

Evaluation Report for Program Review Face to Face Meeting University of Wisconsin-Whitewater: Early Child Care Education (BA, BS), 2025-2026

Date: March 16, 2026

In Attendance: Interim Provost Robin Fox; Dean Lana Collet-Klingenberg (Education & Prof. Studies); Department Chair Ozgul Kartal; Program Coordinator Anne Tillett; faculty and staff in the Early Child Care Education program, Lori Becker; Program Review Team Chair Kim Kostka; Program Review team members Andrea Ednie (College Expert); Assessment Representative Katy Casey

Overview of review team evaluation, program comments:

There is a strong need for this program within the state and nationally, given the critical shortage of early childhood educators and the ongoing need for practitioners to continue developing their knowledge and skills. Flexible training pathways are essential to meet this demand, and this program is well positioned to fill that gap. The review team also recognizes the unique collaborative nature of the program. While this collaboration requires additional administrative effort to coordinate multiple partners, it has contributed to the program's steady growth.

Discussion of Review Team's evaluation:

1 – The program has one dedicated staff member and is maintaining enrollment with hope of growing. Are the staffing and other program resources sufficient to sustain the program in the future?

- i) The program relies on a consistent group of part-time instructors, many of whom have taught in the program for an extended period. This long-term continuity contributes to program sustainability, as it reduces the need to train new instructors each term and provides students with a consistent learning experience.

Continuing Education and COEPS have actively supported student recruitment efforts, including conference attendance and other outreach activities that help increase program visibility. At present, the program feels its resources are sufficient to meet current needs.

A follow-up question was raised regarding the optimal enrollment size for long-term sustainability. While the program expressed a desire for growth to help address the statewide need for early childhood educators—and noted that instructors would welcome larger class sizes—no specific target enrollment number was provided.

2 – The program noted that many students balance multiple responsibilities when completing this program. What are ways in which the program supports students as they progress toward their degrees?

- i) The coordinator explained that student support is personalized. For students who have difficulty with math, some choose to complete an in-person course elsewhere because they learn better in a face-to-face environment. Depending on placement results, students may also be eligible for tutoring or developmental math courses. The program coordinator currently refers students to the Chrisman Success Center where both in-person and remote tutoring is available for math and other disciplines, and will contact the math department chair to discuss other strategies for improving math success. The program regularly reviews student performance data to determine whether curriculum revisions or changes in course sequencing are needed to better support students' learning needs.

3 – The review team wondered about time to degree and graduates. Can the program provide some information on how long it takes students to complete this program, on average, and the success rate of graduates?

- i) The program coordinator reviewed degree completion data in advance of this meeting. She reported that students need anywhere from 3-11 semesters, including summers to complete the program. Most students fall between 4-8 semesters. Students can transfer in a lot of credits and usually take 1-2 classes per term.
- ii) The analysis of degree completion revealed many students applied, accepted, but never started. From the 2023-24 cohort, 15 were admitted and 8 of those students never enrolled, 5 graduated, and 2 are still working to complete their degree.
- iii) The Provost asked whether there might be a way to maintain contact with students who were admitted but did not enroll, so the program remains visible and they can easily re-engage if their interest returns in the future. The team discussed contacting admissions to develop a Slate campaign, and the program coordinator suggested that with a small population at this time, she could commit to doing follow up calls

Recommended Actions:

Recommended Action #1

Assessment: The next assessment plan should include a cyclical timeline that reflects continuous improvement and analysis of student knowledge and skills and how those can be addressed during their program.

Recommended Action #2

Student Support: Consult with the math department about possible ways to better support student success in math.

Recommended Result:

Continuation with minor concerns

Next Self-Study and/or Progress Report Due Dates:

1 - Next FULL self-study will be due to the Dean on May 1, 2032, and to the Assessment Office on August 1, 2032.

For a copy of the full evaluation report and detailed comments, please reach out to the assessment office: assessment@uww.edu.