

**Minutes and Evaluation Report for
Audit & Review Follow-up Meeting
University of Wisconsin-Whitewater
History Major & Minor, 2019-2020**

Date: Tuesday February 25, 2020

Time: 1:15-2:15pm

Place: Laurentide Hall 4012

Attended: Interim Provost Greg Cook; Dean Frank Goza; Interim AVC Kristin Plessel; Interim Director, Office of Academic Assessment Catherine Chan; Department Chair Jennifer Thibodeaux; faculty and staff in the History department Kimberly Nath, Anthony Gulig, James Coons, Karl Brown, and Nengher Vang; Audit & Review team members Louis Fucilla, Andrea Ednie (review team chair).

- 1) Call to order & introductions
- 2) Interim Provost Greg Cook congratulated the department for a very well-written self-study report. He noted that the department's stable number of students during the current time of declining enrollment at UWW and beyond speaks highly of the program. He applauded the faculty team for using student surveys to find both positive and useful constructive information to guide the program. Greg also asked about direct assessments, mentioning that he had not seen them in the self-study.
- 3) Jennifer Thibodeaux summarized the strengths of the department. She credited Tony Gulig for his leadership during the previous A&R cycle. She described how the department faculty have stabilized over the past 5 years with 100% faculty retention. Jennifer described the department's vibrant atmosphere that has proven attractive to new scholars. Jennifer also described new courses added to the majors and how the department likely offers the widest range of history courses in the UW System, including over 1/3 of the General Education diversity courses on campus. Jennifer discussed the program's recent curriculum revision which facilitated the addition of new assessment measures and removed bottlenecks that had in the past challenged student progress toward graduation. Jennifer also described recent efforts to improve the department's website and to better market the programs. Finally it was noted that student numbers are consistent at approximately 155 students making the program one of the largest in the UW-System and with stable student credit hours.
- 4) Discussion of Review Team's evaluation:
 - a) *The review team recognizes the tremendous amount and quality of work done by the program.*
In addition to the observations shared by Provost Cook and Jennifer Thibodeaux, we discussed the program's participation in the 2019 assessment institute, we noted the program's thorough responses to the A&R recommended actions from the previous review, and we discussed the impressive marketing and rebranding work the department have done. We discussed the value of the student survey which serves to inform the program and the department's plans for a new portfolio system that would be a notable development in assessment.
 - b) *Coordination of student internships: The self-study described interest in further developing internship opportunities. Is there a plan for how to support this development?*
Students in Public History are already being placed in internships, and the department would like to expand internship opportunities beyond Public History. Faculty described interest in placing more students with general agencies such as Epic, Blackhawk Credit Union, etc. because a broad variety of placements can be related to history. We discussed the potential need for a curriculum change to allow a greater variety of students to take internships, and the department's interest in identifying new partners that can serve as internship hosts.

- c) *Continuing efforts to document and justify need for a US Latina/Latinx faculty line. What can the program do to bolster the case for a new line to teach Latinx history?*

The department had requested line for this area, and Provost Elrod had approved the request, but the line is now on hold due to UWW's current budget circumstances. Dean Goza clarified that the proposal for this line is not permanently closed, but on hold for an unknown amount of time.

- d) *Plan for assessing the viability of Public History. Would an advisory board be useful in shaping the future of the program? What process will the program use to determine the viable level of enrollment for the Public History emphasis and the certificate program?*

Public History currently represents 9% of the department's majors with 14 students. It is a practical major that prepares students for available jobs. We discussed the need for redirection, better assessment measures, and more sustained recruitment. The faculty discussed the need to submit the Public History Certificate Courseleaf proposal. We discussed how the department would benefit from a course release for the Public History coordinator, following a process of determining what responsibilities this position would have. We discussed the possibility of combining coordination of the Public History program with internship coordination.

- e) *Assessment: great progress made since last self-study. Ideas and suggestions for how to continue the work.*

We noted current indirect assessment measures including student and alumni surveys. The A&R team recommends returning to program SLOs to see if the number of SLOs can be reduced in order to simplify and reduce the number of direct, course-based assessments. The A&R review team were concerned that the programs have identified too many course-based assessments to efficiently and usefully track and compile over time. The A&R team suggests selecting a smaller number of direct, course-based measures that link directly with the SLOs and are useful for program planning and development. We discussed the goal of documenting how direct assessments have been used to 'close the loop' in terms of identifying course or program improvements/changes by the next A&R process.

