

**Agenda and Evaluation Report for  
Audit & Review Face-to-Face Meeting  
University of Wisconsin-Whitewater  
Sociology Majors and Minors, 2019-2020**

**Date:** Cancelled  
**Time:** Cancelled  
**Place:** Cancelled

*Due to circumstances surrounding COVID-19, this program did not have a Face-to-Face (F2F) or Follow-Up meeting for their 2019-2020 review. The review team's initial report, including its recommended result of "continuation with minor concerns," was sent to the program and review team for final verification. The document below is considered the program's final report for the 2019-20 audit and review cycle. Please refer to a document on our website titled "Audit and Review and COVID" for further information.*

- 1) **Recommended Actions:** The evaluation report lists two recommended actions (see pages 4-5), related to use of assessment data and implementation of graduate tracking plans.
  
- 2) **Final Result:** *Continuation with minor concerns*
  - **Please make use of the detailed comments in the evaluation report (below).**
  - Click or tap here to enter text.
  - **Please select all applicable boxes and fill in the appropriate year:**
    - Next FULL self-study will be due to the College Deans on October 1, 2024 and to the Assessment Office on November 1, 2024.
    - Next SHORT self-study will be due to the Dean on October 1, [Year] and to the Assessment Office on November 1, [Year].
    - A progress report will be due Choose an item., of [Year]
  
- 3) Adjourn.

*Review team report is attached below, including Recommended Actions and instructions for Progress Reports (if required).*

**Committee Form: Review of Audit & Review Self-Studies  
Undergraduate Programs, 2019-2020  
Sociology Majors/Minors and Standalone Minors**

Date of Evaluation 2/24/2020 Short Self Study (SS\*) X  
 Program: Sociology Major  Minor

**Evaluations submitted by:** Catherine Chan, Pascal Letourneau, Eric Appleton, Katherine Drechsler  
**Review meeting attended by:** Corey Davis, Eric Appleton, Katherine Drechsler, Catherine Chan

**If the program included introductory remarks, please add any comments you have on this introductory information. (Note: Programs are not required to include introductory remarks.)**

- The sudden resignation of three members of the department has distracted the assessment committee from collecting the usual assessment data. Instructors have first-hand data about the students' achievements of learning objectives. It is good the read that a new leader is taking charge of the assessment again.
- Good explanation of history and important information of the audit and review process.
- My major question after reading the remarks is whether the staffing situation has been resolved, and what caused the sudden exodus of three department members?
- Thank you for providing context regarding the missing assessment data. It's good that you're back on track, and it seems like you were doing a great job collecting assessment data up until last year's reporting.

**Recommendation #1**

Continue to develop and implement the assessment plan.

- Develop a systematic process for linking SLO data to specific curricular/course revisions—i.e., track how data are used to impact the program.
- Identify a process for how data will be integrated into the yearly assessment committee process. Consider meeting in the fall as well as spring for assessment committee to keep momentum going.
- Work with central campus offices to develop a systematic process for tracking graduates.
- Consider longitudinal tracking of a sample of students to assess development in the SLOs (or a select subset of SLOs) over time.

**Recommendation #1 Overall Evaluation**

Good Progress	3
Making Progress	1
Little/No Progress	1

## Comments related to recommendation #1.

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- About the first point: "Develop a systematic process for linking SLO data to specific curricular/course revisions—i.e., track how data are used to impact the program"; The SLOs have been linked to courses, but not to curricular revisions. Please be more specific as to how assessment data is used to inform the program.
  - About the third point: "Work with central campus offices to develop a systematic process for tracking graduates." Was there any progress made on this point? Please elaborate on the plan to follow up on this point in the future.
  - About the fourth point: "Consider longitudinal tracking of a sample of students to assess development in the SLOs (or a select subset of SLOs) over time." Please provide evidence of progress on this task.
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- The program is quite thorough with collecting and compiling SLO data from coursework. Please share how the data collected is used to close the loop, providing select examples.
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- The steps to develop and implement the assessment plan are well defined. The student learning outcomes to be listed on most syllabi, the student learning outcomes assessed, and data will be incorporated with the data gathered from the Department Exit Survey and the University Exit Survey.
    - This data will be gathered from three different areas.
    - Longitudinal tracking of this data and review in regular scheduled assessment meetings will provide a continual review of the assessment data to allow opportunity to make changes to the program.
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- Glad to hear most courses have SLOs listed in their syllabi. Keep pushing to get the rest on board, as this will be valuable tool in assessing program SLOs. It sounds like there is a two-pronged approach -- individual courses having assessment activities based on syllabus SLOs, and then the program having assessment activities based on program SLOs. Remember that you do not have to assess everything all the time, and that there should be a five to ten year rotation for looking at program SLOs.
  - Having a regular Fall meeting for assessment is still to be considered. What are the arguments/obstacles against a Fall meeting?
  - Good luck on reaching out to your graduates! Has there been any coordination with the Alumni Office? Granted, it's another task for someone, but are Linked In and Facebook viable ways to keep in contact with graduates?
  - The longitudinal tracking mentioned in the fourth bullet point seems to refer to students as they move through the program. However, the response provided by the program refers to graduates. Is there a way to track student progress within the program? For example, when a program SLO comes up for assessment, is there a way to check achievement across say, sophomore and senior-level students?
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- Good job coordinating department assessment work with College (L&S) assessment work. The Spring Department Assessment meeting sounds like a great opportunity for colleagues to share data and collectively reflect and discuss. This seems like a very meaningful way of sharing data. Good progress developing the alumni survey. You might also use that tool to identify potential contributors to an advisory board.

