

**Minutes and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Race & Ethnic Minor, 2018-2019**

Date: 5/14/2019

Time: 9:00am – 10:00am

Place: Hyland Hall 3303

Present: AVC Greg Cook; Dean Frank Goza (L&S); Program Coordinator Dr. Pilar Melero; faculty and staff in the Race and Ethnic Studies program: Ellie Schemenauer, Elizabeth Kim, Chandra Waring, Holly Denning, Nengher Vang, Paul Adogamhe; Audit & Review Team Chair Yamin Ahmad; Audit & Review team members Lisa Huempfer, Catherine Chan

1) Call to order

2) Introductions

3) Overview of review team evaluation, program comments

- a) Yamin Ahmad summarized the strengths of the program including the interdisciplinary nature of the Race and Ethnic Studies (RES) program; that the program clearly contributes to general education at UW-Whitewater in a significant manner, particularly through the offering of diversity designated courses; and that it aligns closely with the core values, mission and strategic plan of UW-Whitewater. The Review Team was impressed that the program is served by faculty who are very dedicated to the program and that the program continues to engage so many departments.
- b) Program coordinator Pilar Melero thanked various members who worked on the self-study, and for their dedication to the program. Dr. Melero listed the various departments that contribute to the program and noted the collaborative nature of the program through engaging nearly all the Colleges on campus. She talked about the strong base for the program and the faculty/staff members' readiness to help "grow the program." The discussion briefly moved towards a need for more resources for the program, including the need for an FTE for the program to be able to grow effectively. Other members of the program shared their experiences with students in the minor. Dean Goza also congratulated Dr. Melero on how the program has developed under her leadership.

4) Discussion of Review Team's evaluation:

- a) ***Program Growth and Development:*** *Within the Review, members of the Race and Ethnic Studies (RES) Program identified a desire to become a Department and turn the minor into a possible major in Race and Ethnic Studies as long-term goals arising from the Strategic Planning Process. How do you envision this process? What kind of program growth, development and resources would it take to achieve these goals: for the minor to be offered as a major, and for the members to become their own Department? What strategies have you considered to date to pursue this? What resources might you need?*

Dr. Melero highlighted some of the current strategies envisioned by members of the program. At the program level, these would include:

- a process that involves everyone in the program
- development of additional courses going forward
- having the need for a solid curriculum
- having a complete assessment plan where assessment is done at all stages
- having a solid governance process, including bylaws for core and affiliated faculty
- strong leadership and invested faculty

At the college and university level, this would involve a tangible commitment to:

- dedicated FTE position to the RES program to teach the introductory courses and the capstone course, as well as doing assessment for the program.

- a larger budget beyond the current budget of \$2600.

The discussion also indicated that currently the Program Coordinator for the RES program was included as part of the Administrative Council discussions for the College of Letters and Science, although they did not have voting power since they were only a program and not a Department.

The ongoing discussion also touched on the need for:

- additional student recruitment in order to make the program a viable major
- working with the College of Letters and Sciences to incentivize affiliated faculty appropriately so that they would continue to engage and stay involved in the program
- tenure guidelines in the event that the program achieves its long-term goal of becoming a Department

Finally, the discussion moved to talking about FTE needs of the program. Currently, the program has 1.5 FTE assigned, comprising of faculty assigned as partial FTEs where they are located in another department and also involved in the RES program. The faculty and staff in the program espoused a need to have a say in the tenure process so that those assigned to be partial FTEs in the program would have their work in the RES program recognized and count towards the tenure decision in their home department.

- b) **Offerings of Different Minors:** *One thing that emerged in the discussion within the Review was that the Program is currently offering four different minors, alongside the (revised) RES minor. Are these really four separate minors, or are they emphases within the one RES minor? Aside from differences in Student Learning Outcomes (SLOs), if one of the long-term goals is to offer the RES program as a major, is offering four separate minors really the best strategy to achieve that long-term goal?*

The members of the program indicated that the RES minor emphasized domestic issues, whereas the emphasis in each of the other minors were on transnational issues. However, they acknowledged that the differences are not well known outside of the program and the need to reach out to students and other stakeholders to make them aware of the differences in the minors.