- 5) **Recommended Actions:** The evaluation report (page 13, point 4) lists 3 recommended actions related to continued work on assessment.
- 6) **Final Result:** Continuation with minor concerns
- **Please make use of the detailed comments in the evaluation report (below).**
 - **A progress report will be due to the College Deans on October 15, 2022 and to the Assessment Office by November 1, 2022**
 - **Next full self-study will be due to the College Deans on October 1, 2024 and to the Assessment Office on November 1, 2024.**

- 7) Adjourned at 3:00pm.
Submitted by Andrea Ednie

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
History Majors/Minors and Standalone Minors**

Date of Evaluation 11/20/2019 Short Self Study (SS*) _____
 Program: History Major Minor

Evaluations submitted by: Catherine Chan, Andrea Ednie, Louis Fucilla, Denise Roseland, Nikki Hollett
Review meeting attended by: Catherine Chan, Andrea Ednie, Louis Fucilla, Denise Roseland, Nikki Hollett

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 self-study provides a great deal of evidence that the History Department is committed to the University's mission, core values and current strategic plan. From the self-study, it is clear that diversity and inclusion and central to the department's purpose and activities.

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

Comments for I.A.2

I'm unclear as to how the history objectives are aligned with UWW or system Gen Ed goals - but this seems like a good thing. Good discussion about how history supports both Gen Ed and other programs.

This is a real strength of the department. If I read the self-study correctly, nearly 2/3 of the department's course offerings are geared to courses that fill requirements for the University's general education program.

Strong presence in providing GE & Diversity courses.

I appreciate the program's important contribution to the Gen Ed curriculum.

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

Many examples of how courses (including travel study courses) promote inclusive excellence.

I applaud the work of the department with regards to education and curriculum leadership regarding race and ethnicity. Efforts to recruit and hire more diverse faculty is also important leadership seen here. Are there more facets of diversity (ability/disability, gender/LGBTQ, etc.) we can expect to see the department take on in the near future?

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

Comments for I.A.4

- RA 1. Seems like the faculty team have made efforts to address the needs and support progress of BSE students. Hopefully, History reps will be able to more formally meet with COEPS faculty now that the social studies coordinator is back from sabbatical.
 - RA 2. Good student feedback and job data. Alumni survey is planned for 2019-20.
 - RA 3. The department is in the process of a branding project and hopes this, along with data they are collecting about enrollments in other history programs, will inform curriculum changes that will cause enrollment increases. - Student data indicates students are satisfied with the program.
 - RA 4. Mentions SLO matrix is in process.
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- I think the department has been responsive to actions recommended raised in the last Audit and Review report. They have continued to work with CoEPS for the BSE program (Recommendation #1).
 - They have reported more data on career placements and have plans in place to do another Alumni Survey (Recommendation #2).
 - They have identified reasons for declining enrollment and appear to be doing better than other comparable institutions in the UW-system (Recommendation #3).
 - Finally, they are continuing to revise their assessment system (Recommendation #4).
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- Recognizing your program's involvement in the Assessment Institute to address the refining of your assessment system. I believe the intention to respond to recommended actions re: Coordinating with COEPS re: BSE majors is evident (keep chipping away at this!) but faculty sabbaticals and other demands may limit the effect in action.
 - The competing demands of a History thesis and field studies/student teaching and edTPA portfolio submission for licensure still create incredibly heavy demands on BSE majors that are compressed into 1-2 semesters. The students feel incredibly conflicted about what their greatest priority is...do great work on history thesis or prepare a high quality portfolio highlighting teaching practice during field studies.
 - I wonder if more thoughtful coordination between the History program and COEPS might reduce some of that conflict and pressure students feel in that process of delivering culminating work to 2 programs.
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- Interesting to hear about the diversity in survey answers related to career trajectories. I'm curious how you are using this information to improve your courses. More specifically, are you catering to these career possibilities in your courses?

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	5
Some/Partial Evidence	0
No/Limited Evidence	0

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

Comments for I.B.2

Two major goals were achieved - curriculum revamp and website improvement projects.

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

Comments for I.B.3

- The department meets multiple times per year to discuss goals and assessment.
- I see a process for setting goals, and program staff members engaged in committees/reporting and even that assessment is discussed at designated meetings. I'd like to know more about the process of reviewing assessment data and the resulting decisions from that work.

