

**Minutes and Evaluation Report for  
Audit & Review Face-to-Face Meeting  
University of Wisconsin-Whitewater  
Business Data Analytics Minor, 2020-2021**

**Date:** Wednesday, February 17, 2021

**Time:** 1:00-2:00pm

**Place:** Webex (Virtual)

**Attended:** Provost Greg Cook, AVC Kristin Plessel, Dean John Chenoweth, Department Chair Andy Ciganek, ITSCM Faculty Members Linda Amann, Choton Basu, Sean Fahy, Onochie Fan-Osuala, Sameer Prasad, Balaji Sankaranarayanan, Behrooz Davazdahemami, Alana Platt, Amin Vahedian, Anto Verghese, and faculty from other departments; Audit & Review Team Chair Yushan Zhao; Audit & Review team members Corey Davis, Ahmad Karim, Denise Roseland; Assessment Representative Katy Casey.

**1) Call to order**

The meeting was called to order at approximately 1:00pm.

**2) Introductions**

**3) Overview of review team evaluation, program comments**

The meeting began with a brief overview of the audit and review report. Overall the program is strong and faculty are active in classroom teaching, research, and services. The program is attractive and demand for graduates is high.

**4) Discussion of review team's evaluation**

The main discussions were on three areas, (1) tracking of graduates, (2) assessment planning, and (3) recruitment of racially and ethnically diverse students. Department chair Andy Ciganek appreciated the constructive comments from the review team. Discussion then moved to how to track graduates with limited resources. Many faculty members used LinkedIn and other social media tools to establish connections with students. However, more work is needed to track graduates to get insights into improving student learning. It was noted that Business Data Analytics Minor was changed into Business Analytics Emphasis in Information Technology Major in 2020. The department was recommended to work with students, faculty, college, and university to explore ways to effectively track graduates to improve the program and promote student success in the workplace.

Discussion continued on the planning of assessment and recruitment of diverse students. Department faculty noted that the program made curricular and SLO changes based on assessment results and recommendations of faculty and advisory board. There was a long discussion on the need and challenges to integrate internship supervisors' evaluations and alumni survey in the program assessment. Dean Chenoweth noticed that placement and demand for business analytics students continue to be strong. Discussion then followed on how to effectively recruit racially and ethnically diverse students in the future. The review team commented on the program's work to diversify gender of the program such as CyberGirlz and CyberHigh, as well as annual technology camps. There was a good discussion on how to attract students from underrepresented minorities and other racial and ethnic groups. Discussion was concluded with a remark by Provost Cook.

**5) Recommended actions**

The evaluation report lists three recommended actions (see page 15, point 4) related to assessment, increasing racial and ethnic diversity of students, and strategies used to keep the program in high demand.

**6) Recommend results**

The recommended result of this review is to **continue without qualification**.

- **Please make use of the detailed comments in the evaluation report (below).**
- **Please select all applicable boxes and fill in the appropriate year:**

Business Data Analytics was changed from a stand-alone minor into Business Analytics Emphasis in Information Technology Major in 2020. The next self-study should respond to the three recommended actions in this review

for the Business Analytics minor in the first self-study for the Business Analytics emphasis.

- Next FULL self-study will be due to the Dean on October 1, 2026 and to the Assessment Office on November 1, 2026.
- Next SHORT self-study will be due to the Dean on October 1, 2024 and to the Assessment Office on November 1, 2024.
- A progress report will be due Choose an item., of [Year]

**6) Adjourn.**

Submitted by Yushan Zhao

*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, 2020-2021  
Majors/Minors and Standalone Minors**

Date of Evaluation 10/21/2020 Short Self Study (SS\*) \_\_\_\_\_  
 Program: Business Data Analytics Major  Minor

**Evaluations submitted by:** Denise Roseland, Ahmad Karim, Katy Casey, Yushan Zhao, Eric Appleton, Corey Davis  
**Review meeting attended by:** Ahmad Karim, Katy Casey, Yushan Zhao

**I. Program Purpose & Overview: A. Centrality**

**1. The program contributes to the fulfillment of UW-Whitewater’s core values, Mission, and Strategic Plan.**

1	Sufficient Evidence	5
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

**Comments:**

I imagine this minor provides important skills to graduates so that they meet the demand for these skills in the region's workforce.  
 This is a new minor in ITSCM department. The program supports university missions, core values, and strategic plan.

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

1	Sufficient Evidence	1
2	Some/Partial Evidence	4
3	No/Limited Evidence	1

**Comments:**

not applicable for minor  
 The program supports general education in communication and calculation skills, quantitative and technical reasoning.  
 The response notes that student enrolled in the minor take the university GenEd courses, not how the minor itself is integrated with or offers any GenEd listed courses. Are there any connections of the curriculum linked to programs beyond Business and CoBe? The program develops student skills in an 'interconnected' world

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

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

**Comments:**

Broad description of recruitment and retention efforts of students and faculty. Described curricular efforts related to Rock County.

