

University of Wisconsin-Whitewater
Committee Form: Review of Audit & Review Self-Studies
Graduate Programs
2012-2013

Program School Psychology (MSE) Major _____ Minor _____

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.			
2. The program supports other undergraduate and graduate programs offered at UW-W (if relevant).			
3. The program has been responsive to actions recommended from the previous Audit and Review Report; Progress Reports have been included (if relevant).			X X X X X X X X

Comments:

- A. The program has fully responded to the recommendations of the last Audit and Review report, and in so doing, firmly established goals for continuous programmatic improvement—particularly in terms of advancing student learning. (pp. 26-27)
- B. Sufficient evidence of changes in the curriculum (only one change), policies and procedures, faculty and assessment areas is provided.
- C. A Mission Statement has articulated the core purpose of the program.
- D. Strength from assessment data show both formative and summative results for students to monitor their own process of growth both professionally and personally. The 100% passing rate on NCSP is impressive.
- E. Weakness from assessment data show the need to incorporate inclusive excellence (NOTE: now included as Strategic Goal #3) in recruiting and graduation. Students seem to lack agile incident response capability when facing new or ill-defined problems or situations – can be specified in Goal #7.

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.			
2. The program attempted established and fulfilled program goals and objectives designed to improve the quality of the program.			

3. The program has a process for setting and assessing goals and making decisions about program changes based on assessment.			
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).			
5. The program achieved or maintained accreditation (if applicable) and/or earned recognition or awards.			

Comments:

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.		X X X	X X X X X X X
2. Expectations of graduate students differ from undergraduate students in dual-listed courses.			X X X X X X X X X
3. Changes to the curriculum were based on assessment data.		X X	X X X X X X X
4. The program offers additional opportunities for students, and students make use of these in ways that impact the University, community, and/or region.			X X X X X X X X X
5. Online courses are evaluated in ways that ensure effective delivery, continuous improvement, and student learning (if applicable).		X	X X X X X X

Comments:

- A. The program does an excellent job articulating the difference in expectations of graduate students v. undergraduate students in dual-listed courses. (pp. 8-9)
- B. The program is well designed and intentional in the curricular changes that have been implemented recently. There is a commitment to learning and serving – program students are involved with a number of area school districts as they apply their learning.
- C. The program is responsive to its environment—having added coursework in response to feedback from former students, current students, and practicum field supervisors, and responded to changes in content areas in the national examination. (p. 5)
- D. Participation in the “Straight Talk Mentoring” and “Practicing What We Teach” Programs seems to enable students practicum opportunities outside of classroom boundaries and establish a “world view” of what actually happen in school settings.

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.			X X X X X X X X X
2. The program has an Assessment Plan for measuring students’ progress in attaining the learning outcomes.			X X X X X X X X X
3. Research/scholarly activity, as defined by the program, is incorporated in the achievement of student learning outcomes.		X X	X X X X X X X
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.			X X X X X X X X X
5. The program has developed a process for using assessment data in making changes to students’ learning outcomes.		X X	X X X X X X X
6. Results of assessment efforts have been shared with internal and external constituencies.	X	X	X X X X X X X

Comments:

1. The program has a thorough academic assessment process that collects direct and indirect assessment data from courses within the program, from supervisors outside the program, from national examinations, that are all closely tied to the learning domains of the program. (pp. 12-24)
2. The learning outcomes are very closely mapped to the curriculum as there appear to be intentional efforts to introduce, develop, and assess learning across the curriculum (Appendix C, p. 50; Appendix F, pp. 10-11).
3. The “data-based decision-making” approach is similar to systematic design commonly used in science and engineering. A side-effect could be students become accustomed to reactive than proactive in problem-solving situations. Assessment data seem to reflect the observation.
4. Appendix F—Assessment Manual, outlines a clear process for the use of assessment data.
5. Students are actively engaged in conducting research with faculty and sharing in settings ranging from state conventions to national publications. (pp. 10-12)
6. The program has an extensive process for sharing assessment information both internally and externally. (p. 25)

III. Student Recruitment, Enrollment, Retention, and Graduation

A. Trend Data

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

Comments:

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.			
2. Data suggests that employment opportunities for graduates of this program will remain strong.			
3. Program is cognizant of differences in student populations (e.g., full-time/part-time students, working adults, recent undergraduate degree recipients, etc.) .			
4. The program effectively tracks graduates of the program.			

