

**Minutes and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Latin American Studies Minor, 2012-2013**

Note: A progress report due by December 2009 was not submitted. Self-study was due October 2011, was submitted December 2012. If the program is continued, the next full self-study will be due October 2016.

Date: Monday, April 29, 2013

Time: 8:30 AM – 9:30 AM

Place: Laurentide 5025

Attendance: Provost Beverly Kopper; Associate Provost Greg Cook; Dean Mary Pinkerton; Associate Dean David Travis; Program Coordinator Jim Winship; Latin American Studies faculty member Pilar Melero; Audit & Review Committee Chair Joan Cook; Audit & Review team members Sally Vogl-Bauer & Linda Yu.

- 1) Call to order & introductions.
- 2) Joan Cook summarized strengths of the program, including the strong applied learning aspect provided by the program's study abroad requirement and the good argument made for the value the program could bring to UWW.
- 3) Program Coordinator Jim Winship described changes made to the program since the previous audit and review. An advisory committee was formed and the curriculum was substantially revised. All minors now must take an *Introduction to Latin American Studies* course, and they must complete an approved study abroad, travel study, or U.S. Latino-related internship. Jim also noted several issues that have presented problems for the program. One primary difficulty is that the coordinator does not teach in the program and does not have contact with potential students. In addition, there have been problems with staffing changes as well as lack of faculty/staff time, energy, and the attention needed to grow the minor. However, Jim noted that the program has good potential and could add a valuable option for students.
- 4) Discussion of Review Team's evaluation:
 - a) Program continuation: The program's vision for the future was discussed at length. The question of whether to continue the program was noted in the previous audit and review, and Jim noted that this discussion has been ongoing. Possible options were discussed, including continuing the program and marketing it as a "companion" minor to a Spanish major, folding the program (entirely or administratively only) into the International Studies program, or coordinating with the Race and Ethnic Cultures program. Jim expressed the hope that the program would maintain *Latin American Studies* as part/all of its title, saying that losing this might negatively impact students' competitiveness for graduate programs in Latin American Studies and related fields. Those in attendance agreed that the program should be put on hold and closed to new enrollment pending decisions about the program leadership, structure, and focus.
 - b) Program revisions: If the program and Dean decide that the program should be continued, identifying a coordinator with closer connection to the minor was identified as an important first

step in revising the program. There was discussion of which faculty/staff would likely be most invested in the program and whether a course release for the coordinator would provide a means of accountability for helping to move the program forward. It was noted that it makes sense to connect the minor to the Spanish program in some way because of the connection between the content areas and the fact that four L&L faculty have experience with Latin American cultures. It was noted that the coordinator of Foreign Languages program should be included in discussions about program revisions. Other needed program revisions were discussed, including review and possible revision of the program's student learning outcomes and forming a team to make clear progress on the program's planning and assessment. It was suggested that the planning/assessment team be convened in time to work on program revisions and assessment during Summer 2014.

- c) Responsiveness to previous audit and review reports: Jim noted that an advisory committee was formed and substantial changes to the curriculum were made in response to the previous audit and review report. However, little was done in response to the recommendations on assessment, and the program could have done more to actively recruit students into the minor. These issues will need to be addressed if the program is continued.
- 5) Recommended Actions: The evaluation report (pgs. 9-10 below) lists recommended actions related to non-continuation of the program OR form of the program, student recruitment and retention, and assessment of student learning.
- 6) Recommended Result: Based on discussion and agreement at the face-to-face meeting, the final recommended result is to close the program to new enrollment until the program addresses Recommended Action #2a below (pgs. 9-10; work with the Dean to determine the viability, structure, leadership, and resources needed for the program). ***NOTE: The due dates listed here replace those in the review team's report (on page 10).***
- The program is to immediately submit a memo to the Dean requesting that new enrollment in the program be blocked but that the curriculum remain in place. The Dean will forward the request to the Associate Vice Chancellor, who will make the official contact with the Registrar.
 - A report describing the program's viability and new structure, leadership, and resources needed is due by April 1, 2014 to the Dean of the College of Letters and Sciences, and by April 15, 2014 to the Chair of the Audit and Review Committee. **If the report describing the program's viability and new structure, leadership, and resources needed is not submitted by April 1, 2014, then the program will be recommended for discontinuation.**
 - If the decision is made to continue the program, an additional progress report on Recommended Actions 2a & 2b below (pgs. 9-10) is due by December 1, 2014 to the Dean of the College of Letters and Sciences, and by December 15, 2014 to the Chair of the Audit and Review Committee.
 - Please make use of the detailed comments in the evaluation report (below) in all reports.
 - **If the program is continued, the next full self-study will be due in October, 2016.**
- 7) Adjourn.

