

The self-study was due on October 15, 2011 and was received on May 1, 2012. This minor was implemented beginning Spring 2006, and this was the first audit and review for the minor.

**Meeting Minutes and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Forensic Science/Criminal Justice Minor, 2011-2012**

Date: Wednesday, July 11, 2012

Time: 11 a.m. - Noon

Place: White Hall Room 6C

Attendance: Provost Beverly Kopper, Dean Mary Pinkerton, Department Chair Larry Neuman, Program Coordinator Pete Killoran, Audit & Review Chair Greg Cook, Audit & Review team member Roger Yin.

- 1) Introductions.
- 2) From the Program:
 - a) Pete Killoran discussed the main accomplishments and progress achieved during the review period (2006-2011): the minor is implemented and off the ground, the minor and related courses serve or complement several other majors, and the minor serves a diverse community (e.g., 65% of students are female).
 - b) Pete also discussed areas where work and progress is still needed: staffing and turnover with adjunct instructors is a challenge, lab space is needed, it would help to have an instructor or faculty member who can teach about death investigations, Pete needs to complete his PhD, and Pete would like to spend less of his time on general education and more time coordinating this minor.
- 3) Discussion of Review Team's evaluation:
 - a) Enrollments & vision: Enrollment has increased across the review period. The minor suffers from a lack of dedicated lab space and materials storage that is convenient to the classrooms. The minor appears to be operating on a "make-do" basis, and there is no apparent plan to address the resource needs. It is not clear where this program is headed.
 - b) Staffing: The group discussed the faculty and staff teaching and coordinating the program. Most are at the Masters-degree level. Pete Killoran indicated that he plans to complete his PhD by May, 2013. Greg stressed the importance of Pete completing his degree. The group discussed how new faculty hires in Sociology should be able to contribute to this minor.
 - c) Space & equipment: Self-study indicates that more and better equipment is needed, and teaching and storage space is lacking. Plans to address this are needed if the program is to be healthy and have the opportunity to expand while maintaining quality.
 - d) Assessment of student learning: Discussed the recommended action, see below. Greg shared a handout on the elements of academic assessment.

- e) Program evaluation: Discussed the recommended action, see below.
- 4) Recommended Actions: 4 are listed in the evaluation report (see below), to support continued improvement.
- 5) Recommended Result: Continuation with major concerns.
- Please make use of the detailed comments in the evaluation report (below).
 - Progress reports are due Feb. 1, 2013 and Feb. 3, 2014. Additional reports might be requested by the Review Team.
 - Next full self-study will be due in October, 2016.
- 8) Adjourned.

University of Wisconsin-Whitewater
Committee Form: Review of Audit & Review Self-Studies
Undergraduate Programs, 2011-2012
Majors/Minors and Standalone Minors

Program Forensic Science/Criminal Justice Major _____ Minor X _____

The self-study was due on October 15, 2011 and was received on May 1, 2012.

Evaluations were submitted by: Mary K. Casey, Corey Davis, Roger Yin, and Greg Cook.

Review team meeting attended by: Mary K. Casey, Corey Davis, Julie Letellier, Roger Yin, Greg Cook.

I. Program Purpose & Overview

A. Centrality

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. The program contributes to the fulfillment of UW-Whitewater's core values, Mission, and Strategic Plan.		1	3
2. The program supports general education, proficiency, and/or other programs at UW-W.	NA		
3. The program has been responsive to actions recommended from the previous Audit and Review Report; Progress Reports have been submitted, if relevant.	NA		

Comments:

- 1) Forensic Science-Criminal Justice Minor is interdisciplinary in nature which is rare and often difficult to coordinate and administer, let alone assessing student learning outcomes.
- 2) As a minor, the program does not offer gened courses or otherwise support other programs (NA). The coordinator of the program does teach Gened 130 and participates actively in LEAP and other gened initiatives.
- 3) The department houses this Minor program (Sociology) has the highest SCH/FTE ratio (1327.52) at UWW.
- 4) This is the first Audit and Review for this minor, so there are no recommended actions from previous A&R reviews.