Support several goals including: improve student access and success, recruit diverse undergraduate students, transform lives and impact society, and provide high quality programming that prepare our graduates to become lifelong learner.

It's only in the final paragraph that specific actions are outlined: developing transfer agreements with Blackhawk, and reaching out through CyberGirlz and CyberHigh. The Blackhawk connection is noted as 'enhancing access to the program by lower-income, etc.' It's not clear whether the Cyber programs are sponsored and held by UWW, or if the program is a participant which then 'reaches out.' More specifics on active, concrete activities would be useful. **\*\*The Cyber programs were discussed at the review meeting. Both activities are hosted by COBE.**

**4. The program has been responsive to actions recommended from the previous Audit and Review Report; Progress Reports have been submitted, if relevant.**

1	Sufficient Evidence	2
2	Some/Partial Evidence	0
3	No/Limited Evidence	1

**Comments:**

Not applicable since this is the first A&R for this program.

**Since this did not apply, some reviewers did not respond to this item.**

**General Comments related to Section I.A**

General Comments related to Section I.A

The minor program seems to have a keen eye scanning the community/region for opportunities to support the need for skills developed in the minor program.

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

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

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

**Comments:**

The minor shares the major's mission statement, which is pretty general. It would be good to provide a prospective student a brief statement on HOW this program intends to provide a 'world-class informative technology education.' What distinguishes our world-class education from other institutions offering world-class educations?

Concise mission statement.

I would like to see a mission related to business data analytics.

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

1	Sufficient Evidence	6
2	Some/Partial Evidence	0
3	No/Limited Evidence	0

**Comments:**

Created a program that addresses needs in the job market. The program provides a number of high quality offerings and capitalizes on strengths and expertise of faculty and staff.

Three goals, 1. Offer programs in response to market conditions. 2. Offer sufficient resources to sustain high quality offerings. 3. Offer high quality curriculum.

Sounds reasonable as general goals to get the program rolling in its first years. It will be interesting to see what specific future goals are generated in the next few years

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

1	Sufficient Evidence	3
2	Some/Partial Evidence	2
3	No/Limited Evidence	1

**Comments:**

Who makes up the Advisory Board? How often do they meet? What is their relationship with the Curriculum Committee? More details would make it easier for me to rate this item.

The program lists broad goals (B2) and more targeted short-term goals (B4) to maintain quality programming. The methods described to review program goals are sustainable.

Would like to see detailed process for setting and assessing goals.

Very general. What specific steps does the program plan to employ as future goals and objectives are generated and addressed? How does information and decision-making move between the program, the Advisory Board, and the Curriculum Committee?

**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.**

1	Sufficient Evidence	4
2	Some/Partial Evidence	2
3	No/Limited Evidence	0

**Comments:**

Goals were appropriately visionary. Clear description of work completed to advance the program. At times, the references to the BBA and Graduate offerings were confusing.

This is a new minor. Curriculum committee meets each semester to evaluate the program and make suggestions to program revisions.

Ah, here's the information I was seeking for I B 3 on decision making process! I'm not sure a "vision" for the future was enunciated, but at this point it's probably enough to let the program get rolling in order to decide where it wants to be in five, ten years. . .

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

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

**Comments:**

Certainly the College accreditation is impressive. I imagine there are students/faculty that could be called out for recognition as well.

program accreditation

Program is accredited by AACSB. Would like to see faculty and student recognitions or awards.

one reviewer did not answer this item

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

1	Sufficient Evidence	6
2	Some/Partial Evidence	0
3	No/Limited Evidence	0

**Comments:**

Accredited by AACSB (Association to Advance Collegiate Schools of Business)

**General Comments related to Section I.B**

NONE

**II. Assessment : A. Curriculum**

**1. The program has a clearly articulated, efficient, and purposeful curriculum, including options or emphases within the program (if applicable).**

1	Sufficient Evidence	6
2	Some/Partial Evidence	0
3	No/Limited Evidence	0

**Comments:**

The recent changes to the minor program seems to align with requisite skills in the field.

The curriculum emphasizes fundamental skills in programming and statistics, business analytics knowledge, and also allow students to select courses suited to their particular personal and professional goals. Cannot download program planning sheet.

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

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

**Comments:**

no dual listed courses offered

Since dual listed courses are not offered, one reviewer did not answer this item.

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

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

**Comments:**

A thorough explanation of curricular updates were provided and some referenced feedback from advisory groups. It was not clear is assessment data collected on SLOs was used to make these decisions, at least not in this section. Information shared with faculty, student organization reps, and advisory board members. Assessment data were used to make curriculum changes.

