

**Minutes and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Family, Health, and Disability Studies Minor Majors and Minors, 2016-2017**

Date: 3/2/2017

Time: 1:00-2:00 PM

Place: LT 4120

Attended: Provost Susan Elrod; AVC Greg Cook; Dean David Travis; Department Chair Leda Nath; Larry Neuman, former program coordinator; Disability Studies certificate coordinator, Loren Wilbers; Audit & Review Team Chair, Hephzibah Kumpaty; Director of Academic Assessment and Audit & Review team member, Joan Cook; Audit & Review team member Corey Davis.

- 1) Call to order: Chair Kumpaty called the meeting to order at 1:02 pm.
- 2) Introductions: Chair Kumpaty asked those in attendance to introduce themselves and their affiliation.
- 3) Overview of review team evaluation, program comments:

Hephzibah Kumpaty summarized the program's strengths. A few highlights include: The interdisciplinary nature of the program connecting many departments such as social work, psychology, communications, special Ed, women and gender studies and philosophy leveraging the knowledge and expertise of diverse faculty to prepare students in health care and related fields; The program continues to excel as a popular high-demand minor with enrollments exceeding 170+ students and remains as a unique program on campus and in the UW system; Very good progress has been made since the previous Audit and Review (A&R); The program spent dedicated time and effort in addressing the A&R recommendations from the previous review; Strong contributions to students' understanding of inclusive excellence issues; Impressive work has been done in terms of assessment. The learning goals are tracked annually through direct and indirect assessments, on-line and exit surveys and other measures of tracking students' progress. Assessment plan includes a systematic review of data and assessment tool to evaluate student learning outcomes and integrating LEAP initiatives in the curriculum; The program's long-term goal is to expand this minor into a major.

Chair Leda Nath presented an overview of the FHDS program noting that this is an interdisciplinary minor and the curriculum links courses from several other disciplines on campus that are related to social or psychological dimensions of family, health and disability. The focus is on families, health and health care system especially an understanding of how family relations intersect with health, illness, disability and healthcare. This is a growing field and has been a popular minor in the department. The curriculum has been revised to provide more balance in the three areas of emphasis. The revised curriculum also includes a statistics or methods class as part of the major or a unique requirement in the minor to enhance inquiry and analysis in social and behavioral sciences. The program offers students an option to earn a disability certificate with a couple of additional courses; The program supports university's general education program and the minor includes a choice of GH, GI and GS course options; 18% non-white and 92% female. Plans are on hold to a major due to staffing issues. The program will request a faculty line with specialty in global health.

- 4) Discussion of Review Team's evaluation:

a) Resources and Curriculum:

- There was a discussion of "sharing of administrative duties" by disciplines connected with this program since this is an interdisciplinary minor. It is noted that bulk of the load in terms of teaching, advising and administering of the program is currently supported by the sociology, criminology and anthropology department. The department wishes to have another tenure-track line dedicated to the program to be able to

offer core courses on a regular cycle. It was mentioned sharing of core courses could pose some challenges due to lack of structure and staff support but health courses could be an option. The curriculum has evolved over the years with significant modifications in the core and electives which is now much more focused and intentional in the three topics (family, health and disability). The program has enhanced collaborations with social work department. A new hire with social work and disability specialty is identified as a valuable addition who could assist with teaching needs in both the departments. Discussions ensued to explore collaborations with HR programs in the CoBE to address resource issues. Provost Elrod shared ideas and encouraged ways to think of creative revenue generating by offering credit, non-credit bearing courses through continuing education to meet program needs in the short-term.

