

**Agenda and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Teaching ESL Minor, 2020-2021**

Date: 5/13/2021

Time: 3:30-4:30 pm

Place: Webex

Invited: Interim Provost Greg Cook; Interim AVC Kristin Plessel; Dean Robin Fox (Education & Prof. Studies); Department Chair Julie Minikel-Lacocque; Program Coordinator Melanie Schneider; faculty and staff in the Teaching English as a Second Language program Jenna Cushing-Leubner; Audit & Review Team Chair Yushan Zhao; Audit & Review team members Sarah Hessenauer, Denise Roseland, Assessment Representative Katy Casey

- 1) Call to order 3:30
- 2) Introductions
- 3) Overview of review team evaluation, program comments
 - a) The TESL minor and its licensure programs in Teaching English as a Second Language and Bilingual-Bicultural Education is a unique teacher education program in the state of Wisconsin committed to training linguistically and culturally diverse teacher candidates. The program's travel study with Oaxaca, Mexico in Spanish language and culture with Mexican Culture was a well-known program on campus- Great work! Dedicated and collaborative faculty.
- 4) Discussion of Review Team's evaluation:
 - a) The review team noted the program was working on significant restructuring due to licensure changes. What are the anticipated changes in program delivery and/or courses based on licensure changes?
 - i) Dr. Schneider outlined the ongoing work to align the program's curriculum to changes in teacher licensure. The stand-alone minor in ESL will be offered in conjunction with the elementary and middle school teacher licensure program. This change will result in a reduction of credits and changes to some course curriculum. Additionally, the program will create a route for teacher candidates to also earn a bilingual license. The program staff were excited about the changes. They anticipate increased enrollments as they are offering more opportunities for students to secure licenses in these areas.
 - ii) The team recognized the significant amount of work that is ongoing to support the redesign.
 - b) Will the licensure changes provide an opportunity to review faculty and staff responsibilities, or request additional teaching staff?
 - i) The program feels it has enough faculty to support the program currently. They also recognized the staffing needs of COEPS as a whole. However, if there is growth in enrollment as is anticipated, they will need to discuss an increase in faculty or staff positions.
 - c) During the meeting, we discussed assessment of student learning as the program works through the redesign. They were encouraged to implement as much of the assessment plan finalized in spring 2020 during the transition, and create a structure to support assessment in the new program model. Staff in OAA are happy to support assessment work if needed.
- 5) **Recommended Actions:** The evaluation report lists two recommended actions (see page 10, point 4) related to program planning and assessment.
- 6) **Recommended Result:** *Continuation with minor concerns*
 - Please make use of the detailed comments in the evaluation report (below).
 - Please select all applicable boxes and fill in the appropriate year:
X Next FULL self-study will be due to the Dean on October 1, 2025 and 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 2/26/2021 Short Self Study (SS*) _____
 Program: Teaching English as a Second Language Major Minor

Evaluations submitted by: Yushan Zhao, Sarah Hessenauer, Katy Casey, Hepsi Kumpaty
Review meeting attended by: Yushan Zhao, Sarah Hessenauer, Katy Casey, Hepsi Kumpaty, Denise Roseland

Q6 - I. General Program Information

1. The program's mission statement reflects the nature and scope

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

2. The program is aware and reflective of changes affecting improvement since the last review.

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

3. Characteristics of the program set it apart from others when compared regionally and nationally. The unique aspects of the program attract students.

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

4. The program has been responsive to actions recommended from the previous Audit and Review Reports; Progress Reports have been submitted, if relevant.

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

Alignment within the University

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

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

2. The program supports general education and/or proficiency programs at the University.

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

3. The program is collaborative and supports other academic programs across the College and/or University.

1	Sufficient Evidence	3
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

General Comments related to Section II

Their introductory course in the TESL minor, CIGENRL 350: Introduction to ESL and Bilingual-Bicultural Education, fulfills the diversity requirement therefore supports the university diversity requirements. This also serves as a gateway course for the TESL minor.

Support university's commitment to serve students from diverse background, experiences, identities, and abilities. Contribute to university goals (#1, #5) and objectives. Have connections with other departments such as Educational Foundations and Special Education, Mathematics, Biology, History, Music, etc.

III. Program Goals & Accomplishments

1. Goals and objectives were identified and undertaken to improve/advance the program.

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

2. Goals currently in place will contribute to the program's advancement. Criteria for determining success were measurable and attainable.

1	Sufficient Evidence	3
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

3. The program supports general education and/or proficiency programs at the University.

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

4. The program has a process for setting and assessing goals and making decision about changes to the program.

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

General Comments related to Section III

The program conducts 7- 8 ESL/BE monthly meetings of which two meetings are dedicated for assessments. The program's assessment plan shows a timeline to review student progress on each of the 5 program SLOs
Two major goals: have a complete assessment plan and redesign program for the Department of Public Instruction. Set goals in May for the following year, and faculty meet monthly to revisit goals, plan courses, and review the program.

