

**Agenda and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Criminology 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 three recommended action (see page 16, point VI.4.) related to the use of assessment data in program revision; recruitment and retention of students; recruitment and retention of faculty and staff; tracking graduates; and rejuvenating the Advisory Board.
- 2) **Final Result:** *Continuation with minor concerns*
 - **Please make use of the detailed comments in the evaluation report (below).**
 - **Next FULL self-study will be due to the College Deans on October 1, 2024 and to the Assessment Office on November 1, 2024.**
- 3) Adjourn.

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

University of Wisconsin-Whitewater
Committee Form: Review of Audit & Review Self-Studies
Undergraduate Programs, 2019-2020
Criminology Majors/Minors and Standalone Minors

Date of Evaluation 2/17/2020 Short Self Study (SS*) _____
 Program: Criminology Major Minor

Evaluations submitted by: Barbara Bren, Nikki Hollett, Fe Evangelista, Catherine Chan, Corey Davis
Review meeting attended by: Barbara Bren, Nikki Hollett, Fe Evangelista, Catherine Chan, Corey Davis

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	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for I.A.1

- The report describes good relationships with area entities, such as police departments, which facilitate educational and service opportunities.
 - These relationships, as well as the practical work experience of instructors, are great assets for students in the program.
 - Collaborating with the Rock campus to offer a criminology focus for the BAAS and offering the online LEBD for police officers with 2-year degrees are both commendable, well-chosen efforts.
- 20% of students are URM; 75% complete an internship.

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

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for I.A.2

- There is considerable collaboration from SCA with other studies through cross-listing courses.
- Other than the listing of courses that are cross listed, this section of the report seems to discuss the department rather than the program.
 - Are any of the criminology program's courses designated as general education electives or diversity?
 - There's no mention of GENED goals, either. But perhaps that is due to a confusing prompt?
- Faculty in the program teach GENED 130, 140, and courses designated GS.
- 2 CRIMJUS courses listed as GS.

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for I.A.3

- This section of the report is describing the SCA department. It seems from other sections of the report that it may have been possible to discuss recruitment and retention.
- The importance of maintaining a collegial and equitable working environment cannot be overstated, and I applaud the department for including this as one of its IE goals. How does the department ensure the following: All voices and opinions are appreciated and encouraged. Conflict between faculty members is dealt with in an appropriate manner. More details would be appreciated.
- The Sociology Department has sufficient Inclusive Excellence Goals. A major within a Department is not required to have its own IE goals.

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	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for I.A.4

This is the program's first self-study. The major was created in 2014, and, therefore, there are no recommended actions from previous reviews.

General Comments related to Section I.A

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	1
No/Limited Evidence	0

Comments for I.B.1

There are plans to revise the mission, based on feedback from law enforcement and corrections leaders, to incorporate more emphasis on "cultural competence and systems analysis."

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

Sufficient Evidence	2
Some/Partial Evidence	3

No/Limited Evidence

0

Comments for I.B.2

- Goals drafted before this self-study was submitted have not yet been presented to the faculty for approval. However, some very purposeful changes have been made, such as replacing the forensic science minor with a certificate and offering the online LEBD, which show that attention is being given to constantly improving the program. Under Assessment, II.A.5, a goal of offering an online path for completing the major beginning in Fall, 2020, is stated.
- Why were there no goals set when Criminology was an emphasis? Good goals going forward.
- Program goals were only recently developed.
- I congratulate the program for establishing program goals and made great strides towards accomplishing those goals.

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

Sufficient Evidence	1
Some/Partial Evidence	4
No/Limited Evidence	0

Comments for I.B.3

- I'd like to see a more succinct process for the setting and assessing goals and data for the program. How do you plan to implement this protocol?
- Some description of how they met multiple times over the course of two years. No description of how frequently they will meet going forward.
- The program coordinator works with program faculty to collect and assess data, the SCA department's faculty met to discuss revisions to the program, and now the coordinator is working with a subset of the department faculty to work on the program goals.
- Please provide more details on how the subset of tenured faculty who work(ed) on creating the mission statement and program SLOs was selected.
- Does it encompass the range of inputs necessary?
- In addition, what is the frequency of meetings used to discuss program goals and evaluation of progress?
- In general, it is best to have an established schedule of dedicated meetings for this purpose.