Comments:

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.			

Comments:

IV. Resource Availability & Development

A. Graduate Faculty Characteristics

Criterion	Patterns of Evidence		
	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.			
2. Course responsibilities for each faculty member are clearly indicated.			
3. Expectations, preparation, and work experience of the graduate faculty are conducive to the effective delivery of the program.			
4. The program has identified how changes in the composition of the graduate faculty have affected the program (if relevant).			
5. The program has identified staffing needs and pending changes that may affect the delivery of the program.			

Comments:

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.			
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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.		X (pp10-12)	X X X X

Comments:

A. Clear evidence of professional engagement in scholarly and creative activity (especially between 2008-12) and especially impressive collaboration with students in that process. (pp. 10-12)

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.			

Comments:

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.			

Comments:

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.			

Comments:

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.			

Comments:

V. Conclusions and Recommendations from the Department or Program

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. Program strengths are discussed.		X	X X X X X X
2. Areas of improvement and continued progress are discussed.		X	X X X X X X
3. Recommendations and resources are discussed.	X		X X X X X X
4. Other comments by program (not rated)	----	----	----

Comments:

- A. The strategic goals address the weaknesses identified within the program. It will be important to notice how they are able to meet these goals over the next few years.
- B. The program is well aligned (from the mission statement, detailed goals, assessment framework, to use of the data, etc.) and has provided detail regarding ongoing and continuous improvement.
- C. The program faculty demonstrate how assessment can be a tool to mutually benefit student learning (both process and outcome) and curricular improvement (through rigorous and consistent assessment data analyses).

Other comments/questions:

- A. This is an exceptional graduate program at UW-W and can serve as a model for existing and new graduate programs. Congratulations to the faculty and coordinator of the program.
- B. While the work of the LEAP team generally, and LEAP learning outcomes specifically, have seemed to forward the thinking of the faculty relative to the program, the program is encouraged to consider more directly the role of the UW-W Graduate Learning Outcomes as the program moves forward in its assessment initiatives.

(Comments/questions about the report...)

- A. Report was very well done – and the assessment plan is one that we will use (with permission) in our own department as we look at curricular revisions.
- B. The document notes that content areas for the national exam have changed from 5 previous areas to 6 new/modified areas. A new course was added to the curriculum partly in response to this change. However, it is unclear how these 6 areas are covered using the current curriculum. A mapping of the courses onto the content areas would be useful. Also, the data and research based practices seem to be stressed in the 6 areas. The mapping of the courses would allow us to understand if this data/research based approach is being incorporated into the curriculum. The program identifies 11 domains and maps these domains onto the courses. A mapping of the 6 areas onto the domains and in turn to the courses would be helpful.

Recommended Actions:

- A. A full QM review for the online course must be completed soon.

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.

***The next full self-study is due 2017-2018. The Psychology Department participated in the "Learning by Degrees" campus improvement project for HLC accreditation during 2012-2013. This project involved extensive assessment of student learning related to outcomes in the Lumina Degree Qualification Profile (DQP), department reflection on how their curriculum aligns with the DQP, and feedback on the DQP framework. It is agreed that the department's report for the DQP project can be submitted in lieu of their next self-study (due in 2017-2018), per Dean John Stone (accreditation project Chair), Greg Cook (Associate Vice Chancellor for Academic Affairs), and Joan Littlefield Cook (Psychology Department Chair).**