- c) **Trend Data:** *One question that was not really addressed in the Review was the extent to which the current RES program is oversubscribed/undersubscribed or optimal. Is there evidence of additional growth opportunities for the program that would help strengthen the case for the RES program to be offered as a major? Given that the minor pairs really well with a number of other majors, would students really want to major in it?*

Members of the program discussed that they taught students beyond those just in the minor. Although the number of students in the minor is relatively small (approximately 25 students), the faculty involved in the program teach students who take the courses but are not minors in the program. Since the new version of the program was rolled out in 2017, the program indicated that they had ten additional students that they would not have had without the new version of the program. Moreover, Dr. Melero talked about the need for cultural competence to work in a globalized world, which is what the program is enabling students to do. Dr. Waring also indicated (based on survey evidence) that students had expressed some desire to pursue such a minor without even knowing that the minor already existed. Dean Goza also indicated that the program was undersubscribed and there was the potential for significant growth, particularly through innovative offerings (for example developing a certificate in cultural competency). Other members also indicated that a number of students taking the classes offered are double majoring. Based on this, they argue that since the minor pairs well with majors, a major in RES also would.

- d) **Succession Plan:** *With Dr. Melero stepping down as the Program Coordinator, have there been discussions for another advocate of the Program to step forward, so that the transition can be smooth?*

The members of the program, and Dean Goza, indicated that Dr. Nengher Vang will be the new program coordinator.

5) **Other Discussion:**

- a) Vice Provost Greg Cook acknowledged the importance of the RES program in today's world, and talked about the need to have a vision so that the program can develop long-term strategic goals for the next five years. He also inquired about the data used for assessment and for making curricular decisions. Ahmad indicated that the Review committee had seen evidence in the Report and would make the data available.

- 6) **Recommended Actions:** The evaluation report lists three recommended actions related to assessment, involving faculty beyond the program in the minor, and increasing enrollment (see page 16).

7) **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 self-study will be a "short" one focused on the recommended actions from the current report. This short self-study is due **October 1, 2023 to the Dean of the College of Letters and Sciences and November 1, 2023 to the chair of Audit & Review Committee.**

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, 2018-2019
Majors/Minors and Standalone Minors**

Date of Evaluation 2/15/2019
Program: Race & Ethnic Minor

Short Self Study (SS*) _____
Major Minor

Evaluations submitted by: Yamin Ahmad, Bill Miller, Louise Tourigny, Lisa Huempfner, Joan Cook
Review meeting attended by: Yamin Ahmad, Bill Miller, Louise Tourigny, Lisa Huempfner, 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	5
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	5
Some/Partial Evidence	0
No/Limited Evidence	0

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
Not Applicable (explain why in comments below)	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	3
Some/Partial Evidence	2
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

1. The narrative shows that the program clearly contributes towards the core values and Mission of the University.

2. The program was able to demonstrate that it supports general education by directly addressing how the program contributes towards the Gen Ed Goals and Learning Outcomes. It contributes directly to General Education, particularly with regards to addressing diversity requirements. Furthermore, it helps students from various cultural backgrounds develop an understanding of others' cultures. The goals pursued by the program are essential to the skill development of students who will integrate a workforce that is diversified in the context of globalization.
3. The program utilizes high impact practices (like Undergraduate Research) to engage students; faculty in the program also developed an affiliated faculty process that is recognized by the College of Letters and Sciences. However, the program did not briefly discuss any processes that they use to work towards achieving IE goals.
4. The program appears to have been responsive to the previously recommended actions. They have increased the number of affiliated faculty and other people associated with the program (Recommendation #1 from last A&R). The program also included goals for the program, although they did not describe the process they use (Recommendation #2 from last A&R). They also developed and implemented an assessment mechanism (Recommendation #3 from last A&R).