B. Program Mission, Goals, & Accomplishments

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. The program's mission statement reflects the nature and scope of the program.			3
2. Goals and objectives were identified and undertaken to improve or advance the program.		1	2
3. The program has a process for setting and assessing goals, and/making decisions about changes to the program goals.	2	2	
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.	1	3	
5. The program achieved or maintained accreditation (if applicable) and/or earned recognition or awards.	NA		

Comments:

- 1) Mission needs revision to concisely represent the nature and overarching goal of the minor, and it needs to be aimed at an audience of students and the wider community. Similarly, "vision" lacks coherence. There doesn't appear to be a systemic process for decision making.
- 2) Mission statement should be revised to be clear to a student audience.
- 3) Mission reads more like program description and development (which are positive) to meet University mission, goals, and objectives rather than those specified for the Minor.
- 4) A mixed list of goals and achievements is provided. What are the annual goals for the program?
- 5) A more systematic process is needed to set and monitor goals, involving program faculty, staff, students, and other stakeholders.
- 6) A vision statement can be a tool to help explain how the program would cope with potential challenges and changes, and articulate and justify additional resources in the next 5 to 10 years.
- 7) A vision is described to expand and improve the program, though the elements for improvement do not seem to be highly organized. What are the priorities, and how will they be achieved?
- 8) Following B.2 above, it seems more like describing process and/or procedures of program development instead of assessing the goals and objectives.
- 9) As indicated in the narrative, an Advisory Board – even with 1-2 external members – might be established to discuss and formulate the goals and objectives of the program and its continuous improvements, in other words, to help the process of "closing the loop."

10) Can the minor be accredited or certified via FEPAC?

II. Assessment: Curriculum & the Assessment of Students' Learning

A. Curriculum

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. The program has a clearly articulated, efficient, and purposeful curriculum, including options or emphases within the program (if applicable).			4
2. If program offers dual-listed courses, the expectations of graduate students differ from undergraduate students; otherwise NA.	NA		
3. Appropriate assessment data were used in making curricular revisions.	2	2	
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.	2	1	1
5. Online courses are evaluated in ways that ensure effective delivery, continuous improvement, and student learning (if applicable).	NA		

Comments:

- 1) A strength of the program thus far is a well fleshed out curriculum consisting of courses offered by various science areas.
- 2) There is no evidence of direct performance-based assessment data feeding back into curricular revision actions.
- 3) #4 was not addressed in the report, though there was mention of internships and a study abroad opportunity elsewhere. There was no listing (i.e., course number) for either of these elements in the curriculum. This area could be clarified and also include the extent to which students participate in out-of-classroom experiences.
- 4) The self-study earlier mentioned a field research facility and a crime scene reconstruction in the Friar Woods, so there is evidently some non-classroom work being conducted, but it was not mentioned here.
- 5) There is no evidence that data on assessment of student learning were used to inform curricular changes.
- 6) #4&5 were not addressed in the self-study.

B. Assessment of Student Learning

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence

1. The program has clearly articulated learning outcomes for students; courses are “mapped” to these learning outcomes; and some outcomes received specific attention during the review period.		2	2
2. Student learning outcomes are aligned with the LEAP Essential Learning Outcomes in a way that is reasonable and meaningful.		1	3
3. The program has an appropriate assessment plan for measuring students’ progress in attaining the outcomes.	3	1	
4. The program collected a variety of appropriate assessment data allowing judgments about the extent to which students are achieving learning outcomes.	3	1	
5. Program faculty consider assessment data in making changes to the curriculum, students’ learning outcomes, and/or other aspects of the program.	2	2	
6. Results of assessment efforts have been shared with appropriate internal and external constituencies.	4		

Comments:

- 1) Assessment plan is under development and needs to be formalized. Actual role of D2L quiz data in assessment is unclear – unable to locate data in Appendix.
- 2) The list of learning outcomes needs some additional work, e.g., rephrasing the outcomes to indicate what students should know and be able to do. Currently, some of the outcomes are phrased in terms of activities or assignments that students will complete rather than what they will know and be able to do as a result of completing them.
- 3) The plan for assessment seems to rely on CrimJus/Anthro 325—a course that occurs early in the curricular sequence. To assess student achievement of the learning outcomes established for the minor, it would seem that measurement at the end of the curricular sequence would be better.
- 4) The self-study mentions that a portfolio system would be preferred, with an independent group of faculty members evaluating student work from the portfolio, aligned with the expected student learning outcomes. This is a sound idea. How can it be implemented, and when?
- 5) Other than a few percentages derived from quizzes in Anthro 325, no assessment data are provided or discussed.
- 6) The self-study does not explain how assessment data are used to improve student learning or the curriculum.
- 7) In addition to student self-assessment and exit survey, with the learning objectives for each course clearly delineated and mapped, it is highly recommended that the program develop traits/course activities and metrics/measures of actual learning outcomes.
- 8) A graduate exit survey with specific objectives mapped into various courses was formed and conducted. However, is there a more direct and systematic assessment of learning outcomes performed by the faculty members? Understandably, this is not an easy task due to the sheer number of courses offered through several departments and programs in this minor.
- 9) The self-study reports that the data are not very useful for review of the minor.
- 10) The self-study does not explain how data are shared with stakeholders.