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

Comments for I.B.4

- Upcoming goals related to enrollment and internships are discussed.
- Please provide more information on the process the program will use to determine the viable level of enrollment for the Public History emphasis and the certificate program. What is the threshold? How is the program planning to collect information needed to determine the reasons behind the low levels of enrollment? How is the program planning to increase the number of internship offerings?

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	4
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for I.B.6

Accreditation is not available.

General Comments related to Section I.B

- The department shows they are reflective about who they are and where they want to be. As a suggestion, to bolster the case for a new line to teach Latinx history: how has enrollment changed for Latinx students at Whitewater and in the History department since the last self-study and for this population in southwestern Wisconsin?

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

Seems like a lot of options?

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

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

Comments for II.A.2

No dual-listed courses.

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

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for II.A.3

- Assessment results from a majors survey showed students didn't see the value of a long capstone project. Concern over writing quality were mentioned. Changes appear to have been primarily driven by faculty/logistical necessities or benefits, but the SS discusses how the new portfolio requirement and the new curriculum will better allow the program to collect assessment data to inform future decisions.
- I have seen some of the work that faculty in the department have put into assessment activities. I can say unequivocally that the department has, what I think to be, a fairly innovative way to conduct assessment within the major and has used that to plan curricular revisions.
- Am I missing the sources of assessment data used to make these changes to HISTORY 399 & 499? And the changes to HISTORY 200 & 475? I'm not questioning the value of the change...just wondering what data prompted/informed the decisions.
- I commend the program's great effort in revising its curriculum and mapping SLOs to its courses. I eagerly await forthcoming assessment results.

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

- Internships, travel study courses, clubs, scholarships, etc.
- There is strength to the program in this area.

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

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

Comments for II.A.5

- Student surveys are the assessment tool? Is there any comparative examination of assessment data for face-to-face and online sections of the same class to understand differences in student learning?
- Please provide more details on the preparation instructors of online courses must undertake. For instance, what resources from the LEARN Center are recommended/required by the department? How many instructors have gone through the Quality Matters training? Perhaps support from the LTC can be utilized? These considerations will become more important as the program prepares to offer more online courses in the near 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	4
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for II.B.1

- Seems like there may be too many course-based assessments to properly track? How is assessment data compiled and shared?
- The new skills survey seems like a good initiative. Assessment of the signature assignment seems promising, too - what SLO does this relate to?
- Need to return to the SLOs - see if they can be reduced in #. Choose a small number of class-based assignments to assess and evaluate as a program team.
- Student Learning Outcomes (SLOs) are clearly mapped across the curriculum and account for content-based knowledge as well as skill-based knowledge.

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

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

Comments for II.B.3

- Seems overwhelming as is. Seems it would need to be more manageable in order to really be useful. Individual pieces such as the Signature Assignments, skills survey, student surveys, alumni surveys seem great - just need to consider all of the course-based assessments and their usefulness for program planning/development and sustainability.

- There appears to be a solid plan in place and with participation in the Assessment Institute, the department is attending to this matter with appropriate attention.

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

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

Comments for II.B.4

It seems a lot of assessment data were collected and some SLOs were examined, but I'm not clear on how the collected data fully reflect the SLOs.

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

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

Comments for II.B.5

- The program faculty appear to discuss assessment regularly and to apply the assessment results they have in discussions about course/program revisions or improvements.
- Assessment, reflection and curriculum revision (when appropriate) appears to be a major strength of the History department.

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

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

Comments for II.B.6

- Sharing assessment result via the alumni survey is a good idea!
- Who are the local partners with whom the program shares its assessment data? Does the program have an advisory board?

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	4
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for III.A.1-2

- Could you explain some of the reasons for fluctuations?

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

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

Comments for III.A.3

- Credits-to-degree is high, but understandable if many students have changed majors and/or are seeking teaching licensure.

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

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

Comments for III.A.4

- This seems to be an area the department is developing. It is good they have a plan in place. Perhaps in their next self-study the department can detail how successful their approach has been.
- Guest outreach efforts to high schools might really open new relationships with potential students but I'd encourage you to consider how you sustain and grow their interest in your programs after you drive away from the high school where you guest lecture. Are there topics of particular interest to diverse students that you plan to promote to high school audiences?

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

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

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

- A lot of work and monitoring is done to make sure students can take the courses they need.

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

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

Comments for III.A.7

- Program is still adjusting to the new curriculum and data are being gathered.

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	2
Some/Partial Evidence	3
No/Limited Evidence	0

Comments for III.B.1

- Is there more up-to-date data on employment?