- In terms of low participation of students in the HIP activities, Leda noted that this topic has been considered at the faculty meetings and strategies are being explored for systematic outreach to students about these activities to increase participation in future.

b) Dissemination of Assessment information:

- It was noted that the department/assessment committee is working towards sharing the assessment data widely to the faculty contributing to the program. One quick approach would be to have a D2L site dedicated to sharing and seeking feedback on assessment data from faculty.
- The program has put in lot of effort in having a strong assessment plan. It was noted during the discussions that some assessment data may not have been presented in a format to show how the data is being utilized in programmatic improvement and staffing needs. Suggestions were offered and to make use of direct and indirect assessment feedback as it relates to student learning outcomes, curricular review and program management..

c) Program management:

- The key feature of the program is that it is interdisciplinary in nature. The value of having an interdisciplinary steering committee with contributing faculty which meets on a regular basis to ensure sustainability of the program and trends in labor market was again noted and discussed. The program is working towards having a steering committee in place with a recommendation to meet at least twice a year in the next five years or so with department chairs connected to the program. The program's vision is to expand this minor into a major in future but plans are on hold due to staffing needs. Chair Leda Nath requested if revenues from the increased enrollments could be shifted to add faculty lines.
- In terms of the relationship of this minor to the Disability certificate and whether the program encourages students to earn this certificate, the disability studies certificate coordinator, Loren Wilbers presented a few insights. There are lots of overlaps and unique requirements that distinguish both the minor and the certificate. Some gaps have been identified and the goal is to make students aware of these options in future advising meetings.
- Given that this is a large minor and how the department was handling advising was discussed. The advising is handled well in the department and the coordinator and faculty were commended for sharing the extra workload. Some students in the minor are advised as part of their major.

5) **Recommended Actions:** The evaluation report lists three recommended action (see page 12, point 4) related to staffing, program management and strategic planning, and assessment.

6) **Recommended Result:** Continuation without qualification

- Please make use of the detailed comments in the evaluation report (below).
- Because the recommended result of this review is to continue without qualification, the program's next full self-study will be a "short" one focused on the recommended actions from the current report. This short self-study is due will be due **October 2021 to the Dean of the College of Letters & Sciences and November 1, 2020 to the chair of the Audit & Review Committee.**

7) **Adjourn:** The meeting was adjourned at 1:55 PM.

Submitted by Hephzibah J. Kumpaty

University of Wisconsin-Whitewater
Committee Form: Review of Audit & Review Self-Studies
Undergraduate Programs, 2016-2017
Majors/Minors and Standalone Minors

Date of Evaluation 12/7/16 Short Self Study (SS*)

Program Family, Health, and Disability Studies Minor Major Minor X

Evaluations submitted by: Hephzibah Kumpaty, Corey, Davis, Katy Casey, Joan Cook

Review meeting attended by: Hephzibah Kumpaty, Corey, Davis, Katy Casey, Joan Cook

I. Program Purpose & Overview: A. Centrality

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

Sufficient Evidence	3
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

2. The program supports general education, proficiency, and/or other programs at UW-W.

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

3. The program has achieved or is appropriately working toward achievement of at least two goals of Inclusive Excellence.

Sufficient Evidence	4
Some/Partial Evidence	0
Not Applicable (explain why in comments below)	0
No/Limited Evidence	0

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

Sufficient Evidence	1
Some/Partial Evidence	2
Not Applicable (explain why in comments below)	0
No/Limited Evidence	1

Comments

3. The program makes a strong contribution to IE efforts on campus.
4. Good progress on assessment. As noted in the self-study, still need to develop and implement assessments for some of the SLOs.
4. As you move forward, consider expanding the curriculum map to specify the courses in which each SLO is introduced, developed, and assessed, as a way of figuring out whether all are being fully addressed in the curriculum and whether additional embedded assessment tools are needed.

4. Please provide more information about how the program will ensure that the FHS Interdisciplinary meetings will take place. Does the program believe these are not necessary, or was the lack of meetings due to other reasons (e.g., staffing changes)?
4. The program was responsive to recommendations. It is not clear how the program has determined the areas in which they need to improve- what type "assessment" was conducted? This may become clearer in the assessment section, but the table in Document D does not indicate there is much "direct assessment" (only mentioned "survey" data) of student knowledge and skills.
4. It was recommended in the previous self-study that there are other health-related programs offered across campus and to invite representatives of these programs to participate in a steering board to evaluate strengths and to identify gaps and connections across the campus. It wasn't apparent if there were efforts to form such an advisory board based on the information from the current self study (page #7). The report mentions most of the annual assessments as being done primarily by faculty in the home department. Given the interdisciplinary nature of the program it would serve well for program continuation and sustainability. The self-study recognizes this oversight and plans to share assessment data with chairs from departments who offer courses in this minor.