University of Wisconsin-Whitewater
Committee Form: Review of Audit & Review Self-Studies
Undergraduate Programs, 2012-2013
Majors/Minors and Standalone Minors

Program Latin American Studies Major _____ Minor x

Evaluations submitted by: Angela Harlan, Sally Vogl-Baur, Linda Yu, Joan Cook.

Review meeting attended by: Angela Harlan, Sally Vogl-Baur, Linda Yu, Joan Cook (Chair).

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.		2	2
2. The program supports general education, proficiency, and/or other programs at UW-W.	4		
3. The program has achieved or is appropriately working toward achievement of at least two goals of Inclusive Excellence.		3	1
4. The program has been responsive to actions recommended from the previous Audit and Review Report; Progress Reports have been submitted, if relevant.	4		

Comments:

- At times, the comments made are very broad and general. I would like to see greater detail.
- #1
- What is "the" course referred to (pg1)? Should this say "the program"?
- #2
- It would seem to me that such a minor would be related to other programs.
- #4
- The Minor Coordinator is not a part of a department in which students in the minor take courses. This is a poor decision.
 - The program has not been very responsive to previous recommendations and has not filed the required progress reports despite the fact that the final recommended result from 2008-2009 was "Withhold recommendation for continuation, place on probation, recommend placing in receivership within the college, and require another complete A&R self-study within 1-3 years at the Committee's discretion."
 - An Advisory Committee participated in curricular review and change, but it's unclear whether this committee was already in existence or if it was formed in response to the A&R recommendation for a "Steering Committee."

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.	1	3	
2. Goals and objectives were identified and undertaken to improve or advance the program.	4		
3. The program has a process for setting and assessing goals, and/making decisions about changes to the program goals.	4		
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.	2	2	
5. The program achieved or maintained accreditation (if applicable) and/or earned recognition or awards.	NA		
6. The program has achieved program-level accreditation or has considered seeking it, where appropriate.	NA		

Comments:

- The lack of progress in this section is disconcerting.
- Again, the goals and objectives could use greater clarity.

#1

- (3) Why are the specific cognitive and skill objectives for this program driven by the sponsoring departments and not by the program?

#2,3

- No program goals are given. No discussion of any program goals being developed or considered.

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).	2	2	
2. If program offers dual-listed courses, the expectations of graduate students differ from undergraduate students; otherwise NA.	N/A		
3. Appropriate assessment data were used in making curricular revisions.	4		
4. The program provides opportunities for students to learn in ways that extend beyond the classroom, and discussed the		2	2

extent to which students are involved in these activities and opportunities.			
5. Online courses are evaluated in ways that ensure effective delivery, continuous improvement, and student learning (if applicable).	N/A		

Comments:

- The curriculum tends to be so broad that it makes it difficult to see how students completing this minor would compare to one another.

#1.

- I am not able to discern the purpose of the curriculum, given the list of options for each number. An explanation of the choices offered would help to make this clear.

#3

- No assessment data were collected or used.

#4

- Are there scholarships available to support travel study/study abroad? Any connections with Latin American groups in Madison or Milwaukee? Or with other LA Studies programs at nearby institutions? (pg 4)

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

Comments:

- The wording of learning outcomes is very general in nature. They do not clearly identify how the learning outcomes in this minor are unique.
- The work that needs to be done on assessment has not been addressed, although this was noted as a problem in 2008-2009.

#1

- Courses are not linked to the learning outcomes.

- “Demonstrate critical thinking skills” LO is very broad. Any additional context that can be added here to clarify under what conditions, when considering issues related to Latin America, etc.?

#1,2

- Student learning outcomes have been developed.

#3 – 6

- Assessment is a recurring issue.
- There is no assessment plan, data have not been collected, and it does not appear that there are any substantive plans to develop these.

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 enrollment 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, or reasonably efficiently.			
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.			
6. Students can enroll in appropriate courses and proceed without delaying graduation.		4	
7. Claim that the program is oversubscribed, undersubscribed, or at optimum level is justified or supported by examples or data.	4		

Comments:

#1,2.