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	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for I.B.4

- Attending a luncheon with criminal justice professionals/administrators to talk about what they wanted in our criminology graduates was very beneficial and resulted in changes that will be made to the program. In CourseLeaf earlier in February 2020 it appeared that the changes had been made as recently as August 2019, but are not yet submitted.

- Very interesting and valuable insights from law enforcement and corrections forum. Seems that these insights are being turned into action items.
- I applaud the program's effort in gathering input from law enforcement/corrections leaders to help with program improvement.

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for I.B.5

- Notable that the LEBD was highlighted as a unique program at niche.com too. Not all of the scholarships are specifically for criminology students, and it is not noted how often these non-criminology awards have gone to the program's students. Later in the report the Hadley Klug scholarship is referred to as a criminology scholarship, but I believe it can go to a Sociology student too.

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for I.B.6

- N/A
- N/A
- N/A
- Accreditation is not available for this program

General Comments related to Section I.B

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	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for II.A.1

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for II.A.2

N/A
N/A
N/A
No dual-listed courses

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

Sufficient Evidence	1
Some/Partial Evidence	4
No/Limited Evidence	0

Comments for II.A.3

- Although this anecdotal evidence is important to the leaders from Wisconsin that you spoke to, we would like to see more specific data from assessments in your curriculum.
- How are you identifying these gaps? where is the evidence for this issue? How will you further investigate the effectiveness of the implementation of your new proposed curriculum changes?
- Valuable insight and response from professional forum and current events. They've begun to collect data (see Appendix D); hopefully, we will see responses to these data going forward.
- Program assessment data weren't used so far. The faculty analyzed the curriculum with respect to societal developments and their identification of a gap in the curriculum was reinforced by feedback from external experts.
- One instance was described in which a meeting with law enforcement officials resulted in curricular revisions.

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	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for II.A.4

- 75% of program students (about 80 per year) take the internship option, which makes sense and is impressive. The internship coordinator is doing a good job!
- 26 students have taken the independent study option, which would provide excellent personalized attention.
- Some courses in the program include field trips.

- There is an active CJO student organization, although the size of the group was not noted in the report. Its most recent posting on FB was Feb. 4, 2020 announcing two guest speakers who are forensic accountants. Over 200 people are following it on FB.
- The CJO is mentioned in the self-study, but the 4-year plan online talks about the LEO as well as Alpha Phi Sigma? Do these still exist?
- Elsewhere in the self-study the SCA's annual career night is described as well, another good opportunity for students to hear from the program's graduates.
- Robust opportunities in internships and independent studies.

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

Sufficient Evidence	0
Some/Partial Evidence	4
No/Limited Evidence	1

Comments for II.A.5

- Those instructors teaching online have completed the Online/Blended Teaching Institute. There is no mention of student feedback (and whether it differs from feedback for FTF sections).
- It's not clear to me how far along the program is in offering its courses online. In Fall 2019, only one of the 5 core required courses had an online section. In Spring 2020, two of the 5 core required courses had online sections.
- OK; instructors are trained in online teaching. Nothing about how courses or instructors are assessed or evaluated. Are online evaluations collected? Any course audits by colleagues?

General Comments related to Section II.A

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	4
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for II.B.1

- I'm confused by the mapping to courses. 7 SLOs are "developed" in the introductory course SOC 276, which is taken before any 3xx courses. But the 7 SLOs are "introduced" in a couple of 3xx courses. A comprehensive exam has been developed for SLOs 1-7 (1-6 in wave 1).
- Communication skills (SLO 8) are assessed via survey feedback from internship supervisors, which will catch 75% of the majors. Focus groups also are planned.
- Good 3-wave plan. Have already collected data in Wave 1 and 2.
- Great work in mapping out the curriculum and where assessment takes place!

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for II.B.2

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for II.B.3

- Wave 3 began in Spring 2019: Assessment in SOC276 course will serve as a pre-test for SLOs 1-7, mid-point assessment in SOC378.
- Beginning in fall 2020, end of program assessment will begin in SOC472 (although not all students take it). The program is going to consider how to complete end of program assessment for other students.
- Will the program continue to implement its assessment plan in this 'wave' approach? Or is the program planning revisions to this plan after its first iteration of implementation?
- Good 3-wave plan.