I. Program Purpose & Overview: B. Program Mission, Goals, & Accomplishments

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

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

2. Goals and objectives were identified and undertaken to improve or advance the program.

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

3. The program has a process for setting and assessing goals, and making decisions about changes to the program goals.

Sufficient Evidence	2
Some/Partial Evidence	2
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

4. The program is considering potential revisions to mission, goals, or objectives; the program has a "vision" for where it wants to be in the future and how to get there.

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

5. The program, faculty/staff, and/or students have earned recognition or awards.

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

6. The program has achieved or maintained program-level accreditation or has considered seeking it, where appropriate.

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	1
Not Applicable (explain why in comments below)	3

Comments

2. I like that one of the 2012-13 goals involved a meeting between faculty to coordinate student learning outcomes, and that this was followed up by a discussion at a department meeting. What was the result of these discussions? This type of discussion and SLO alignment is potentially very useful.
2. Interesting "Works in Progress" forum--great way to provide feedback to faculty and students and help motivate continued progress.
3. Is the process for goal setting, monitoring, and accomplishment working well? My concern is that with so many majors, minors, etc. in the department, it may be difficult for any individual one (especially a minor) to get enough attention. How does the department ensure that the minor gets enough systematic attention?
3. Is there an opportunity for faculty outside the home department who are involved in the program to have a voice? How important is this? This is related to the FHS interdisciplinary group that was mentioned in the last A&R.
3. This sounds like it could be a productive discussion; is there adequate participation from stakeholders?
4. Might want to consider more deliberate publicizing of internships if that's a real area for concern.
4. Revisions were discussed although it's not clear what data they are based on.
4. Are there still plans for a major once the issues mentioned can be addressed, or has this essentially been dropped, the idea of a major?
6. I assume no accreditation is available, but please state this clearly.
3. Goal setting, annual assessments, data collection and review are done at the department level. The report says other faculty are invited to provide input at these meetings. Did that happen?
6. The program has not achieved or considered a program-level accreditation from an external accrediting body. Does the department pursue external accreditation? Good to seek one if possible.

It is obvious the program is working hard to address the needs of the students in this minor.

II. Assessment: A. Curriculum**1. The program has a clearly articulated, efficient, and purposeful curriculum, including options or emphases within the program (if applicable).**

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

2. If program offers dual-listed courses, the expectations of graduate students differ from undergraduate students; otherwise NA

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	4

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

Sufficient Evidence	2
Some/Partial Evidence	2
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

4. The program provides opportunities for students to learn in ways that extend beyond the classroom, and discussed the extent to which students are involved in these activities and opportunities

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

5. Online courses are evaluated in ways that ensure effective delivery, continuous improvement, and student learning (if applicable)

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

3. The department survey/exam is well designed, provides a good assessment of the SLOs. But I'm wondering if useful info could also be pulled from some course-embedded direct measures. Has this been considered?
4. The program offers and claims to encourage a number of valuable experiences like an internship, research methodology and undergraduate research. However, participation rates are low (5%). The report doesn't clearly articulate a strategy or action plan to improve participation in these co-curricular activities.
4. Good opportunities are available for students. Career Night seems like a great opportunity for students and alumni to connect.
4. Career night sounds like a cool idea.
- 1 & 3 Based on assessment results significant curricular revisions to this minor have occurred; The title of the minor is changed from "Family & Health studies" to "Family, Health and disability studies" which is attractive as it aligns with the mission of the University. The curriculum is reorganized to ensure students take one course (electives) each in all three emphasis to provide flexibility for 3 more additional credits for co-curricular learning. The 12 credits of core has a unique requirement component in statistics/methods to broaden analytical thinking.

