

University of Wisconsin-Whitewater
Committee Form: Review of Audit & Review Self-Studies
Graduate Programs
2010-2011

Program: **MSE Special Education - Cross Categorical (CC) & Professional Development (PD)**

I. Program Purpose & Overview

A. Centrality

Criterion	Patterns of Evidence		
	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.		1, 1(PD)	5, 1(CC)
2. The program supports other undergraduate and graduate programs offered at UW-W (if relevant).		2	5
3. The program has been responsive to actions recommended from the previous Audit and Review Report; Progress Reports have been included (if relevant).		3	4

Comments:

1. Regional Engagement under Strategic Plan (p. 3, Cross-Categorical Emphasis), the stated actions were more toward accountability for professional development rather than detailing involvement in our region.
2. To serve those with special education minors, the PD emphasis has developed a curriculum to earn licensure and then masters. (PD, p. 2)
3. While the program has made progress in putting portions of the curriculum online (per the recommendations of the last Audit and Review), it is still difficult to identify the specific learning outcomes for either emphases? (CC, p. 5)
4. Moved a number of courses to an online format.
5. The programs are aligning the outcomes of the program to CEC Standards which were recently released.

B. Program Mission, Goals, & Accomplishments

Criterion	Patterns of Evidence		
	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.			7
2. The program attempted established and fulfilled program goals and objectives designed to improve the quality of the program.		3	4
3. The program has a process for setting and assessing goals and making decisions about program changes based on assessment.		2, 1(PD)	4, 1(CC)
4. The program is considering potential revisions to the	3	1(PD)	3, 1(CC)

mission, goals, or objectives (i.e., the program has a “vision” for the next level and how to get there).			
5. The program achieved or maintained accreditation (if applicable) and/or earned recognition or awards.			7

Comments:

1. #5 - NCATE and CEC accreditations were achieved (as a part of College of Education).
2. The program has set forth and accomplished goals for each academic year since 2006-07. (PD, p. 10; CC, p. 7)
3. Well-developed mission statements.
4. A number of the goals were developed based on feedback from the last Audit and Review.

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

A. Curriculum

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. The program has a clearly articulated, efficient, and purposeful curriculum, complete with a capstone experience.			7
2. Expectations of graduate students differ from undergraduate students in dual-listed courses.			7
3. Changes to the curriculum were based on assessment data.	1	1, 1(PD)	4, 1(CC)
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, 1(PD)	3, 1(CC)
5. Online courses are evaluated in ways that ensure effective delivery, continuous improvement, and student learning (if applicable).		1	7

Comments:

1. The program makes use of Quality Matters to ensure quality in its online curriculum. (PD, pp. 22, CC, p. 12). Suggestion: the program may want to consider creating online-specific items to course evaluations or something to assess the effectiveness of delivery, etc.
2. Changes were made and it was not clear how the assessment data was connected in that process (especially for #1).

B. Assessment of Student Learning

Criterion	Patterns of Evidence		
	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.		1	6
2. The program has an Assessment Plan for measuring students’ progress in attaining the learning outcomes.	1(PD)	5	1, 1(CC)
3. Research/scholarly activity, as defined by the program, is incorporated in the achievement of student learning outcomes.		2	5
4. The program collected a variety of assessment data,		2, 2(PD)	3, 2 (CC)

allowing judgments to be made about the extent to which students are achieving learning performance outcomes.			
5. The program has developed a process for using assessment data in making changes to students' learning outcomes.		4, 1(PD)	2, 1(CC)
6. Results of assessment efforts have been shared with internal and external constituencies.		2, 1(PD)	4, 1(CC)

Comments:

- #2 - Regarding PD (p. 23), No assessment plan in place yet, but in process?
- It is very difficult to understand what assessment data is gathered and systematically examined by graduate faculty to spawn changes to the learning outcomes, the curriculum, advising, or any other potential realms of improvement. How are the artifacts that are gathered used to initiate or guide deliberations regarding program improvements? (CC, p. 13-14)
- Explain the data on pp. 17-19 of the CC emphasis document. Did any of this lead to programmatic change?
- Both emphases have learning outcomes, less clear is what those objectives are. Given the outcome statements wedged in the various matrices, it's difficult to determine what one would do, or not do, to demonstrate sufficient (or insufficient) proficiency. (CC, appendix D, PD, appendix D)
- #1 - Appendix D includes objectives of learning yet absent traits of accomplishing those objectives and metrics/measures of actual learning performance outcome.
- Research appears to be a component in PD curriculum (action research) (PD, p. 22), less evidence of that in the CC emphasis.

III. Student Recruitment, Enrollment, Retention, and Graduation

A. Trend Data

Criterion	Patterns of Evidence			Other
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence	
1-2. Five-year enrollments and graduation trends reflect program vitality and sustainability.		3	3	1 No Answer
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.	2	3		2 No Answer
4. Graduation rates indicate that students complete the program in a timely manner.		3, 1(PD)	2, 1(CC)	1 No Answer
5. Program level has provided evidence to support its claim of being oversubscribed undersubscribed, or at optimum level.	1	2, 1(PD)	1, 1(CC)	2 No Answer

Comments:

- #1-2 - For both, the data is combined for both emphases. How does it breakdown by emphasis?
- #3 - Both are aware of the lack of student diversity and offered ideas to increase diversity.
- The program is experiencing declining enrollments over the past five years. Why? Relatedly, the number of individuals actually completing degrees is relatively low given the number of individuals enrolled in the program. Why? (PD, p. 25; CC, p. 20).
- If you "systematically recruit students through the Current Topics in Special Education Summer Institute Series," How many attendees from the summer institute have ended up in the program? (PD, p. 27)
- The program is largely offered as a night program to accommodate working professionals.