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

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

3. The program systematically tracks graduates of the program.

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

Comments for III.B.3

- It looks like the department is making a good effort to track alums. I think they are correct that more recent graduates prefer social media and so I checked the department's website and they do have a well-maintained and up-to-date Facebook page for the department.

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

- Public History, archivist, breadth and depth of courses and faculty expertise.

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	4
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for IV.A.1-2

- Could provide more characteristics about the faculty and staff- gender, ethnicity, expertise....

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

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

Comments for IV.A.3-4

- I mentioned this point earlier but can the department show data on Latinx enrollment at Whitewater and increases in population in southwestern Wisconsin to support demand for a new tenure line? I think this would bolster your case here.
- Could you explain some more about the service load not being equitable? How are you working on improving this?

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

- Every member of the faculty is engaged in at least 2 activities related to enhancing teaching and advising. That is commendable.

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

IV. Resource Availability & Development: D. External Funding

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

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

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

- Faculty are engaged in a great deal of service.

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	4
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for IV.F.1

- Discussed student help and supplies - but not clear about how they are set for personnel?

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

- Library holdings... need better access to UW's collection.

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

- Vibrant faculty team, writing in the curriculum, engagement in global & diversity issues, inclusive excellence.
- Applaud the writing efforts and the updated pedagogy mentioned here!

2. Areas of improvement and continued progress are discussed.

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

Comments for V.2

- Public history is declining in student numbers - curriculum change ideas have been discussed but not submitted. Desire to expand internship opportunities/requirements.
- What is the program's plan for the Public History major and certificate?
- Will the program complete the work required to reduce the number of credits required by the certificate?
- What is the program's plan for expanding its internship program?

3. Recommendations and resources are discussed.

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

Comments for V.3

- Need a Latin American History faculty line.
- Releases for service work.
- Course release for the Public History program coordinator.
- Great focus for future action!

VI. Reviewer Conclusions

1. Strengths of the Program

- Breadth & depth of curriculum, support of Gen Ed, archivist, internships, travel studies, undergraduate research, recording studio, student scholarships and clubs. Seems the program has done a lot of assessment work and discusses assessment and program goals regularly. Portfolios will be a good addition.
- The department is strong in the following areas: contributing to the University's mission, core values, vision, strategic plan and Gen Ed program; the service and research activities of its faculty service, research activities; and assessment of learning. The department also has done a good job of addressing recommendations actions from the last self-study.
- The diverse perspectives represented by your curriculum and faculty.
- The large number of majors offered, allowing students to really be specific on their degree and career trajectory. Additionally, graduates seek very diverse occupations which speaks to the quality of the program and professors in your department.
- The department demonstrates commitment to program sustainability and success by taking on significant curriculum development projects, maintaining a clear vision, working on marketing initiatives, etc.

2. Areas for Work or Improvement

- Reduce the quantity of course-based assessment measures and organize a process for compiling and analyzing program performance. Implement the portfolios, and complete an alumni survey every few years.
- The department can develop its employment data to be more current than 2016-2017. As noted, the department is starting outreach efforts to attract students. A plan appears to be in place and the department should have time to see if their strategy pays off.
- Continue efforts to create a manageable and useful assessment system for the Department and to consistently operationalize assessment results to inform decision-making. What strategic partnerships might bolster your goals for the Public History program...and might a public history advisory board of people working in the field be useful in shaping the future of the program?
- Need to set a more specific plan on how to address enrollment and consistency at that. Could it be that the large number of majors hurt enrollment.
- Develop a plan to assess the viability of a Public History major and a Public History certificate. What metrics will convince the program and administration to support increasing resources to support these curricular offerings? Develop a plan for expanding the program's internship program. What existing partnerships can the program leverage? What possible new relationships can be developed?

3. Other comments/questions

Surveys weigh pretty heavy as sources for data and while you addressed respondent fatigue/burden as a consideration, we wonder if there are other sources of data you can continue to explore or if surveys can be revised to capture more at a single point in time.

4. Recommended Actions

- 1) Continue to develop and revise the program's assessment matrix. Try to reduce the number of direct assessments by selecting those that will be particularly informative for program monitoring and development.
- 2) A) Document how assessment data are aggregated, analyzed, and discussed as a program. B) Provide specific examples that demonstrate how assessment results are used to make program decisions.
- 3) Follow-up on plan to conduct an alumni survey every 3 years.

5. Recommended Result

Answer	Count
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. Progress report may be required, at the discretion of the review team.	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

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