II. Assessment: B. Assessment of Student Learning**1. The program has a clearly articulated learning outcomes for students, courses are "mapped" to these learning outcomes, and some outcomes received specific attention during the review period.**

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

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

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

3. The program has an appropriate assessment plan for measuring students' progress in attaining the outcomes.

Sufficient Evidence	3
Some/Partial Evidence	1
Not Applicable (explain why in comments below)	0
No/Limited Evidence	0

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

Sufficient Evidence	1
Some/Partial Evidence	3
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

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

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

6. Results of assessment efforts have been shared with appropriate internal and external constituencies.

Sufficient Evidence	1
Some/Partial Evidence	3
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

3. Is the department considering course-embedded assessment within the core courses?
3. Please say more about the department survey/exam. For example, what steps does the program take to help ensure that students take the survey/exam seriously?
3. I think creating a survey to collect data on student knowledge in a minor is impressive. The exam is well-designed and addresses all the SLOs, but I'm wondering if the program could pull useful information from other course-embedded work, perhaps on one or two specific SLOs that they want to take a closer look at.
5. The process for considering assessment data is fine but, as noted above, I'm interested in how the department ensures that each of their programs gets the attention it needs. Is this minor included periodically as a specific and separate agenda item for a department meeting, and at the department assessment meeting? With so many programs, it would be easy for some (particularly a minor) to fall through the cracks.
5. Great that the department holds an annual Assessment Meeting!
5. Is there any assessment of SLOs in individual courses in the program?
5. The curriculum is revised to include disability in the minor as most families deal with disability of some form and it is logical to have this emphasis part of the minor. Supporting document II-4 indicates 63.2% student satisfaction with this minor. Most have acknowledged that the program has prepared them well for a career in health care system.
6. Would be useful to periodically (every 2 years or so) meet with faculty/staff from other departments who teach relevant coursework to discuss the data, particularly on SLO achievement.
6. As for job placement, the perception is more anecdotal. Assessment data is lacking as to tracking graduates with job placement. Therefore, it is rather difficult to measure if students with minor are really successful in the job market.

III. Student Recruitment, Enrollment, Retention, and Graduation: A. Trend Data**1-2. Five-year enrollment and graduation trends reflect program vitality and sustainability.**

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

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

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	3

4. Program has strategies to recruit and retain diverse students.

Sufficient Evidence	0
Some/Partial Evidence	2
No/Limited Evidence	2
Not Applicable (explain why in comments below)	0

5. [MAJORS ONLY] Composition of students approximates or exceeds the diversity of students at the University

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	2

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

Sufficient Evidence	3
Some/Partial Evidence	0
Not Applicable (explain why in comments below)	0
No/Limited Evidence	0

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

Sufficient Evidence	3
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

1-2. Strong enrollments, continuing to increase.

1. Enrollment is strong and continues to grow. This seems to be an attractive minor for students in communicative disorders along with others from social work and psychology.
2. Of the two areas of improvement as presented in the self-study report, (1) low #of internships and lack of gender diversity as the large majority of students in the program tend to be females. While Race/ethnicity was not measured in the exit surveys so far but there are plans in place for the next survey in the spring 2017. The self-study recognizes this issue, page 28.
4. Enrollments indicate that the program doesn't need to recruit students in general, but it would still be useful to track URM enrollment to see if recruitment in this area is needed.
4. there were not any strategies described in this report
7. This is a large minor that is a very good companion for several majors on campus. I suspect it could continue to grow (as a minor, into a major, and as a collaborator with other new health-related programs that are being discussed on campus) but it needs another faculty line.
7. The program is somewhat oversubscribed and needs a new faculty line to support high student demand for minor.

III. 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.**

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	3

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

Sufficient Evidence	0
Some/Partial Evidence	4
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

3. The program systematically tracks graduates of the program.

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	4
Not Applicable (explain why in comments below)	0

Comments

- 1 and 3: Lacking info in this area. Hopes to address this issue in the next review cycle.
2. The program does not track graduates beyond word of mouth. However, the rising enrollment suggests that there is value to selecting this minor.
3. Tracking grads is difficult, especially for a minor. More support from central university offices will be needed to be able to do this effectively.