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

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

No/Limited Evidence	0
Not Applicable (explain why in comments below)	0
Some/Partial Evidence	0
Sufficient Evidence	5

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

Sufficient Evidence	5
Some/Partial Evidence	0
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	4
Some/Partial Evidence	1
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	4
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	5
Some/Partial Evidence	0
No/Limited Evidence	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	0
Not Applicable (explain why in comments below)	5

Comments

1. It was nice to see a statement about understanding and appreciating diversity within a mission statement.
2. I applaud the long term goals of the Program, particularly the desire to become their own Department, and offer a RES major. It would be interesting to learn about how the goals were identified. The program has done well in expanding the number of faculty with interest in the program along with the affiliated faculty. They were also able to increase the number of course offerings and the number of students in the minor in the program from three to nineteen. However, in order to be able to achieve these long term goals, the Program needs to focus on attracting additional students, so that a major becomes viable, and at that point become a Department. At this stage, however, given the number of students in the minor, it seems that establishing four new minors seems somewhat overly ambitious. With the number of students in the minor, it would raise concerns about sustainability of these minors (e.g. how many students in each class). Also, how would SLOs be different for these minors vs. the race and ethnic studies minor. Would these be better served as specializations within the minor perhaps? How many students were surveyed to determine the need for additional minors? Additional information on the data used for decision making here would be helpful.
3. The program is to be congratulated for actively utilizing strategic planning for setting short and long term goals. This addresses Recommended Action #2 from the last audit & review. There seems to be some "intentionality" with regards to goal setting and the program provides somewhat of a timeline by which it does so. It may be useful to create a timeline of the strategic planning process to show how and when the program utilizes any data to achieve its strategic goals. This will help faculty associated with the program have a clear idea in mind for the strategic planning process. Also, with long term goals identified, the program should try to align short term goals so that they work towards achieving the long term goals. Other than that, well done!
4. The program has some clear ideas about what they would like to accomplish. Do they have a vision statement that reflects this? The program also mentions that they believe they are under-enrolled. Does the program have any data on potential enrollments?
5. Faculty and staff do not have a 100% teaching commitment to the program. Consequently, they are evaluated based on the standards of their respective department. It is essential to have faculty with 100%.
6. Since Race and Ethnic Studies does not offer a major, it is current not pursuing program-level accreditation, and there doesn't appear to be an accrediting body for this type of program

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

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

Sufficient Evidence	0
Some/Partial Evidence	4
No/Limited Evidence	1
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	3
Some/Partial Evidence	2
Not Applicable (explain why in comments below)	0
No/Limited Evidence	0

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

Sufficient Evidence	0
Some/Partial Evidence	3
No/Limited Evidence	2
Not Applicable (explain why in comments below)	0

Comments

1. Will the fact that the Raceeth 481 course is being offered every other year lead to issues with students graduating on time? Also, how many students were surveyed?
2. In Raceeth 798/321 dual listed course, there did not appear to be any difference in content taught; rather the additional requirements for graduate students were an alternative exam and a project. Shouldn't there be additional content beyond the undergraduate level that graduate students are expected to cover (e.g. in the form of additional readings/papers etc). Otherwise, there appears to be differences in expectations for undergraduate vs graduate students. Also, what Masters program are the courses for?
3. Thank you for including all the attached documentation. However, the program has provided limited information on the data used to inform curricular changes; while some data is there for the reason to expand the number of minors, there seems to none included for the specific curricular action regarding courses. It would be interesting to see the data on what led to the development of these.

4. The program mentions that students are encouraged to conduct research with faculty. Are these driven by the faculty? How are students made aware of any opportunities for research?
5. Something like Quality Matters could be used fairly easily for assessing effective delivery etc.
6. I think that assessment data and survey results should be shared with students and alumni in order to determine how to improve the program in the future.