- (9) The program has had 18 students enrolled and only 6 graduates over the 5-year period. Is it really needed?
- The trend data provided got confusing to follow.

#4-5.

- (9) What other groups might be interested in this minor? There really is no strategy for recruiting. Would be useful to have some sort of interest survey among potentially interested groups to find out why students don't seem to be interested in this minor.

B. Demand for Graduates

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. [Majors Only] Placement information indicates that program graduates find employment or continue their education.			

2. Data suggests that employment opportunities for graduates of this program will remain strong.	4		
3. The program systematically tracks graduates of the program.	4		

Comments:

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.	4		

Comments:

- (11) This may be a case for which “competition” is not a good thing—could the program instead work in cooperation with some of these other programs to offer more opportunities, generate more interest?
- It is hard to know how this minor is unique from others. In part, this may be because the minor tends to lack structure and focus, with very few required courses.

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.).			
2. Context is clear for understanding the expectations regarding faculty and staff support of the program.			
3-4. The program has identified staffing changes and anticipated areas of potential future need.			

Comments:

B. Teaching & Learning Enhancement

Criterion	Patterns of Evidence		
	No/Limited Evidence	Some/Partial Evidence	Sufficient Evidence
1. Faculty & instructional academic staff are engaged in activities to enhance teaching and advising.			
2. The context is clear for understanding expectations for faculty & instructional academic staff to enhance their teaching and advising.			

Comments:

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.			
2. The context is clear for understanding faculty engagement in scholarly/creative activity.			

Comments:

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. The context is clear for understanding faculty expectations for attracting grants, contracts, and/or gifts.			

Comments:

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, beyond the department.			
2. The context is clear for understanding faculty engagement in professional and public service in ways that benefit internal and external constituencies.			

Comments:

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.			

Comments:

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.			

Comments:

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.	2	2	
2. Areas of improvement and continued progress are discussed.	1	3	
3. Recommendations and resources are discussed.	1	3	
4. Other comments by program (not rated)	----	----	----

Comments:

#1,2.

- (12) Why *aren't* Spanish majors & minors enrolling?

#2.

- With only one student in the minor for the past three years, how do you justify release time for the coordinator?

#3.

- Recommendations for a Coordinator who teaches Spanish and for a capstone course make sense.
- Why not subsume this minor into the International Studies program as an emphasis? I would be hesitant to add resources (e.g., release time) until we know if there really are students interested in the minor.

Strengths of the Program:

- The idea of this program seems good, and a good argument is made for the value it could bring to students at UWW.
- The requirement that students study abroad is a good applied learning aspect of the program.

Areas for work or improvement:

- The program may be more effectively carried out with a different structure. As it is currently implemented, it does not seem to have a strong sense of direction or ownership. The review committee does not see a value in the current implementation.

Other comments/questions:

- This self-study was due in October 2011; not submitted until December 2012. A progress report from the previous A&R was due by December 2009 but was not submitted. It appears that no one is really invested in it.
- The Advisory Board was mentioned a couple times. What is its role?

Recommended Actions:

The previous A&R recommendation was to place the program on probation and into receivership within the college. Because there has been little progress since then, the review team recommends either 1 or 2 below:

1. Discontinue the program, and consider a Latin Studies emphasis in the International Studies program instead; OR
2. Close the program to new enrollment until program addresses the following recommendations:
 - a. Work with the Dean to determine viability of the program. Determine the form the program should take (e.g., standalone minor, as an emphasis in International Studies program) and

resources needed. *[NOTE: Please refer to the minutes from the F2F meeting, above, for specific actions required and deadlines.]*

- b. If there is interest in continuation, establish a Steering Committee of interested faculty/staff. With the Committee, establish and implement processes for:
- Advertising, and recruitment and retention of students
 - Assessment, including:
 - further development of the student learning outcomes and alignment with LEAP ELOs
 - systematic assessment of the student learning outcomes. Develop appropriate assessments, including both direct and indirect assessments
 - regular review, use, and sharing of data
- c. If the decision is made to continue the program, submit a progress report on recommendation 2 above by December 1, 2013 to the Dean of the College of Letters and Sciences, and by December 15, 2013 to the Chair of the Audit and Review Committee. *[NOTE: Please refer to the minutes from the F2F meeting above for new deadlines which replace those listed here.]*

Recommended Result:

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