

June 23, 2005

TO: Peter Spear, Provost

FROM: Mike Subkoviak, Associate Dean

RE: 2004-05 Reports on Program Review and on Program Assessment Activities

The following information is provided in response to your request of May 19 for summaries of program reviews and assessment activities that have taken place over the last year in the School of Education.

Attachments C and D are included as requested.

Program Review

The School of Education reviewed the following programs in the 2004-05 academic year: Counseling Psychology (MS program), Elementary Education (undergraduate), Dance, Educational Leadership and Policy Analysis (including CAVE), Educational Psychology (APA accreditation review – School Psychology program), and the PE Activity Program in Kinesiology.

The School of Education typically conducts its program reviews in the spring semester and departments have until the fall semester to present the results to the Academic Planning Council. Consequently, we have only received three reports: Elementary Education, Counseling Psychology, and the Physical Education Activity Program.

The Elementary Education Program was reviewed in February 2005 by an external review team that included Barbara Brodhagen of Sherman Middle School, Andrea Davis of Lincoln Elementary School, Kathy Hiteman of West Middleton Elementary School, Geneva Gray of the University of Washington, Rita Kehl of the Preschool Project in Madison, Wisconsin, and Alan Tom of the University of North Carolina at Chapel Hill.

The review team noted that overall student satisfaction with the program is good and that graduates leave the program feeling prepared to teach. They stated that the fundamental direction of the program is sound, but expressed some concern over the student to professor ratio and the length of the program (five semesters beginning in the junior year).

The Counseling Psychology master's program was reviewed in April 2005 by an external committee consisting of John Peregoy of Morehead State University, Michael Mobley of the University of Missouri, Michael G. Shatzberg of the University of Wisconsin-Madison, Linda Krantz of the Department of Public Instruction, and Ann Bohlman of Briarpatch Child and Family Services, Madison.

The review team was impressed with the overall quality of the program and especially applauded its emphasis on individual mentoring and advising and on diversity issues. The students are highly competent and pre-practicum training is tailored to individual students' interests.

The team expressed some concern over the lack of funding for graduate students and felt that faculty members did not always seem to identify as strongly with the master's program as they did with the Ph.D. program. They also felt that one of the specializations (Higher Education Student Personnel / Student Affairs) was underdeveloped and should be dropped.

Finally, the Physical Education Activity (PEA) program in the Department of Kinesiology was also reviewed in April 2005. The review team consisted of Larry Hensley, of the University of Northern Iowa, Susan Flynn of Purdue University, Eric Lehman, of the University of Wisconsin-Madison, Mary Rouse of the University of Wisconsin-Madison, and Chuck Shiebler of Ohio State University.

The team reported that the PEA program is a highly popular, effectively delivered program that has strong student support. They found that the quality of instruction was very high and that the program offered a wide selection of courses. The program offers good professional development opportunities for student teachers who leave the program well-prepared for careers as physical education teachers or occupational therapists.

The team did note that neither the UW-Madison nor the School of Education mission statements place a high value on physical well-being which means that the program receives fewer resources than it needs. This is ironic, according to the report, given all of the attention focused on widespread problems among undergraduates such as alcohol and drug abuse, depression, suicide, eating disorders and physical health problems associated with overweight. In addition to falling outside the overall missions of the University and the School of Education, the PEA program also seems to be only tangentially related to the Department of Kinesiology's mission. While the program coordinator sits on the department's executive committee, he does not have a vote on the committee. The review team expressed concern over the program's somewhat marginal position. They recommended that the provost appoint a blue ribbon committee to examine the role of physical well-being in the university and how programs like the PEA fit into it.

A situation arose in the APA accreditation review of the School Psychology program that should be discussed immediately by the Graduate Faculty Executive Committee (GFEC). Specifically, **the APA review team refused to conduct the review if a member of GFEC or other member of the UW-Madison faculty was appointed to serve on the view team.** Fortunately, in this case once an exception to the GFEC rule was granted, the APA appointed review team conducted a very positive review of the School Psychology program. However, it is clear that APA and perhaps other external accrediting bodies may want their appointed review teams to maintain an arms-length distance from the programs they are assigned to evaluate. Thus, the GFEC should consider situations under

which it might be willing to grant exceptions, as in the case of School Psychology, to the rule of having UW-Madison faculty serve on graduate program reviews. **A similar situation is likely to arise in 2005-06 when APA is scheduled to review the Ph.D. program in Counseling Psychology.**

Program Assessment

Associate Dean Ken Zeichner hired a project assistant during the 2004-2005 academic year with assessment funds. The assistant developed a survey that was sent to all K-12 principals in the state of Wisconsin. The survey which was designed to coordinate with the survey we send annually to our teacher education program graduates three years after graduation that asks how well our graduates have been prepared in specific aspects of teaching. The fall semester was used to design and pilot test the survey instrument. The survey was mailed out in early spring. To date, 532 surveys have been received and are currently being analyzed by the project assistant. During June, the project assistant will prepare a second report that compares what our graduates say about the teacher preparation that they received at UW-Madison in relation to what Wisconsin principals say. Both reports will be distributed to our Coordinating Council of Teacher Education, the new University Teacher Education Council and to our two main school advisory committees that advise faculty in our teacher education programs. These committees will discuss these reports during the fall semester and examine possible program changes that they suggest.

In addition, Zeichner chaired a joint School of Education and Letters and Science committee that conducted a thorough review of liberal studies requirements for teacher education majors. They will submit a set of recommendations for changing the requirements to the faculty in the fall.