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	2
Some/Partial Evidence	3
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	5
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	2
No/Limited Evidence	0
Not Applicable (explain why in comments below)	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	4
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	1
Some/Partial Evidence	4
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	4
Not Applicable (explain why in comments below)	0
No/Limited Evidence	0

Comments

1. The program has made some good progress with regards to assessment since the last audit & review, and are to be congratulated. It has revisited its previous SLOs and clearly articulated them. They have mapped these SLOs to specific courses. A few things remain still to do.
 - The course mapping does not articulate where students are being introduced to materials relevant for SLOs, where they are developing the material, etc. A plan needs to be developed to assess learning outcomes throughout the program.
 - Since all the minors have the same set of SLOs, it is not clear what differentiates them apart from a targeting a specific racial/ethnic group.
 - SLO #4: “Model values ...”; this SLO seems difficult to assess.
 - While it appears data collection has begun, the program has to close the loop. In particular, it will need to continue working towards collecting, analyzing and discussing the data.
 - It also needs to figure out a mechanism on how to share the data with relevant stakeholders, including those beyond the RES program.
 - There is still some work to do with regards to developing a system for tracking data-driven decisions.
2. Good alignment with LEAP ELOs
3. The program has an assessment plan that appears to be appropriate, although given the comment later in section II.B.V, that students may not be taking the courses in the order that was envisioned, this may be something that the program revisits to ensure that the data they collect is in some sense meaningful. As the program moves forward, they may also consider other types of assessment mechanisms, for example tracking students (or working with the departments that they are majoring in) and reaching out to them after they graduate to get feedback on aspects of the program that were beneficial in the careers afterwards.
4. The program has begun to collect assessment data and has begun analyzing them. This will be ongoing, particularly with regards to the extent to which students are achieving the stated SLOs.
5. There is some evidence that the program is utilizing data, although the amount of data at this stage is limited.
6. The program has some concrete ideas on who to share the data with as it comes in.

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	2
Some/Partial Evidence	3
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)	5

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

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
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)	5

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

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

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

Comments

- 1-2. The 5-year trends indicate that the number of majors each year is steady, and that the RES minor had its biggest enrollment yet, although they are still relatively small. It would be nice to see the breakdown by male/female as well. However, the number of degrees conferred seems small relative to the number of minors. Any ideas on what is happening there? In addition, the size of the Program (in terms of the number of students) continues to be relatively small.
4. The program has some strategies to try to attract students to the minor. They mention ideas for recruiting more minors, but it seems have yet to carry it out. This is something that they would need to focus on to try and increase the numbers, particularly if they wish to attain their long term goal of offering a major and becoming their own department.
6. It would be nice to see a long term plan of when courses will be offered.
7. This question was not answered.

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)	5

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

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

3. The program systematically tracks graduates of the program.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

It is difficult to fully track graduates who major in another program. They may find employment in various types of occupations and industries. Working with alumni is a good idea in order to improve the program.

It is indicated in the report that the program is working to develop strategies for communicating with it's graduates program is currently minor(s) only

Given that this is program offers a minor (now several minors), I think that there is a lot of potential that the program can complement a number of students pursuing a variety of different majors. While employment may ultimately be driven by the choice of major, there is evidence (due to the interdisciplinary nature of the program) that it adds value for students as a minor.

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	4
Some/Partial Evidence	1
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

program is positioned well in the UW System

While the Program is able to point out who the competitors are, it did not address what their competitive edge is with regards to the minor here at UW-W.

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
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	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

The program has identified what they currently need given recent retirements, particularly people who were strong advocates for the program. Also, since Dr. Melero will be stepping down, it would make sense for someone who is a strong advocate of the program to transition in so that the program maintains continuity.

Some needs include: - minimum 1 full FTE for program (potentially as coordinator) - faculty specialists: LatinX & American Indian (First Nations) - dedicated administrative assistance &/or graduate assistantship

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
Not Applicable (explain why in comments below)	0

Comments

None

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	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

None

IV. Resource Availability & Development: D. External Funding**1-2. Faculty and staff (if relevant) pursue funding through grants, contract, and/or gifts.**

Sufficient Evidence	4
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	1

Comments

None

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
Not Applicable (explain why in comments below)	0

Comments

None

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
Not Applicable (explain why in comments below)	0

Comments

Challenges and some needs are shared by or similar to other cross-disciplinary programs: - FTE specifically in program &/or potential program coordinator - dedicated administrative assistance &/or graduate assistantship - home/location for the program (in addition to coordinator office)

It would be useful to see some data on SCH per FTE numbers to assess whether there is sufficient faculty that can serve the program. If this is high enough, an argument could be made to the Deans for additional FTE faculty.