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for II.B.4

- Do all internships involve opportunities for students to display professional writing and speaking skills? What about the 25% that do not take an internship?
- The self-study mentioned writing-intensive courses. Are those an opportunity to evaluate student writing before the internship? Is there a similar opportunity for oral communication?
- No data from 276 has been used yet to compare with the data from other courses, and that data was not submitted with this self-study.
- Good. Collected direct assessment data in Waves 1 and 2 with plans to collect more in Wave 3. Using indirect assessment data from professional law enforcement and corrections forum.

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

Sufficient Evidence	2
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Some/Partial Evidence	3
No/Limited Evidence	0

Comments for II.B.5

- This hasn't happened yet. But the self-study prompt asks for a description of the process by which the assessment data will be used to make changes, which is discussions at department meetings.
- A lot of data was collected through direct assessments in courses, but I did not see evidence that the data was used.
- As mentioned earlier in this evaluation, it would be helpful for the program to provide additional details on the frequency of the meetings that are dedicated to discussing program evaluation.

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

Sufficient Evidence	2
Some/Partial Evidence	2
No/Limited Evidence	1

Comments for II.B.6

- This hasn't happened yet. The self-study reports that only one member of the advisory board is still available to serve. The program hopes to create a new advisory board in 2020.
- I applaud the program's effort to reach out to practitioners in the field. Does the program plan to collect feedback from current students and alumni? They may give different but helpful perspectives as well.

General Comments related to Section II.B

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	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for III.A.1-2

- As stated in the report, the program will want to continue monitoring enrollment and graduation rates, to be sure the recent decrease is not a "developing pattern." The self-study states an expectation that numbers will stay strong and possibly increase.

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

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0

Comments for III.A.3

Average is 132.6 credits

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

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for III.A.4

- Enrollment of URM and women are very good. URM in Criminology outpace the University, so there have been no strategies developed specifically to target that population. But changes have been made to increase recruitment in general, e.g., accepting 18 credits from other institutions, etc.).
- No recruitment was done in the review period due to already high proportion of diverse students in the program. Student retention is currently an area of focus.

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for III.A.5

- URM percentage is higher than university average. Female student proportion is higher than female professional proportion.

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

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for III.A.6

Need additional sections.

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	2
No/Limited Evidence	0

Comments for III.A.7

- Is the position for which approval to search was granted still being filled?
- Need more faculty.
- No clear answer on this question.
- I strongly encourage the program to continue to discuss staffing needs of the program with administrative leaders to ensure that needs of the program and students therein are met.

General Comments related to Section III.A**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	4
No/Limited Evidence	1

Comments for III.B.1

- Data are not provided in this section. This section should report data from the First Destination Report from Career and Leadership Development for 2017-18 reports data from 30 of 60 graduates: 23 employed and 5 in grad school. --www.uww.edu/documents/CLD/2017-18_L%26S_1st_Destination_Report.pdf (linked from <http://www.uww.edu/career-and-leadership-development/career-resources/career-statistics>)

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

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0

Comments for III.B.2**3. The program systematically tracks graduates of the program.**

Sufficient Evidence	0
Some/Partial Evidence	3
No/Limited Evidence	2

Comments for III.B.3

- This is an ongoing issue for many or most programs. I'm very pleased that the program is making an effort
- Poor response rate to previous attempts. Plans for additional tracking are being implemented.

- I encourage the program to keep looking for solutions to better track graduates of the program. Some programs have found success with LinkedIn. Perhaps the College is able to provide some support/suggestions in this area.

General Comments related to Section III.B

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	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for III.C.1

- What percentage of internships develop into employment?
- Criminology > criminal justice. Semester-long internships.

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	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for IV.A.1-2

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for IV.A.3-4

- Will the program continue to use the campus police Chief? Seems like a terrific asset! The program has identified its additional staffing needs.
- This is the first self-study for the program.