III. Student Recruitment, Enrollment, Retention, and Graduation

A. Trend Data

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1-2. Five-year enrollments and graduation trends reflect program vitality and sustainability.			4
3. [Majors Only] Credits-to-degree show that students can complete the degree in four years [A & C, CoBE, L & S], or reasonably efficiently [COE].	NA		
4-5. [Majors Only] Program has strategies to recruit and retain diverse students. Composition of students approximates or exceeds the diversity of students at the University.	NA		
6. Students can enroll in appropriate courses and proceed without delaying graduation.		1	3
7. Claim that the program is oversubscribed, undersubscribed, or at optimum level is justified or supported by examples or data.	1	3	

Comments:

- 1) Perception of program subscription is unclear. It appears the program is fully enrolled.
- 2) More strategic recruitment (e.g., diverse faculty recruitment and mentoring) may be needed to attract more diverse and female students.
- 3) The claim is made that the program could be expanded with more faculty, but the data suggest that the program is holding steady at 30-35 students, countering the argument that there is further demand for an expanded program.
- 4) Enrollment in the minor grew 89% from 2006 through 2010 (18 to 34 students in the minor).
- 5) Some bottlenecks in program completion were identified. How have the solutions been working so far?

B. Demand for Graduates

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. Placement information indicates that program graduates find employment or continue their education.		3	1
2. Data suggests that employment opportunities for graduates of this program will remain strong.	1	3	
3. The program systematically tracks graduates of the program.	1	3	

Comments:

- 1) It is imperative to perform alumni/graduate placement surveys and perhaps invite a number of alumni or the program to join the Advisory Board.

C. Comparative Advantage(s)

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. The program has unique features that distinguish it from competing programs—giving it a competitive edge.	1	2	1

Comments:

- 1) Need to clarify unique features in contrast to competing programs.
- 2) Child abuse investigative techniques are reportedly not taught anywhere else in the state.
- 3) A comparison to other programs in the region is missing.

IV. Resource Availability & Development

A. Faculty Characteristics

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. Information is provided about the composition of the department faculty & instructional academic staff (e.g., gender, ethnicity, expertise, academic rank, etc.).			4
2. Information is provided about the courses for which faculty and staff are responsible or usually teach.			4
3. Context is clear for understanding the expectations regarding faculty and staff support of the program.	3		1
4-5. The program has identified staffing changes and anticipated areas of potential future need.		2	2

Comments:

- 1) One Associate Professor has a 12.5% appointment with the program, and one Assistant Professor 25%. All of the other teaching staff, including the Program Coordinator, are academic staff instructors with Masters degrees. Is this a concern for the program? Is the PhD a terminal degree in this area?

B. Teaching & Learning Enhancement

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. Faculty & instructional academic staff are active in teaching enhancement and other contributions to teaching and teaching-related responsibilities.		1	3

2. The context is clear for understanding faculty & instructional academic staff activities to enhance their teaching, advising, involvement in course or curricular revision, new course development, etc.			3
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Comments:

- 1) Data are provided only for Killoran and Youngquist. What about the other staff?
- 2) Expectations for activity in this area are not discussed in the self-study.

C. Research & other Scholarly/Creative Activities

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. Faculty (and staff, if relevant) are active in research and/or scholarly or creative activities.			4
2. The context is clear for understanding faculty engagement in scholarly/creative activity.			3

Comments:

- 1) Evident scholarly achievements and creative writing publications by the program faculty members.
- 2) The research expectations are not discussed in the self-study.

D. External Funding

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. Faculty and staff (if relevant) pursue funding through grants, contract, and/or gifts.	2	2	
2. The context is clear for understanding faculty expectations for attracting grants, contracts, and/or gifts.	2	1	1

Comments:

- 1) It's not clear if Killoran is still participating in the grant research administered by the Kentucky Archaeological Survey.

E. Professional & Public Service

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. Faculty (and staff, if relevant) are active in professional and public service.	1		3
2. The context is clear for understanding faculty engagement in professional and public service in ways that benefit internal and external constituencies.	1		3

Comments:

- 1) More documentation is needed for this area.
- 2) Expectations are not explained in the self-study.

