

**Agenda and Evaluation Report for  
Audit & Review Face-to-Face Meeting  
University of Wisconsin-Whitewater  
Early Childhood Education Majors and Minors, 2020-2021**

**Date:** 3/1/2021

**Time:** 3:30pm-4:30pm

**Place:** Webex

**Invited:** Interim Provost Greg Cook; Interim AVC Kristin Plessel; Dean Robin Fox (Education & Prof. Studies); Department Chair/Program Coordinator Brooke Wincell; faculty and staff in the Early Childhood Education program; Audit & Review Team Chair Corey Davis; Audit & Review team members John Pruitt, Janine Tobeck, Denise Roseland, Assessment Representative Katy Casey

- 1) Call to order
- 2) Introductions
- 3) Overview of review team evaluation, program comments
  - a) The review team noted that the report was exceptionally well written. The additional information and context was helpful and appreciated. This program appears to be bucking the trend in terms of declining enrollment and lack of resources- instead, turning to hard work to address these challenges. Very impressive.
  - b) The program shared its plans to seek national accreditation and noted the additional curriculum work needed to align to DPI licensure changes. Regardless, they are discussing additional programs, such as a Master's degree in ECE. They appreciated the review team comments.
- 4) Discussion of Review Team's evaluation:
  - a) If the program secures accreditation and adds an MSE, the work load will increase. What additional resources does the program need to support current workload and these possible additions?
    - i) The program is mindful of the additional workload that would come with accreditation. They are a hardworking and committed group of professionals that believe strongly in the value of accreditation. The team meets weekly and a smaller group is preparing the materials. The program talks regularly with the Dean and believes that if enrollment continues to grow with additional programs, they can secure the resources needed to meet the demand.
    - ii) Dean Fox was complimentary of the hardworking faculty and staff in the program. She noted the additional service contributions made by the team, including running the Early Childhood Conference- which draws national attention to the University. Dean Fox fully supports the work of the program.
    - iii) Provost Cook noted the exceptional growth in the program during a precarious time in University enrollment. He commented on the importance of prioritizing programs, such as ECE, to ensure they have the resources needed to continue to grow and succeed.
- 5) **Recommended Actions:** The evaluation report lists 2 recommended action (see page 4), related to data collection and program development.
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- 6) **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 full self-study will be due to the Dean on October 1, 2025 to the Assessment Office on November 1, 2025
- 7) Adjourn. \*Review team report is attached below.

**University of Wisconsin-Whitewater  
Committee Form: Review of Audit & Review Self-Studies  
Undergraduate Programs, 2020-2021  
Majors/Minors and Standalone Minors**

Date of Evaluation 2/2/2021 Short Self Study (SS\*)    
 Program: Early Childhood Education Major  Minor

**Evaluations submitted by:** Corey Davis, John Pruitt, Janine Tobeck, Katy Casey

**Review meeting attended by:** Corey Davis, John Pruitt, Janine Tobeck, Katy Casey

**If the program included introductory remarks, please add any comments you have on this introductory information. (Note: Programs are not required to include introductory remarks.)**

This program continues to be of fundamental importance not only to the College and University but to the state workforce needs.

Impressive record of accomplishments and continued goal-oriented commitments

Comprehensive summary of the program's accomplishments. The context of the program preparing educators, offered in multiple formats, and utilizing a cohort model was helpful. Congratulations on the hard work and accomplishments of your faculty and staff!

**Recommendation #1**

Assessment: (a) Develop a clear assessment plan, making decisions about which specific SLOs to focus on more closely each year. For example, if using the DPI competencies as SLOs, focus on one or two of these competencies each year, (b) Fully implement the assessments, (c) Develop and clearly articulate a process for the program to regularly review and discuss data and make data-based decisions and (d) Develop efficient strategies to track how data are used to improve the program.

**Recommendation #1 Overall Evaluation (please select your choice).**

|                    |   |
|--------------------|---|
| Good Progress      | 4 |
| Making Progress    | 0 |
| Little/No Progress | 0 |

**Comments related to recommendation #1**

It's clear how the outcomes are/will be assessed, with 5/6 SLOs being assessed from specific learning artifacts.

