Minutes
Assessment Oversight Committee
October 22, 2007
4:00 pm
320 Brigham

Present: Carol Sue Butts (Provost), Shane Drefcinski (Assessment coordinator, Undergraduate Curriculum Commission Representative), Peter Hadorn (LAE), Tom Lo Guidice (LAE), Matthew Roberts (EMS), Amanda Trewin (BILSA, APC Representative), and Carlos Wiley (Student Affairs Representative)

Guests present: Kim Tuescher and Dominic Barraclough

Absent: Ben Collins (Faculty Senate Representative), Mohaninder Gill (EMS), Marge Karsten (BILSA), (Student Senate Representative)

1. Approval of October 8, 2007 Minutes.
   Minutes will be approved at the next meeting (11/12/07).

2. Announcements
   Shane distributed the latest schedule for AOC through May 2008.
   11/12/07 Honor’s Program
   11/26/07 Reynolds and Mandel AAF Presentation
   12/10/07 Pioneer Involvement Center
   1/28/08 Music, Speech and Humanities (Gen Ed)
   2/11/08 Soil and Crop, PSC
   2/25/08 English
   3/10/08 International Studies
   4/14/08 Meyers AAF Presentation
   4/28/07 PAC and Performing Arts

The Provost met with Deans regarding budget issues. UWP may have to cut $350,000 per year due to budget crisis. Close to 90% of the UWP budget is salary. Therefore this will likely be a cut in people. Only flexibility in the middle of the school year is with part time semester by semester staff (those that hadn’t signed a 9-month or 12-month contract). UWP may lose 100 classes next semester. Each major required to find 2 classes to cut for spring. Those faculty will be reallocated to introductory courses for Spring 2008.

Peter concerned that cuts be done equitably. LAE hit hardest because heavily teach general education courses.

Tom asked about UW administrators. Carol Sue indicated that government employees administration is being cut but unclear what will happen at level of UW System.

CJ is proposing a new major, Forensic Investigations. It will be the only one of its kind within UW System. It will require the addition of 1 to 1-1/2 new faculty.
We will be moving forward with all Fall 2008 faculty searches. We’re hoping to fill all positions for next fall.


Dominic acknowledged that report was largely put together by Kimberly. At the end of each year data are added from that year. They acknowledged that they do need to be more vigilant about adding data. Also need to make sure that adjunct faculty track data as well.

In the report, Kimberly addressed how to measure effectiveness of program. What are students trying to achieve? What are the student learning outcomes?

A matrix was provided that included learning outcomes with assessment measures. Students also measure themselves through surveys. They also wanted people within our profession to evaluate students. As a result, there are a variety of people doing measurements. Their assessment is not just one look from one perspective. Assessment measures were also taken at different times within training program.

One challenge was to document what is needed to meet an outcome. As a whole, students are achieving student learning outcomes. They are weakest in applying critical knowledge of human development, counseling theory, measurement and assessment (outcome #2). They are strongest in demonstrating competency in using counseling processes (outcome #3). While our students may be weak in some areas, it was noted that this may not be related to teaching skills of faculty.

Over the last five years, the program has been reviewed several times (grad council, AOC, APC, NCAT, etc.). They have concluded that the program does offer a breadth of study and that students feel competent to practice upon graduating. They found no need for substantial changes in the program at this time. Faculty will continue to add new/current content to classes. Faculty will likely continually tweak courses. Faculty rely on student feedback (perhaps more reliable because graduate students rather than undergraduates) when making some changes. They do realize that it is critical to have conversations about specific courses at department meeting. Faculty need to know what is being covered in courses that they themselves do not teach. They feel that they have very good communication among faculty.

The students were described as diverse because they don’t require that students come in with a BS in psychology. This proves to be challenging because some students don’t have background while others are board. It is a strength as well since it provides an avenue to becoming a counselor to students that wouldn’t otherwise be able to do so. They have found that everyone can learn from life experiences of students.
It was noted that another faculty member is needed, due to Craig Wheeler’s resignation before Fall 2007. Faculty continually tweaking courses.

Assessment numbers are small because classes are small. The program needs to maintain small numbers because students need practical experience.

Tom noted that learning outcome 2 could be split into three learning outcomes.

Matt asked “How do you determine that an outcome has been met?” It was noted that some individuals may be weak in some outcomes. Many outcomes could be pass/fail. Matt felt that the assessment seemed subjective.

Tom asked whether DPI standards were used in development of program assessment. They indicated that some learning objectives designed because of DPI standards.

Carlos asked whether licensing exams could be used for assessment. They indicated that while there are national exams for both community and school, it would be difficult to use them for assessment because the exam can not be taken until individuals have practiced for 2 years (after graduation). Further, the School counselor Praxis is not ready yet.

If willing to be mobile, students are able to find job. It is fairly competitive in this area (SW Wisconsin) because this area is serviced with our training program.

Tom asked whether there were any initiatives related to students of color. They indicated that students of color are not treated any differently than other students. They do work to make sure that it is clear that they are available to all students. In practice, they only admit diverse students if they think the student will be successful. They do want to include multicultural experiences within practicum.

Amanda asked upon what criterion are potential student judged. During the admissions process, several factors are considered (GPA, 2 references, interview each applicant). They try to judge if prospective students are open to challenge and ambiguity. Are they open to their own change? We’re all a work in progress. How do they respond to the stress of an interview?

Peter moved to accept report. Carlos second.

4. Adjournment.

Honor reassessment may be postponed. Advisory committee may not have met yet.

Adjourn at 5 pm