

**Agenda and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Counseling (MS) Majors and Minors, 2019-2020**

Date: 2/24/2020

Time: 3:45-4:45pm

Place: Winther 1013

Invited: Interim Associate Provost, Joan Cook; Interim Associate Dean of Graduate Studies, Matt Vick; Interim Dean Robin Fox (Education & Prof. Studies); Department Chair Brenda Rusk O'Beirne; Program Coordinator Jennifer Betters-Bubon; faculty and staff in the Counseling program; Audit & Review Team Chair Pavan Rao Chennamaneni; Audit & Review team members Elena Levy-Navarro, S-A Welch, and Tia Schultz, Assessment Representative Catherine Chan

Attending: Matt Vick, Pavan Chennamaneni, Catherine Chan, Robin Fox, Jennifer Betters-Bubon, Joan Littlefield Cook, Brenda O'Beirne, Amy Bath, Carrie Merino, and Ola Bamgbose

- 1) **Recommended Actions:** The evaluation report lists three recommended action:
 - a) Refine the assessment plan and SLOs, and use collected data to inform curricular and programmatic decisions.
 - i) Consider exploration/refinement of online and/or blended course delivery and their assessment. Collect data on pilot offering(s) and use data to inform future changes.
 - ii) If necessary, begin small, but acquire pilot assessment data, even if it is just from one group of courses, and connect the collected data to curricular decisions (this does not mean changes will always be necessary, the collected data may confirm the direction the program has adopted is working well). This will provide empirical evidence for whatever approach the program decides is the one that best serves the University, your students, and the community.
 - b) Leverage college and/or university resources such as Inclusive Excellence and Diversity offices to help increase diversity of students.
 - c) Develop a system to track graduates: Please create a program LinkedIn page. This data might also be used to comply with "Gainful Employment" data required if the standalone certificates were to ever be made eligible for Title IV financial aid.
- 2) **Final Result:** *Continuation with minor concerns*
 - Please make use of the detailed comments in the evaluation report (below).
 - Click or tap here to enter text..
 - Please select all applicable boxes and fill in the appropriate year:
 - ☒ Next FULL self-study will be due to the Dean on October 1, 2024 and to the Assessment Office on November 1, 2024.
 - ☐ Next SHORT self-study will be due to the Dean on October 1, 2024 and to the Assessment Office on November 1, 2024.
 - ☐ A progress report will be due Choose an item., of [Year]
- 3) Adjourn.

Review team report is attached below, including Recommended Actions and instructions for Progress Reports (if required).

University of Wisconsin-Whitewater
Committee Form: Review of Audit & Review Self-Studies
Undergraduate Programs, 2019-2020
Majors/Minors and Standalone Minors

Date of Evaluation 12/3/2019
 Program: Counseling (MS)

Short Self Study (SS*) _____
 Major ☐ Minor ☐

Evaluations submitted by: Catherine Chan, Tia Schultz, Pavan Chennamaneni, S.A. Welch, Matthew Vick, Elena Levy-Navarro

Review meeting attended by: Pavan Chennamaneni (Chair), Elena Levy-Navarro, S-A Welch, Matt Vick, and Catherine Chan

I. Program Purpose & Overview: A. Centrality

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

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for I.A.1

- Like how they focused on the University values of transforming lives.

2. The program supports other undergraduate and graduate programs offered at UW-W (if relevant).

Sufficient Evidence	3
Some/Partial Evidence	3
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments for I.A.2

- The report notes collaboration with other departments, but does not describe what that collaboration is.
- The program needs to elaborate on how they collaborate with other campus programs
- Supports student well-being and psychology undergraduate knowledge/experience-base.

3. The program works to support at least two goals from the institution's Inclusive Excellence Guidelines.

Sufficient Evidence	4
Some/Partial Evidence	1

No/Limited Evidence

Comments for I.A.3

- I appreciate the program's explicit goals of insignificant achievement gaps among students and its emphasis on equity. It would be very helpful to have specific data and/or examples to help support the narrative.
- The lack of specific evidence, particularly when this was a concern with the last A&R report, is concerning.