The program sets annual goals and meets regularly. Goals listed are practical and attainable.

Participated in assessment institute and have monthly meetings to discuss program.

IV. Curriculum

1. The program has a clearly articulated, efficient, and purposeful curriculum.

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

2. The program prepares students in majors, minors, and related emphases tracks in post-graduation and other applicable experiences.

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

3. Appropriate assessment data were used in making curricular revisions.

1	Sufficient Evidence	0
2	Some/Partial Evidence	2
3	No/Limited Evidence	2

4. Students participate in the high impact practices.

1	Sufficient Evidence	3
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

General Comments related to Section IV

The minor includes an attractive course on assessment which is unique!! The course prepares teacher candidates to assess the needs of multilingual learners in ESL and bilingual education programs which is great and generates assessment data for the program. 2. . The ESL/BE faculty collaborated with Graduate Studies and Continuing Education to develop graduate cohort programs with nearby school districts to increase the number of teachers licensed in ESL and Bilingual-Bicultural Education (BE). This work has resulted in two graduate cohort programs (one summer and one academic year for ESL licensure with an additional summer for BE), one in Delavan (2017-18) and one in Waukesha (2019-20). 4.

Have collaborative assignments and group projects in most courses. Have diversity/global assignments to emphasize cultural, racial, and ethnic diversity in student learning.

The program completed the assessment plan in 2019, and it has not been fully implemented. Prior to this, there does not seem to have been a process in place to use data to inform curricular decisions. The rationale provided to revise the curriculum make sense, but would be strengthened by an understanding of how students perform on the unit assessment and/or field. Did student perform better on this assessment once a field placement was added to the curriculum?

Department did engage in assessment institute and made changes based on this, not necessarily data driven changes.

V. Assessment of Student Learning

1. The program has clearly articulated learning outcomes for students.

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

2. Student learning outcomes are "mapped" to the curriculum.

1	Sufficient Evidence	3
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

3. The program provided a timeline indicating when faculty and staff assess SLOs. The timeline is manageable and sustainable.

1	Sufficient Evidence	3
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

4. The program collected a variety of appropriate assessment data allowing judgements about the extent to which students are achieving learning outcomes.

1	Sufficient Evidence	0
2	Some/Partial Evidence	1
3	No/Limited Evidence	3

5. Program faculty consider assessment data in making changes to the curriculum, students' learning outcomes, and/or other aspects of the program.

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

6. Student learning outcomes are aligned with the LEAP Essential Learning Outcomes in a way that is reasonable and meaningful.

1	Sufficient Evidence	3
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

7. Overall, the program has an appropriate assessment plan for measuring students' progress in attaining the outcomes.

1	Sufficient Evidence	3
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

General Comments related to Section V

The faculty in the program created an assessment plan for the TESL minor as part of the 2019-2020 Assessment Institute. The assessment plan looks complete and the program is planning to implement the plan soon. The report mentions they don't have much data collected for this review period. Make sure you stick to the timeline to track program's plan to assess the SLOs.

Good assessment template. Why is CIGENRL 455 not involved in the assessment in "curriculum map?" I am interested to see your detailed assessment report for each SLO, including assessment method, assessment rubric, and assessment analysis and results.

The assessment plan was completed at the Assessment Institute in 2019. Some action items are in-progress. The program was able to collect data on some of the introductory and developmental milestones. 5. It could be that there has not been enough time, but there is no documented evidence that the data collected has been used to revise the curriculum. However, there was mention of program changes due to new DPI licensure requirements- the data collected could be used to support or advise that process.

Have been working on plan since attending the assessment institute.

VI. Student Recruitment, Enrollment, Retention, and Graduation: A. Trend Data

1. Five-year enrollment and graduation trends reflect program vitality and sustainability.

1	Sufficient Evidence	3
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

2. [MAJORS ONLY] Credits-to-degree show that students can complete the degree in four years, or reasonably efficiently.

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

3. [MAJORS ONLY] Program has strategies to recruit and retain students.

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

4. Composition of students approximates or exceeds the diversity of students at the University.

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

5. Students can enroll in appropriate courses and proceed without delaying graduation.

1	Sufficient Evidence	1
2	Some/Partial Evidence	3
3	No/Limited Evidence	0

6. Claim that the program is oversubscribed, undersubscribed, or at optimum level is justified or supported by examples or data.

1	Sufficient Evidence	1
2	Some/Partial Evidence	3
3	No/Limited Evidence	0

General Comments related to Section VI.A

The number of minors in the ESL strand is decreasing, since this teaching minor is no longer being required. Moving forward, the program hopes the redesign of the TESL minor would help in addressing the enrollment issues.