Each artifact has an associated assessment rubric consistent with state and accrediting body standards. SLO 6 is connected to placement-based assessments.

Very useful table that clearly connects DPI InTASC standards to associated program SLOs.

SLO articulation communicates a unified program identity that seems able to weather changes in multiple external requirement systems. Rubrics still measure standards rather than the SLOs directly, but the plan to include the SLOs with cross-reference to standards on all syllabi and the identification of artifacts used to measure each show intentionality and solidity, while the program plans additional attention to student development through the SLOs as part of their self-study.

The program should be commended for its responsiveness to the number of external demands over the past 5-years.

1a. Well written, meaningful, and specific SLOs. It is difficult to write a core set of SLOs aligning to two

additional sets of national standards. Each SLO includes a lot of measurable content, which likely results in a robust assessment system. 1b. SLOs are aligned to specific artifacts students' prepare. Faculty, staff, and supervisors use a rubric to evaluate the artifacts. 1c. The program has an assessment system in place, and embraced the development of program SLOs that truly reflected the mission of the program.

Development of student learning outcomes aligned with those of professional organizations in the field 2. Each student's learning assessed by means of six major artifacts, each with its own rubric aligned with those of professional organizations in the field 3. Completion of InTASC Standards and Dispositions Evaluation by all students, supervisors, and cooperating teachers 4. Since dropping the edTPA requirement (with DPI's blessing), the department now engages in self-study to acquire accreditation through NAEYC; regularly revising required artifacts and rubrics in order to measure student proficiency against NAEYC standards 5. Department will take next steps to gather information from all courses in order to complete Student Learning Opportunities chart of self-study process

## Recommendation #2

Work with the Dean's office to equip classrooms with consistent, updated technology.

## Recommendation #2 Overall Evaluation (please select your choice).

|                    |   |
|--------------------|---|
| Good Progress      | 3 |
| Making Progress    | 1 |
| Little/No Progress | 0 |

## Comments related to recommendation #2

I got lost in the plethora of acronyms, but it looks as if ECE is anticipating more focused growth and recruitment efforts, with support from a grant from WECA, plus support from the dean to explore developing a master's program.

DPI has changed standards and reporting requirements. The shortened self-study clearly explains the changes and how the Early Childhood Ed program is meeting and exceeding the DPI standards by still adhering to NAEYC, InTASC and CEC standards.

Self-supporting ECE4U program and aggressive (yet sustainable) recruiting and partnership pursuits are assisting in growth efforts. Faculty have also been productive in applying for and securing grant funding. Additionally, Continuing Education resources have been helpful. The ECE program is also exploring a MSE in ECE, which would be more focused than the current UW-W graduate options, which currently only offer the MSEPS with an ECE focus (which is not even a formal emphasis).

Program is monitoring its sustainability and is aware of additional resources needed to support growth and increasing technical demands. Staff are actively seeking grant support for focused recruitment efforts, formalizing a potential MSE, etc.

The program has exceptionally committed and passionate faculty and staff. During challenging times, the program has grown, added additional program models, secured grants, sought national accreditation and explored the potential of developing a MSE. In addition, College leadership has been supportive in developing this program.

**If the program included additional information/remarks at the end of the short self-study, please add any comments you have on this additional information. (Note: Programs are not required to include additional information/remarks.)**

This is a high-achieving and accountable program which is vital to the campus and the region.  
Goals are ambitious, but focused.

**Recommended actions: Please make sure recommended actions are clearly stated so the program will know what is expected.**

1. Continue work in assessment planning. Report out on data collected on program SLOs, and how the data is used to help make program decisions.
2. Continue to work with College Dean to secure resources necessary to work on grants and program development.

**Should the program be required to submit a progress report before their next full self-study?**

|  |   |
|--|---|
| Yes, the program should submit a progress report by [insert due date]. | 0 |
| No, a progress report is not needed.                                   | 4 |

**Additional comments:**

This was an exceptionally well written and prepared self-study. The additional information and context was helpful and appreciated. This program appears to be bucking the trend in terms of declining enrollment and lack of resources- instead, turning to hard work to address these challenges. Very impressive.

**Recommended Result**

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