4. The program has been responsive to actions recommended from the previous Audit and Review report; Progress Reports have been included (if relevant).

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

Comments for I.A.4

- A revised assessment plan has been provided but some course-/program-specific student data are not included in this report.
- The program does a good job. However, there is no mention if they have created a LinkedIn page and have started tracking graduates.
- While it is good, as this report indicates, that Spanish speaking clientele are being served, I think what the previous A&R report was suggesting is that students from diverse populations be included in the program.
- The hiring of Spanish speakers to support bilingual or Spanish-only-speaking clients is commendable.

General Comments related to Section I.A**I. Program Purpose & Overview: B. Program Mission, Goals, & Accomplishments****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.**

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for I.B.1

2. The program established and worked to accomplish goals designed to improve the quality of the program.

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for I.B.2

- Kudos to the program for accomplishing lots during this last review period.
- This section was very clear with goals and actions quite evident.
- There is quite a list of separate goals. They are impressive and appear necessary.

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.

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

Comments for I.B.3

- They clearly described work they did using 2015 data in the 2016 academic year. What was unclear, to me, was what they have done with 2016 data for 2017, 2017 for 2018.

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).

Sufficient Evidence	5
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for I.B.4

- Having read the attached document of their strategic plan through 2021, I did not see much evidence that differed from their answers for the mission statement and goals. Nor did I see much evidence of "how to get there" as requested by this question in the A&R.

5. The program achieved and/or earned special recognition or awards during the review period.

Sufficient Evidence	6
Some/Partial Evidence	0

No/Limited Evidence

0

Comments for I.B.5

- The accolades earned by the faculty are impressive!
- Extra accolades for the Board of Regents Awards!

6. The program earned (or retained) specialized accreditation (if applicable) during the review period.

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments for I.B.6

- From my understanding, achieving the accreditation that they did is quite an accomplishment and something they should be very proud of.

General Comments related to Section I.B**II. Assessment: A. Curriculum & the Assessment of Students' Learning****1. The program has a clearly articulated, efficient, and purposeful curriculum, complete with a capstone experience.**

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for II.A.1

- The information provided actually seemed to go beyond having students come to identify as professional counselors. The data suggests that the program has taken a holistic overview of the skills needed by counselors.

2. Expectations of graduate students differ from undergraduate students in dual-listed courses.

Sufficient Evidence	1
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	5

Comments for II.A.2

- No dual listed courses.
- Graduate only program
- This program does not offer dual listed courses.
- Graduate only program

3. Changes to the curriculum were based on assessment data.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	1

Comments for II.A.3

- Are there changes to the curriculum that are not based on licensure or accreditation criteria but on other types of data, e.g., student performance evaluation or feedback?
- While this was a very nice description of the changes made to the program, I am uncertain if these changes were, indeed, based on assessment data. Perhaps addressing what specific assessment data was used in these decisions would help.
- Changes appear to be the result of accreditation changes rather than assessment data.

4. The program offers additional opportunities for students, and students make use of these in ways that impact the University, community, and/or region.

Sufficient Evidence	5
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for II.A.4

- If I read this correctly, the additional opportunities involve writing a thesis. It is very interesting that there is an increased interest in writing a thesis. Is there any data that leads to this increased interest? Beyond writing a thesis, I did not see any other "additional opportunities" for students. Earlier in their report they noted that more Spanish speaking clients were being seen. Is this part of an outreach program?
- An impressive array of student opportunities are available. The inclusion of students into scholarly presentations with faculty is also commendable.
- A variety of guided experiences useful for academic and professional development.

5. Online courses are evaluated in ways that ensure effective delivery, continuous improvement, and student learning (if applicable).

Sufficient Evidence	5
Some/Partial Evidence	1

No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments for II.A.5

- I appreciate the innovative methods used for course delivery. Please provide more information on effective delivery, continuous improvement, and student learning.
- Online instruction can be such a challenge. Kudos to the Counseling program for striving for continuous improvement.
- Very innovative pilot with COUNSED 753.
- The faculty have been judicious in their use of online courses, but have developed the course they have according to best practices.