F. Resources for Students in the Program

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. The program has adequate personnel, student help, and service and supplies to serve its undergraduate students.	3	1	

Comments:

- 1) Appear to be short on critical materials.
- 2) The self-study conveys a need for more resources to support instruction and student learning, e.g., space, equipment, lab kits.
- 3) The enrollment of the Forensic Science-Criminal Justice Program is growing (from 4 the lowest to the present 34 – is the number of minors showing a satisfactory trend? Are faculty (presently at 1.75 FTE) and resources adequate to support the growth of the program? Should there be more on-campus partners involved with this minor?

G. Facilities, Equipment, & Library Holdings

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. The program has adequate facilities, equipment, and technological resources to effectively serve its students.	4		

Comments:

- 1) Loss of lab space and secure storage is an issue.
- 2) The office and lab spaces continue to be a challenge for the faculty and students in the program and courses offered. Would the renovation of the new L&S building offer some assistance?
- 3) How can this be addressed?

V. Conclusions and Recommendations from the Department or Program

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. Program strengths are discussed.		3	
2. Areas of improvement and continued progress are discussed.		2	1
3. Recommendations and resources are discussed.	1	2	
4. Other comments by program (not rated)	----	----	----

Comments:

- 1) Positive student and community perceptions of the program are listed as strengths.
- 2) For #3: “develop more resources... apply for additional funding...” Please be more specific. What resources? How much funding? From what sources?

Strengths of the Program:

- 1) Growth, appears to have some unique/specialized training. The number of minors has increased 89% since 2006.
- 2) This minor provides career-oriented training.
- 3) Field experience, uniqueness of child abuse investigative training in state, professional experience of staff are all strengths.

Areas for work or improvement:

- 1) Create a system for assessing student achievement of the learning outcomes listed for the minor.
- 2) Elaborate on plans for program development and funding.
- 3) Create a system for engaging faculty, staff, students, and other stakeholders in setting annual program goals.
- 4) Work with the Dean to address issues related to space needs, storage, equipment, materials, and other resources needed to maintain a quality program.
- 5) Address the issue of recruiting more PhD-level faculty to the program.
- 6) Develop focused mission and vision to inform stakeholders and guide decision-making.

Other comments/questions:

- 1) Report was not consistently detailed and missing information may address some of the concerns above.
- 2) Some items in the self-study were not addressed, and responses to other items were not addressed sufficiently or were poorly written and supported.
- 3) Could this minor develop into a major? Is there interest in this?
- 4) It would help to have information about other programs in our region. How do their resources compare and what is the value of having this program in our region?

Recommended Actions:

1. Work with the Dean and Department Chair to review program needs and resources, including budget, labs, classrooms, storage space, and materials. How can resources be allocated to enhance and maintain high-quality instruction in this minor?
2. Improve the plan to assess student learning, including:
 - a. Revise the list of student learning outcomes to represent the most important things that students should know and be able to do and to be phrased in measurable terms;
 - b. Develop and implement methods to collect direct and indirect assessment data connected in a clear way to the listed student learning outcomes;
 - c. Assess at least a few outcomes each year, but all outcomes over time;
 - d. Plan and implement a systematic process for reviewing, discussing, and using assessment data in meaningful ways to inform program improvements, teaching improvements, and improvements in the assessment system;
 - e. Plan and implement a system for sharing assessment data appropriately with stakeholders; and
 - f. Engage the faculty and staff affiliated with this minor to make these improvements and sustain them.

3. Engage faculty and staff in regular meetings, committed to running and improving the minor as a program. Develop a systematic process for setting, monitoring, and revising program goals. Define goals in ways that are measurable so you can get better feedback about the degree to which you've achieved the goals. Check and reflect on the goals more systematically throughout the year and the review period. Engage faculty, staff, and other stakeholders affiliated with the minor.
4. Establish an Advisory Board at the earliest convenience to inform the program faculty in terms of priority and systematically sustaining and growing the program while maintaining program quality and graduate placement in related areas.

Recommended Result:

- _____ Insufficient information in the self-study to make a determination; revise self-study & resubmit.
- _____ Continuation without qualification.
- _____ Continuation with minor concerns.
- 5* _____ Continuation with major concerns in one or more of the four areas; ~~submit annual progress reports to the College Dean & Associate Vice Chancellor for Academic Affairs on progress in 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.

*Submit a report demonstrating substantial planning toward meeting all recommended actions to the Dean and to the Associate Vice Chancellor for Academic Affairs, due Feb. 1, 2013. The report should include an action plan with a timeframe for implementation of improvements. An additional progress report is due Feb. 3, 2014 that shows substantial progress toward meeting the recommended actions. Additional progress reports may be due, at the discretion of the review team.