B. Demand for Graduates

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. Graduates of the program find employment or continue their education.	3		4
2. Data suggests that employment opportunities for graduates of this program will remain strong.	1, 1(PD)		5, 1(CC)
3. Program is cognizant of differences in student populations (e.g., full-time/part-time students, working adults, recent undergraduate degree recipients, etc.) .	1, 1(PD)	1, (CC)	5
4. The program effectively tracks graduates of the program.	3	2	2

Comments:

1. Have alumni surveys been performed? The Facebook page is a fine idea, but participation there may not be reflective of the wider alumni population.

C. Comparative Advantage(s)

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
The program has unique features that distinguish it from competing programs—giving it a competitive edge.		2	5

Comments:

1. The autism specialist certificate looks especially attractive for students.
2. Currently the only nationally recognized MSE Special Education program in the state of WI.
3. PD = new program with on-going program development (and accreditation) are pluses.
4. CC = hybrid and on-line courses are a plus; reduced time to completion is also an advantage.

IV. Resource Availability & Development

A. Graduate Faculty Characteristics

Criterion	Patterns of Evidence			Other
	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) are clearly indicated.			6	1 No Answer
2. Course responsibilities for each faculty member are clearly indicated.			6	1 No Answer
3. Expectations, preparation, and work experience of the graduate faculty are conducive to the effective delivery of the program.			7	
4. The program has identified how changes in the composition of the graduate faculty have affected the program (if relevant).		2	4	1 No Answer
5. The program has identified staffing needs and pending changes that may affect the delivery of the program.		1	6	

Comments:

1. #4 - Three new tenure-track hires in the past 5 years – major change.

B. Teaching & Learning Enhancement

Criterion	Patterns of Evidence		
	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.	2	2	3

Comments:

C. Research & other Scholarly/Creative Activities

Criterion	Patterns of Evidence		
	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.			7

Comments:

1. This is a scholarly active and productive group of faculty. (PD, pp. 31-32; CC, pp. 26-27)

D. External Funding

Criterion	Patterns of Evidence		
	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.			7

Comments:

1. As a whole, this group has been active in pursuing intramural funding.

E. Professional & Public Service

Criterion	Patterns of Evidence		
	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.			6

Comments:

1. The graduate faculty is to be commended for their service to the profession, as well as area schools and school districts. They are excellent representative for the university generally, and the College of Education and Professional Studies specifically. (PD, pp. 33-40; CC pp. 29-36).

F. Resources for Students in the Program

Criterion	Patterns of Evidence		
	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.	2	4	1

Comments:

1. Increased faculty would alleviate the class size concerns.

G. Facilities, Equipment, & Library Holdings

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. The program has adequate facilities, equipment, and technological resources to effectively serve its students.		3	4

Comments:

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Comments About the Self-Study Report

1. While many parts of the reports were well written, and seemed reflective and responsive, there were also many typos and omissions (of detail) that were noteworthy.
2. #2 - Regarding CC Emph (p. 6-7). Briefly described a major revision. Would like more elaboration on this revision (why it was decided to happen and any consequences).
3. #3 - Regarding PD Emph (p.10). Only the process for setting goals was described. Assessment and decision making was not.
4. Under Demands for Graduates: #2-3PD (p. 26-27) and CC (p. 22-23), nothing written for these items.
5. When referring to an appendix, please include the appendix page number when possible.
6. In the CC Emphasis Report, corresponding numbers to the guide disappeared. Please check that in future submissions (helpful for the reviewers).
7. There is general discussion related to the demand for grads. More specifics would be useful. There seems to be no data regarding graduates (it was suggested that the College handles data collection here).
8. #1-2 - More faculty development activities, including PDP and LEARN Center sponsored workshops and book clubs should be listed.
9. Both self-studies report that the programs are oversubscribed in terms of enrollment, but no rationale for desired/ideal levels is provided. Moreover, it appears that enrollment has declined during the review period.
10. #4 Although I didn't see this reflected in the review, I know it occurs (e.g., working with districts for various trainings)
11. Again, limited specifics in discussing library holdings. Hard to know about adequacy
12. Both programs offered a description of the number of students and what money is available for work-study allocation, but neither elaborated on if that situation is good/bad, or why that is so.
13. More specifics about resources would be helpful. Not clear whether resources are adequate.
14. #2 - It is vague in drawing support of this program for other programs – no specific programs are mentioned (p.4, CCE).

Recommended Actions:

1. Continue to work on the program's Assessment Effort (lack of transparency). Specifically:
 - o Continue to improve the direct assessments that are being implemented;
 - o Develop a systematic process for regular review and discussion of academic assessment and of using the assessment results (both indirect and direct) to improve the program and curriculum; and
 - o Provide a clear description of how the results are used in making curricular and programmatic changes.
2. Bring in an external party that can lead the program through the development of a strategic plan. Where is this program headed? What are its goals given the current and future role of special education in PK-12 education? What are enrollment opportunities? What are new programming opportunities? Where are its resources needs in view of the answers to these questions?

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.