III. Student Recruitment, Enrollment, Retention, and Graduation: C. Comparative Advantage(s)**1. The program has unique features that distinguish it from competing programs--giving it a competitive edge**

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

1. The program certainly has key features to offer. It is an interdisciplinary minor with a growing enrollment and projects to offer employment in the allied health care field.
 2. An interdisciplinary committee should evaluate the program on a regular schedule, at least twice a year.
- This appears to be a unique minor in the UW-system. Kudos to this program for recognizing and capitalizing on an area of interest and need. I hope you are able to move on with your plans for a major.

IV. Resource Availability & Development: A. Faculty Characteristics**1-2. Information is provided about the composition of the department faculty & instructional academic staff (e.g., gender, ethnicity, expertise, academic rank, etc.)**

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

3-4. The program has identified staffing changes and anticipated areas of potential future need.

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

1-2. Thanks for the table on faculty characteristics. Very complete! I know it's a lot of work to put this information together, especially for all the faculty/staff from other departments.

3-4. Lots of changes. The program needs the tenure line.

3-4. There is a serious staffing issue. The program needs a tenure-track line to be able to offer the core courses on a regular cycle. I believe the faculty workload has increased with recent retirements and adding personalization to the faculty's load.

IV. Resource Availability & Development: B. Teaching & Learning Enhancement**1-2. Faculty & instructional academic staff are engaged in activities to enhance teaching and advising.**

Sufficient Evidence	4
Some/Partial Evidence	0
Not Applicable (explain why in comments below)	0
No/Limited Evidence	0

Comments**IV. Resource Availability & Development: C. Research & other Scholarly/Creative Activities****1-2. Faculty (and staff, if relevant) are active in research and/or scholarly/creative activities.**

Sufficient Evidence	4
Some/Partial Evidence	0
Not Applicable (explain why in comments below)	0
No/Limited Evidence	0

Comments**IV. Resource Availability & Development: D. External Funding****2. Faculty and staff (if relevant) pursue funding through grants, contract, and/or gifts.**

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

1-2. impressive record funded grants

IV. Resource Availability & Development: E. Professional & Public Service**1-2. Faculty (and staff, if relevant) are active in professional and public service, beyond the department.**

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments**IV. Resource Availability & Development: F. Resources for Students in the Program****1. The program has adequate personnel, student help, and service and supplies to serve its undergraduate students.**

Sufficient Evidence	1
Some/Partial Evidence	2
No/Limited Evidence	1
Not Applicable (explain why in comments below)	0

Comments

No; classes are not offered often enough because they need another faculty line.

IV. Resource Availability & Development: G. Facilities, Equipment, & Library Holdings**1. The program has adequate facilities, equipment, and technological resources to effectively serve its students.**

Sufficient Evidence	3
Some/Partial Evidence	1
Not Applicable (explain why in comments below)	0
No/Limited Evidence	0

Comments

Any research lab needs?

V. Conclusions and Recommendations from the Department or Program**1. Program strengths are discussed.**

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

2. Areas of improvement and continued progress are discussed.

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

3. Recommendations and resources are discussed.

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

4. Other comments by the program (not rated).

I am glad the program acknowledged a need to reach out to interdisciplinary programs. Considering the obvious staffing shortages in the department, you may be able to ease the teaching load by adding options of courses offered by different departments.

VI. Reviewer Conclusions

1. Strengths of the Program

- Interdisciplinary nature of the program. Is a good complement for several majors on campus. Strong contributions to students' understanding of inclusive excellence issues.

- Serves many students from multiple majors. Offers a variety of exciting applied and theory-based courses. Very popular minor.

