1
Some/Partial Evidence	4
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

The program stands at 130 credits, and not decisively a 4-year program. I think the current timeline is appropriate for the three licenses.

1. The program is slowly and steadily growing in enrollment.
1. Program growth is exciting.
2. Credits streamlined from 150 to 130 to graduate.
4. Recruitment efforts are impressive: faculty maintain an active program & alumni facebook page, order and sell program clothing to students and alumni, involve the student club in professional organizations and public events, in addition to continually visiting schools across the region.
5. Need to make sure sufficient sections of PEPROF 166 are offered for first- and second-year students.
5. The program noted that students "can" get through in a timely fashion, but not whether they actually do.

**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

1. 100% placement rate for 2017-2018.

1. Program has surveyed graduates.

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	5
Some/Partial Evidence	0
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

3. Course sizes are currently large and if enrollment continues to grow, additional class sections will be needed. This will have significant staffing impact considering how the program is heavy in credits and courses do not overlap with other programs.

3. It seems like the program is currently in a good place with the current faculty for its current size. Will need to hire if there is more growth.

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	4
Some/Partial Evidence	1
No/Limited Evidence	0

General Comments for VII.B

2. Classrooms in the Williams Center also need to be updated with larger and more accessible desks and work spaces.

2. It sounds like resources are sufficient for now but additional spaces may be required in the near future.

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

General Comments for VIII

VI. Reviewer Conclusions

1. Strengths of the Program

Job placements following the program - and a growing need for teachers - this prepares students well in an area of high need. Also, HIPs within the program are a strength - both embedded within the program and optional opportunities for students. The faculty team's assessment work, curriculum work, and licensure proposal preparation work has greatly benefited the program. Student enrollment is also a strength - with steady numbers trending slightly upward. Recruitment efforts by faculty are also impressive.

Competitive with other program in-state, providing shorter (by a full semester) 130 credit path to graduation (vs. 145 cr.). 3 certifications integrated into major. 100% placement rate for grads.

The ability of graduates to have licensure to teach in three fields is great- it makes the teachers very marketable.

2. Areas for Work or Improvement

Continue to develop assessment measures that are useful to identifying opportunities to change course and program curriculum to better prepare students (to have them score higher on student teacher evaluations). Also, monitor course offerings to make sure sufficient sections are available to allow students to progress efficiently through the program.

Great progress with assessment. Continue good work initiated with new assessment plan from spring 2022.

I think the long-term vision of the program could be discussed. They have made tons of changes and certainly need to see how these changes work, but I'm wondering what their 5- or 10-year goals are, especially as the three-tenure track faculty all go up for tenure.

3. Other comments/questions

Is the coaching program supposed to be included in this review? I didn't see coaching discussed.

Great program! It was really fun to learn more about it.

4. Recommended Actions (please specify):

1. Program Assessment: Implement assessment plan. Continue to develop assessment measures that are useful to identifying opportunities to change course and program curriculum to better prepare students for teaching (e.g., comprehensive exam).

2. Program goals: Follow through with goals set: (1) finalize mission, vision and values, (2) HPEA website, (3) conduct advisory board meeting, and (d) create observation rubrics. Share the results of that work, and continue to develop ambitious goals that will support the integrity of the growing program.

3. Program growth: Develop a plan in terms of course offerings for accommodating continued growth in student enrollment.

4. Marketing: Discuss options for marketing the program based on licensure changes and steady enrollment.

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.	4
Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	1
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