Enrollment declined in 2019/2020. No data about student diversity. Can work with university to get student demographics data. Six courses are offered once a year due to faculty constraints. Need careful planning and advising to allow students to graduate on time. Optimal level for the program is 20-25 students per course.

There was some reference to students having difficulty enrolling in some classes. It makes sense that not all classes would be offered every semester, and yet this could impact students' time to graduation. Is there any data to show the impact of this problem? 6. The question was answered with a class size, and not a program enrollment number.

Concerns due to recent staff departures and budget.

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

1. [MAJORS ONLY] Placement information indicates that program graduates find employment or continue their education.

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

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

1	Sufficient Evidence	1
2	Some/Partial Evidence	3
3	No/Limited Evidence	0

General Comments for VI.B

What is the placement rate of graduates? How to track graduates? How about their career paths?

Lacking data from Career and Leadership

VII. Resource Availability & Development: A. Faculty and Staff Resources

1. Information on numbers of full and part-time faculty and staff are provided. Expertise of teaching staff are aligned with the needs and future vision for the program.

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

2. Information is provided about changes in the faculty since the last Audit and Review.

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

3. The program has identified staffing changes and anticipated areas of potential future need.

1	Sufficient Evidence	3
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

General Comments related to section VII.A

The program lost two permanent faculty. Given that this is a minor supporting 40-50 majors, the FTE sounds adequate. 3. The faculty are delivering their best but if they are expected to expand and involve more, may need some help.

One full time and four part time faculty members in total during the review period. Two part time faculty member retired in 2018 and 2020. One full time faculty and two part time faculty members teaching in 2020/2021.

Staffing is an area that will need to be addressed in the future.

VII. Resource Availability & Development: B. Student Resources

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

1	Sufficient Evidence	3
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

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

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

General Comments for VII.B

No comments for VII.B

VIII. Conclusions and Recommendations from the Department or Program

1. Areas of strength are discussed.

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

2. Areas of improvement and continued progress are discussed.

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

3. Recommendations and resources are discussed.

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

General Comments for VIII

Good assessment plan and dedicated faculty. The program is undergoing curricular changes due to changes in PI 34 of Department of Public Instruction. Need to find ways to track graduates.

Program redesign, continued recruitment of students, and staffing are all areas to be addressed.

VI. Reviewer Conclusions

1. Strengths of the Program

The TESL minor and its licensure programs in Teaching English as a Second Language and Bilingual-Bicultural Education is a unique teacher education program in the state of Wisconsin committed to training linguistically and culturally diverse teacher candidates. The program has a strong commitment to social justice and equity.

The program's travel study with Oaxaca, Mexico in Spanish language and culture with Mexican Culture was a well known program on campus! Great work faculty!!

The ESL/BE faculty collaborated with Graduate Studies and Continuing Education to develop graduate cohort programs with nearby school districts to increase the number of teachers licensed in ESL and Bilingual-Bicultural Education (BE). Their efforts have resulted in the creation of two graduate cohort programs.

Integrating LEAP initiatives in the curriculum and hopes to prepare future teachers for workforce with better skills in reaching out to diverse communities

Strong commitment to social justice and equity. Program is school-oriented including many assignments and opportunities to get course-based experience from school teachers. Dedicated and collaborative faculty.

The program offers students options of three professional tracks, two of which embed licensure. There is a need for K-12 teachers with skills in bilingual education.

Support of other educational programs 2. Program routinely assesses changes to be made to enhance the program.

2. Areas for Work or Improvement

The program is preparing for curricular revisions in keeping up with the DPI licensure requirements. The redesign will likely help the program improve options for ESL and BE teacher preparation along licensure requirements.

Need to develop strategies to track graduates. Where are graduates going? What is placement rate? What are their career paths? There is a decline in student enrollment in 2019-2020. Find ways to attract students and improve enrollment.

Explore staffing. Continue to develop assessment plan.

I am interested to see your detailed assessment report for each SLO, including assessment method, assessment rubric, and assessment analysis and results.

3. Other comments/questions

There is some concern that the program is lacking student diversity data and alumni data. Need careful planning and advising to allow students to graduate on time.

4. Recommended Actions (please specify):

1. Continue to collaborate with teacher licensure programs to determine how ESL/Bilingual courses will be included in the redesign of the license(s). Report out on the new course sequence and track toward dual-licensure. Address how the licensure changes impacts the faculty and staff teaching in the program.
2. Implement the assessment plan, collect data, and describe program and/or curricular changes as they relate to the analysis of student data.

5. Recommended Result

Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0
Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	1
Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	3
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
Report not submitted; refer to Provost for action.	0