General Comments related to Section II.A

II. Assessment: B. Assessment of Student Learning

1. The program has clearly articulated learning performance outcomes for students, which are "mapped" to the curriculum.

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for II.B.1

- I appreciate the information presented in Appendix D.
- nice and clear with a holistic view!
- The program's objectives look mapped thoroughly to the curriculum (courses).

2. The program has an Assessment Plan for measuring students' progress in attaining the learning outcomes.

Sufficient Evidence	5
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for II.B.2

- I could not access Fig 1 in Appendix E.
- Maybe I am confused, but isn't Appendix D here as well as for II B? I didn't see much of an "assessment plan."
- The assessment plan (probably prepared for CACREP?) is very detailed and thorough.

3. Research/scholarly activity, as defined by the program, is incorporated in the achievement of student learning outcomes.

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for II.B.3

- They do a nice job of this....perhaps this is why the increased interest in writing a thesis?

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.

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for II.B.4

- I appreciate the rather extensive data the program provides for this section of the self-study. Will the program be able to share select data (or summary thereof) on students' clinical skills, a very important aspect of the program, despite changes in format and assessment forms?
- The amount and variety of data collected is impressive. It would be helpful if the program associated this data with decisions made about classes or approaches. For example, there were a couple of concerns voiced about the internship placement process. Where or when did the program utilize this data to make changes to the internship placement process?

5. The program has developed a process for using assessment data in making changes to students' learning outcomes.

Sufficient Evidence	5
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for II.B.5

- Given the extent of data collection done (please see compliment for II.B. 4), writing this: This feedback is then used to make changes to course content and the overall processes within the department kind of fall short of effectively using the data. There is a tremendous amount of useful data but where and how it is being utilized in decisions is unclear.
- Nice use of both qualitative and quantitative data to evaluate the program's outcomes.

6. Results of assessment efforts have been shared with internal and external constituencies.

Sufficient Evidence	5
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for II.B.6

- Has the advisory council made useful suggestions for the program?
- Data is publicly posted and available, but it is not clear if planned meetings occur to "close the loop" using assessment data to drive improvement.

General Comments related to Section II.B**III. Student Recruitment, Enrollment, Retention, and Graduation: A. Trend Data****1-2. Five-year enrollment and graduation trends reflect program vitality and sustainability.**

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for III.A.1-2

- Have you discontinued community and higher education programs? Beyond that, the program does seem viably strong.

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.

Sufficient Evidence	5
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for III.A.3

- It would be helpful to have disaggregated data for students in the program. for instance, out of the 14% of non-majority students, are there specific groups that are more prominent that suggests additional services and/or recruitment opportunities in specific areas?
- A chart would be helpful
- The composition still seems lacking in under-represented minority students

- Dr. Kenny Yarbrough's office is doing an excellent job at recruiting under-represented minority students. Perhaps a consultation with his office would help.
- A variety of strategic initiatives to increase racial/ethnic diversity were described.
- A particular strength of the program overall is its value for diversity of various kinds.

4. Graduation rates indicate that students complete the program in a timely manner.

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

Comments for III.A.4

- Yes, evidence is included, but timely is a word less relevant for the post-baccalaureate student.

5. Program level has provided evidence to support its claim of being oversubscribed, undersubscribed, or at optimum level.

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for III.A.5

- This is well thought out!
- The answer to this question underscores the importance of an academic determination of numerical questions. They demonstrated that the quality of instruction would not allow for significant growth without increased investment of the university.

General Comments related to Section III.A

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

1. Graduates of the program find employment or continue their education.

Sufficient Evidence	5
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for III.B.1

- LinkedIn page will help better track graduates
- Quite impressive that close to 100% in each group has found employment!

2. Data suggests that employment opportunities for graduates of this program will remain strong.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	1

Comments for III.B.2

- Maybe I missed this....but I did not see any evidence for this question.

3. Program is cognizant of differences in student populations (e.g., full-time/part-time students, working adults, recent undergraduate degree recipients, etc.).