General Comments related to section IV.A

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	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for IV.B.1-2

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	1
No/Limited Evidence	0

Comments for IV.C.1-2

IV. Resource Availability & Development: D. External Funding

1-2. Faculty and staff (if relevant) pursue funding through grants, contract, and/or gifts.

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	5

Comments for IV.D.1-2

- Although no external grant funding was received, were there any attempts to apply for such funding? Although such attempts are not required, it is encouraged and is one metric for reviewing the scholarly activity of the staff and faculty within the program.

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	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for IV.E.1-2

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	2
Some/Partial Evidence	3
No/Limited Evidence	0

Comments for IV.F.1

- The self-study requests some consumable supplies for the forensic investigation courses. Has the department considered a small course fee to help with this (given the budget situation)?
- Need more resources for forensic research supplies.
- I strongly encourage the program to discuss with relevant administrative leaders to bolster the budget for forensics supplies for teaching.

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	4
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for IV.G.1

V. Conclusions and Recommendations from the Department or Program

1. Program strengths are discussed.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for V.1

- It seems that the program's content has been, and continues to be, thoughtfully curated.
- Curriculum and faculty expertise are strengths. Embodies liberal arts education.

2. Areas of improvement and continued progress are discussed.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for V.2

- A reconstituted advisory board should help the program going forward.

- Focus on cultural competence and systems analysis.

3. Recommendations and resources are discussed.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for V.3

- You may want to revise the mission, along with the SLOs, etc.

VI. Reviewer Conclusions

1. Strengths of the Program

- A strength of your program is the semester-long internship that sets you apart from other institutions. This is a great way for students to apply their skills and determine their next step. Your program should also be commended for the large amount of research that is being conducted by your cohort.
- Liberal arts dedication to comprehensive conceptual knowledge. Focus on criminology rather than criminal science. Responsive to needs of professions who have asked for more emphasis on cultural competence and systems analysis.
- Thoughtful curating of the program content, combining practical skills with a solid knowledge base of criminology concepts and a sociological understanding of crime. The planned addition of cultural competency, recommended by external experts, will be an excellent addition to the program. Excellent participation in internships, and success relationships with external partners to provide them. Good participation in the program by URM students and women.
- contributes to general education - enrollment is healthy and the program serves a large number of URM students - program provides opportunities for students to extend learning outside the classroom - faculty and academic staff involved in scholarly activities
- Unique curricular content that focuses on conceptual and applied knowledge of the discipline of criminology as well as the work performed in the criminal justice system.
- Faculty/staff expertise
- Market demand for graduates

2. Areas for Work or Improvement

- There was a lack of strategic assessment data analysis to validate the changes to your curriculum.
- Follow through with the plan to rejuvenate the advisory board to have a regular means of continuing to get external input, in addition to the information from internship supervisors. Continued need to find ways to stay in contact with graduates to get their feedback as well.
- Continue collection and analysis of direct assessment data. Elaborate on how online courses and instructors (and planned programs) are or will be evaluated/assessed.
- Strengthen the curriculum in the areas of cultural competence and systems analysis.
- Secure appropriate resources (e.g., staffing, supplies) to implement strengthening curriculum.
- Continue monitoring enrollment data.

3. Other comments/questions

NA

4. Recommended Actions

1) Reconstitute advisory board and hold regular meetings.	
2) Continue efforts to contact graduates, but also take advantage of Career & Leadership Development's post-graduation survey information.	
3) Close the assessment loop: Assessment data has been collected starting Fall 2014, but it is not clear how it has been used to inform the program – a) Develop a process for setting and assessing goals. b) Use data to complete revisions to the program's major, minor, and certificate, including related revisions to mission, SLOs, and assessment. c) Elaborate on how online courses and instructors (and planned programs) are or will be evaluated/assessed. d) Consider use of selected courses for assessment of communication skills.	
4) Report on the result(s) of attempting to hire additional staff to provide instruction in new focused areas of the curriculum. Discuss how this impacts the program.	
5) Articulate a comprehensive enrollment strategy that focuses on recruitment <i>and</i> retention.	

5. Final Result; Continuation with minor concerns, no progress report is required

Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	0
Continuation with minor concerns. No progress report is required.	5
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
Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0
Report not submitted; refer to Provost for action.	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.**