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	2
Some/Partial Evidence	3
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

Given the long term goal of turning the minor into a major and having an independent Department that focuses on Race and Ethnic studies, the program should seek to work with the Deans of the colleges that they are invested in to determine whether additional resources can be obtained.

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
Not Applicable (explain why in comments below)	0

2. Areas of improvement and continued progress are discussed.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

3. Recommendations and resources are discussed.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

Work with the Dean and Provost to get faculty with 100% appointment.

I firmly believe that if the Program wants to achieve its long term goal of becoming a Department, and offering a major in RES, then it has to begin by attracting additional students to the major. Some strategies were identified by the Program, but this then needs to become both a key Strategic Priority and the main focus in their area for improvement. Additional majors will ensure the long term viability and sustainability of the program, and allow it to offer a major, one of the other long term goals.

VI. Reviewer Conclusions

Strengths of the Program

1. The interdisciplinary nature and coverage of the program. It's impressive that the program has and continues to engage many departments.
2. It is served by faculty who are clearly dedicated to the program.
3. It offers general education courses that address diversity.

The program centrality is strong. It offers a variety of courses. It contributes in a significant way to general education.

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- relationship to GENED and DIV courses at university - diversity leadership certificate - cross-disciplinary program & collaboration - new minors and courses, responding to feedback/surveys and assessment - potential for growth - minor aligns with trends in employment re: diversity training etc - revisions to the minor and addition of new ones appears appropriate - core values of the program are reflected strongly in the university mission
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- Aligns closely with core values, mission and strategic plan of UW-Whitewater. Provides students valuable life-knowledge and skills to be successful in a diverse society. The program is very interdisciplinary.
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- A great deal of work has been done and a lot of progress has been made since the last review.

Areas for Work or Improvement

Continue on developing assessment of learning outcomes. Share data with various constituencies.

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- assessment data will become more useful with more quantity i.e. as more students enroll - continue increasing visibility of program - continue developing advising for students in the program - expressed need for more cohesion in recruitment/retention efforts

Additional work needs to be done on Assessment. The data is beginning to come in, but once enough data is there for analysis, the program needs to close the loop and begin to use the data to drive decisions. Additionally, there is a need to further engage in student recruitment. While the size of the program has grown, it still continues to be relatively small.

Other comments/questions

- I would question the choice to pursue additional minors without first shoring up students within RES minor first. Are there projections on how many additional students would pursue the additional minors, and if they do, would they draw students away from the RES minor? They may not be sustainable if they have low enrollments.
- I would recommend considering the following: - minimum 1 full FTE for program (potentially as coordinator) - recruit faculty specialists: LatinX & American Indian (First Nations) - develop new courses particularly LatinX related areas - investigate potential for a major in Race and Ethnic Studies - assign dedicated administrative assistance &/or graduate assistantship - create a home/location for the program (in addition to coordinator office)

Recommended Actions

1. Continue to work on assessment. In particular:
 - continue to collect and analyze data;
 - make curricular changes (as necessary) based on data;
 - discuss and share the data with relevant stakeholders; and
 - continue to develop a system for tracking data-driven decisions.
2. Continue to involve faculty beyond the Program within the minor. In particular:
 - make sure there is continuity in leadership that will advocate for the program once Dr. Melero steps down; and
 - work with the deans to secure space and resources for the program to grow as necessary, particularly given the long-term strategic goal of becoming a Department.
3. Focus on attracting additional students. Use strategic planning to determine how to best attract students, and implement those strategies in the short term.

Recommended Result

Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	X
Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	
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.	
Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	

*Because the recommended result of this review is to continue without qualification, the program's next self-study will be a "short" one focused on the recommended actions from the current report. This short self-study is due **October 1, 2023 to the Dean of the College of Letters and Sciences and November 1, 2023 to the chair of Audit & Review Committee.**