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for III.B.3**4. The program effectively tracks graduates of the program.**

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

Comments for III.B.4

- "The department plans to utilize our website and increase the connection with alumni in the future." This is unclear as to how effective the program is in tracking graduates. How many alumni attended the 50th anniversary event? What effort was made to obtain contact info from those in attendance?
- Good efforts to engage alumni are described.

General Comments related to Section III.B**III. Student Recruitment, Enrollment, Retention, and Graduation: C. Comparative Advantage(s)****1. The program has unique features that distinguish it from competing programs giving it a competitive edge.**

Sufficient Evidence	5
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for III.C.1

- Some of the ideas expressed in this list (passion for example) are unclear how they distinguish this program from others and gives it a competitive edge. One competitive edge you have is the impressive rate of employed alumni that graduate from your program.
- Could the program explain how there is not duplication of programs in the UW system?

IV. Resource Availability & Development: A. Graduate Faculty Characteristics**1. Characteristics of the faculty (e.g., gender, ethnicity, rank, percentage of time devoted to the program and course responsibilities) are clearly indicated.**

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for IV.A.1

- Does this program utilize academic staff? I did not see any in the chart.

2. Expectations, preparation, and work experience of the graduate faculty are conducive to the effective delivery of the program.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	1

Comments for IV.A.2

- Maybe I missed it, but what I saw for this question was a description of viewing diversity in the "broadest of terms." But, I am not sure that answers this question.
- A particular strength. The ongoing professional development and awards won, all while they teach 12 credits is impressive.

3. The program has identified how changes in the composition of the graduate faculty have affected the program (if relevant).

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	1
Not Applicable (explain why in comments below)	0

Comments for IV.A.3

- Please tell the 2 who earned tenure, CONGRATS !! However, your answer to this question did not seem to address curricular impacts (which I think is the gist of this question).

4. The program has identified staffing needs and pending changes that may affect the delivery of the program.

Sufficient Evidence	5
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for IV.A.4

- Since the program mentions possible retirement in the faculty rank, does the program have a plan of action to respond to this possible change?
- Nice, clear, succinct statement that says it all !

General Comments related to Section IV.A

IV. Resource Availability & Development: B. Teaching & Learning Enhancement

1-2. Graduate faculty engage in activities to enhance teaching, advising, involvement in course or curricular revision, new course development, etc.

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

Comments for IV.B.1-2

- The faculty attend many external professional development opportunities at conferences.

IV. Resource Availability & Development: C. Research & other Scholarly/Creative Activities

1-2. Graduate faculty engage in scholarly/creative activity in ways that support or advance the graduate program.

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for IV.C.1-2

- Faculty have been productive scholars!

IV. Resource Availability & Development: D. External Funding

1-2. Graduate faculty pursue funding through grants, contract, and/or gifts in ways that support or advance the graduate program.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	1

Comments for IV.D.1-2

- Not answered
- Has the faculty reached out to the Office of Sponsored Research for help in locating grants? That office is quite helpful.
- Most grants are internal (not bringing additional dollars to UW-W), but they are good service.

IV. Resource Availability & Development: E. Professional & Public Service

1-2. Graduate faculty engage in professional and public service in ways that benefit internal and external constituencies.

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for IV.E.1-2

- Nice work!

IV. Resource Availability & Development: F. Resources for Students in the Program

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

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for IV.F.1

- What would be the effect on the program if the funding from Extension becomes less reliable?
- (and are now being reduced by 15%)...does this mean that your budget for the upcoming year is to be reduced by 15%. If that is true, then perhaps you may lack some key resources in the future.

IV. Resource Availability & Development: G. Facilities, Equipment, & Library Holdings

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

Sufficient Evidence	6
Some/Partial Evidence	0
No/Limited	0

Comments for IV.G.1

- Your response seemed to indicate 2 different views; that with the expansion of your space all is good but your last sentence of we have concerns....seems to counter this

V. Conclusions and Recommendations from the Department or Program

1. Program strengths are discussed.

Sufficient Evidence	5
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for V.1

- This list seems very similar to your "competitive edge" answer earlier. You did write: International opportunity: Guatemala and Scotland programs offered every other year. In what way is counseling involved in these international programs? Are they semester long, 6 week, or 3 week programs?