- The program prepares students in health-field, human services and community service.
- This is apparently a unique program in the UW system and has been one of the largest minors offered in the sociology department with an enrollment of over 170+ students.
- The curriculum has been revised based on previous self-study recommendations and provides educational breadth which is interdisciplinary offering course work in family, health and disability studies with course selections from both social and behavioral science.
- The program's mission and vision statement indicate that this minor supports the goals and objectives of the department.
- The curriculum focuses family as an institution and enhances the dynamics of the interrelationship between family, health and disability issues which is a growing field and hopes to prepare students to meet the market needs in this profession.
- The learning goals are measured annually through direct and indirect assessments, on-line and exit surveys and other measures of tracking students' progress.
- Assessment results are reviewed at the department annual assessment meetings and regular meetings to track strengths and weaknesses and to implement such recommendations for program continuous improvement.
- Integrating LEAP initiatives in the curriculum and hopes to prepare students for workforce needs.
- The program's vision is to expand this minor into a major. Plans are on hold due to shortage of staff.

- Created an assessment plan that includes a systematic review of data and assessment tool to evaluate student learning outcomes.
- Minor is in high demand.

2. Areas for Work or Improvement

- Stability in staffing.
- Continued progress in assessing student learning, particularly tracking use of data for program changes and sharing the data with constituents.

- Need another faculty line to be able to offer courses regularly and meet student demand.

- Under unique requirement, the check sheet for FHDS minor (support document II-A1) shows course list to choose from to satisfy this requirement. It is not clear if some of those courses from the list would cover the content (statistics/methods) adequately. How about choosing a statistics course from Math to strengthen the requirement?
- The program encourages high impact practices in the curriculum, although not a required component in the minor, such as undergraduate research, internships, and research methodology. Survey data indicates low participation of students (5%) in internships and undergraduate research. The report doesn't clearly articulate a strategy or action plan to improve participation in those co-curricular activities.
- There should be more conversations as to whether the minor has the rigor and depth in course offerings to prepare students in the three areas of emphasis (family, health and disability)? The course work includes 24 total credits for this minor: Students take core (9 units)+ 1 unique requirement (3 units) which leaves the remaining 12 units spread among the family, health and disability.
- The disability certificate offers the depth but there is no record of how many students in the FHDS minor are

actually graduating with this certification. The disability studies certificate indicates "courses in a student major or minor also count toward the certificate". Based on survey data presented in supporting document II-4, 31% said they were aware of this option.

- Consider adding other ways to evaluate student learning outcomes- possibly through capstone courses. More information on the survey. Discuss strategies to address the lack of gender and racial diversity in the minor.

3. Other comments/questions

- Very good progress has been made since the previous A&R. I appreciate the program's willingness to devote the time and effort to addressing the previous A&R recommendations.
- Cool idea with Career Night.
- The department plans to offer a major in future with this emphasis which is an excellent idea and could address issues with curriculum and a more focused depth. Nonetheless, given the interdisciplinary nature of the program, a through review by an external steering committee is recommended to ensure sustainability of the program and trends in labor market to successfully plan for such a move.
- This program is obviously doing its best to accommodate a growing minor with fewer faculty. It seems a major in this area would be a wonderful addition to this program, but they are unable to grow due to a limited number of faculty.

4. Recommended Actions

1. Work with administration to stabilize staffing
2. Program management and strategic planning:
 - Engage in conversations regarding shared administrative support since the program is interdisciplinary.
 - Establish a periodic meeting with others outside the home department (e.g., a steering committee/advisory board) to discuss the program's data and needs, and to contribute to strategic planning. This will be particularly important if/when the program is expanded to a major;
3. Continue to develop and implement the assessment plan:
 - Consider whether course-embedded assignments would be a useful addition to the existing department survey/exam;
 - Develop a simple system for tracking the impact of data within courses/instruction as well as in curricular changes;
 - Share data with constituents.
 - Work with campus offices to track graduates' job placement.

5. Recommended Result*

Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	
Continuation without qualification	X
Continuation with minor concerns	
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	
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.	

*Because the recommended result of this review is to continue without qualification, the program's next full self-study will be a "short" one focused on the recommended actions from the current report. This short self-study is due **October 1, 2021 to the Dean of the College of Letters & Sciences and November 1, 2021 to the chair of Audit & Review Committee.**