## Recommendation #2

Continue the good work you're doing on assessment.

- a. completes the development of assessment tools and strategies to assess all the program's SLOs

- b. whenever possible, include direct measures of student performance in addition to indirect measures and opinion/perception measures
- c. systematically track ways in which data on student learning are used to impact the program

**Recommendation #2 Overall Evaluation (please select your choice).**

Good Progress	3
Making Progress	2
Little/No Progress	0

**Comments related to recommendation #2**

- In responding to the prompt to explain how student learning data is systematically tracked to shape the program, the program representative wrote that, "Relevant curricular actions follow." Could you please provide an example of specific student learning data that drove a specific change (or reinforcement) in the program?
- It would be great to have more details on the suite of direct and indirect assessment tools used for assessing SLOs, samples of collected data, and examples of how that data are used.
- The department is continuing to demonstrate good progress on the strategies defined in the development of assessment tools and strategies to assess the program's student's learning outcomes.
- Hopefully, the referenced documents, maps, and plans will be available in the next full study.
- Good job taking advantage of multiple assessment tools and opportunities.
- Could use a bit more elaboration on the direct assessment measures that are used "within coursework." Are these embedded measurements on exams? Are writing assignments or writing rubrics being analyzed?
- Good efforts to close the loop.

**If the program included additional information/remarks at the end of the short self-study, please add any comments you have on this additional information. (Note: Programs are not required to include additional information/remarks.)**

- The Department's plans for assessment are well defined and outlined.
- Assessment activities look as though they are moving ahead, despite the recent staff upheavals. A few specific examples would be useful in illustrating current practices. While not an action requested by the previous report, an update on staffing issues would be appropriate.

**Recommended actions: Please make sure recommended actions are clearly stated so the program will know what is expected.**

**1) Make clearer how assessment data impact the program:**

- Please provide specific examples of how the program "closed the loop." For example, please demonstrate how a specific assessment finding led to a change in (or reinforcement of) a course practice. Such as, "We found that students were really good at citing sources, so we're using those same instructional strategies to teach APA style." Alternatively, "We found students were not very good at citing sources correctly, so we added a new assignment that gives students more practice using APA style correctly."

- Provide evidence of the use of assessment data in course and curriculum revisions. Clearly document the data collected, the analysis, and the changes made to syllabi, course content, curriculum design, etc. Consider longitudinal tracking of a sample of students to assess development in the SLOs (or a select subset of SLOs) over time. For example, assess students on one SLO when students enter the program. Assess them again after taking a course where the SLO is introduced. Assess them again after a course where the SLO is developed. Assess them again in a course where the SLO is usually assessed. Can you see a progression in how students meet the SLO?

**2) Continue to track graduates and report results of efforts (alumni survey, etc.) in the next full self-study.**

Note: Generally, it appears program faculty and staff are making good progress in responding to what the program labeled as “Recommendation 2.” However, looking back to the previous Audit & Review report, the review team does not have a record of a second recommendation from that report.

**Should the program be required to submit a progress report before their next full self-study?**

Yes, the program should submit a progress report by [insert due date].	1
No, a progress report is not needed.	4

**If the program is able to share more data and elaborate on some of the review team’s lingering questions during the face-to-face meeting, no progress report will be needed. If no additional information is available, a limited progress report may be required, focused on the specific examples and data requested by the review team (mentioned in the comments throughout this document).**

**Additional comments:**

- In light of faculty turnover challenges, this program is generally doing a good job collecting and reflecting upon assessment data. It would just be helpful to have a few concrete examples of how data were/are reflected upon and employed to enact program change or reinforcement.
- 5/7/2020: The following was provided by the program:

“Assessment reports have led to curricular changes. For example, we learned Family, Health & Disability students had higher scores on family and health knowledge, but less on disability topics. Therefore, the Minor was changed to (1) add one of each topic course into the core of the Minor, and (2) make students select at least one additional course in each of three new groups (i.e., family, health, and disability group) rather than selecting any electives from a single long list of family, health and disability courses. Another example of changes made from assessment information was learning students were not as aware of the many certificates, including one on disability studies, that we offered. Therefore, we asked advisors to tell each advisee about the certificate options, and to help them sign up when interested.”

**Final Result: Continuation with minor concerns**

Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0
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Continuation without qualification	2
<b>Continuation with minor concerns</b>	<b>3</b>
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	0
Withhold recommendation for continuation, place on probation, and require another complete Audit & Review self-study within 1-3 years, at the Committee's discretion.	0
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.	0
Non-continuation of the program.	0

**\*\*Next FULL self-study will be due to the College Deans on October 1, 2024 and to the Assessment Office on November 1, 2024.**