2. Areas of improvement and continued progress are discussed.

Sufficient Evidence	5
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for V.2

- you wrote: "Second, we hope to improve upon our assessment plan, specifically related to data organization and analysis" but this wasn't clear how you thought this should be improved...just it needs improvement. You wrote....our work includes...."and further definition of our SLO" ...maybe I missed something, but the SLO were not overly clear in the assessment section of the report....so does "further" mean clarify?

3. Recommendations and resources are discussed.

Sufficient Evidence	5
Some/Partial Evidence	1

Comments for V.3

- The last bullet point seems incomplete.
- You wrote: "Resource support. We need to maintain important resources—for example staff levels and graduate student support. This will allow us to maintain necessary ratio for accreditation;"....but earlier you wrote that your staff levels were sufficient? You wrote: "Resource support. We need to maintain important resources—for example staff levels and graduate student support" a) what are other important resources needed when you earlier wrote that staffing was adequate?

General Comments related to Section V**VI. Reviewer Conclusions****1. Strengths of the Program**

- Program is accredited through CACREP and worked to comply with the new accreditation standard.
- Unique programming elements and resources, including the Winther Counseling Services, state-of-the-art technology available to the Counseling Services, international opportunity, and pathways to different licenses.
- Active and supportive alumni network, which is an indicator of the quality of the program and its staff/faculty.
- Student enrollment data shows sustained demand. The program has a strong focus on utilizing and enhancing resources to enhance student learning.
- Not necessarily the program....but, this was one of the easiest reports I have read for maneuvering through the sections....so, THANK YOU ! The program has a good holistic view of the skills needed for its graduates.
- This program has a comprehensive view of what type of counselors they want to produce and what curriculum is needed to accomplish that. The program has achieved and maintained CACREP accreditation. Faculty are noted scholars, teachers, and public servants.
- Faculty.
- Student experiences.
- Links to the community.
- Strong commitment to social justice.
-

2. Areas for Work or Improvement

- Refinement of assessment plan and SLOs, and use collected data to inform curricular and programmatic decisions.
- Exploration/refinement of online and/or blended course delivery and assessment.
- Marketing of program to maintain vibrancy and increase diversity of students.
- The program should consider LinkedIn as a tool to track graduates.

- a) diversity of student population b) connection between assessment data collected and curricular decisions.

3. Recommended Actions

- a) Refine the assessment plan and SLOs, and use collected data to inform curricular and programmatic decisions.
 - i) Consider exploration/refinement of online and/or blended course delivery and their assessment. Collect data on pilot offering(s) and use data to inform future changes.
 - ii) If necessary, begin small, but acquire pilot assessment data, even if it is just from one group of courses, and connect the collected data to curricular decisions (this does not mean changes will always be necessary, the collected data may confirm the direction the program has adopted is working well). This will provide empirical evidence for whatever approach the program decides is the one that best serves the University, your students, and the community.
- b) Leverage college and/or university resources such as Inclusive Excellence and Diversity offices to help increase diversity of students.
- c) Develop a system to track graduates: Please create a program LinkedIn page. This data might also be used to comply with "Gainful Employment" data required if the standalone certificates were to ever be made eligible for Title IV financial aid.

4. Other Questions- None

5. Other Comments

The Audit and Review committee should look into accommodating the program's request to better align audit and review schedule and the program's accreditation schedule.

I hope I am incorrect....but I am sensing a reluctance to dig deeper into the assessment data to help guide (or support) the decisions that the program is making. I voted major concerns because of the lack of evidence that suggestions from the last A&R report were addressed. A major concern, while distressing to some, will help you by requiring periodic progress reports.

6. Recommended Result; *continuation without qualification*

Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0
Continuation without qualification	4
Continuation with minor concerns	1
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	1
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

****Next FULL Self-Study is due to the College Deans by October 1, 2024 and by November 1, 2024 to the Assessment Office.**