"Direct data" is mentioned, and that instructors collect and share assessment data. It would be good to hear what projects/methods are used to collect data -- assignments, surveys, etc. Is the primary focus currently on individual courses, or it is developing an overview of the minor as a whole?

**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.**

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

**Comments:**

What was the nature of student involvement in the described projects?

There are a number organizations to associated with the ITSCM department. In addition, students are encouraged to participate in undergraduate research. What is the participation rate of students in this HIP?

Opportunities for students: undergraduate research, class projects, faculty projects, and several student organizations.

Undergraduate research encouraged. Students participate in student orgs in closely related fields.

Nothing overly specific to the minor, but rather general opportunities within the major and College

**5. Online courses are evaluated in ways that ensure effective delivery, continuous improvement, and student learning.**

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

**Comments:**

NA, there are not any online courses offered.

Since the program does not offer online courses, one reviewer did not answer this item.

**General Comments related to Section II.A**

NONE

**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.**

1	Sufficient Evidence	5
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

**Comments:**

Clear and concise SLOs. Some include two dimensions, which might make them difficult to measure (e.g., demonstrate understanding of "source data" and "role of information in business").

Have three student learning outcomes.

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

1	Sufficient Evidence	5
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

**Comments:**

SLOs are aligned with LEAP ELOs. I am not sure this is particularly meaningful. There are no direct measures of skills identified in ELOs selected.

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

1	Sufficient Evidence	2
2	Some/Partial Evidence	4
3	No/Limited Evidence	0

**Comments:**

The assessment plan was complete and seems to provide relevant data to the program on student progress. The specific assignments and summary of findings were particularly meaningful. The plan was for one semester and it is not clear what the future of planning will be past spring 2021. Will the program update the plan annually?

Would like to see an attachment of assessment plan.

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

1	Sufficient Evidence	1
2	Some/Partial Evidence	5
3	No/Limited Evidence	0

**Comments:**

The majority of assessment data appears to be instructor-created assessments. Are there any industry recognized assessments/credentials that might add some other assessment data? Alumni surveys done by the program? Items on a College survey?

Data was collected in spring 2020. Was data collected in the first 4 years of the program?

This is a new program. First assessment was in spring 2020.

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

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

**Comments:**

Is there a recent example of a change enacted based on assessment results?

Yes, it is clear faculty consider this data and there is a process in place. The report indicates data is collected and reviewed each semester. However, results of this data collection prior to spring 2020 were not included in this report.

Assessment data were used to make changes on course scheduling, advising procedures, instructional methods, assessment data collection procedures, curriculum delivery methods, etc.

It was noted that data is collected by instructors and faculty, and it appears that this data is used to effect changes and organize planning.



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

1	Sufficient Evidence	4
2	Some/Partial Evidence	2
3	No/Limited Evidence	0

**Comments:**

The process for internal and external review is commendable. It seems the program values its stakeholders feedback.

Shared with department curriculum committee, department faculty, student orgs, and advisory board.

**General Comments related to Section II.B**

NONE

**III. Student Recruitment, Enrollment, Retention, and Graduation:****A. Trend Data 1-2. Five-year enrollment and graduation trends reflect program vitality and sustainability.**

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

**Comments:**

Some attachments were not available to one reviewer, so item was not rated.

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

1	Sufficient Evidence	1
2	Some/Partial Evidence	5
3	No/Limited Evidence	0

**Comments:**

Commend the Department's sustained efforts to reach out to attract more women into technology careers through outreach activities. What is the retention like of female students who declare the minor? What about students of color?

Focus was on gender and did not address race/ethnicity

Attract and recruit diverse students through outreach activities such as CyberGirlz and CyberHigh, annual technology camps encouraging middle and high school girls to explore technology.

Addressed sex-based diversity efforts. No ethnicity-based efforts described.

Female students appear to be the primary under-represented demographic addressed. Again, any specifics to be offered beyond 'reaching out' to them -- especially since the field 'draws slightly more interest from females than from males'?

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

1	Sufficient Evidence	6
2	Some/Partial Evidence	0
3	No/Limited Evidence	0

**Comments:**

The changes made seem to benefit students. Nicely done!

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

1	Sufficient Evidence	6
2	Some/Partial Evidence	0
3	No/Limited Evidence	0

**Comments:**

Seems that versatile and wise staffing decisions were made when vacancies came up in the minor program.

If I understood the response, it seems the program can support up to 70 minors and is currently undersubscribed

Looks like the program is at optimum level with enrollment of 37 in fall 2019.

Noted that program is currently reaching enrollment capacity but can still support an additional 30 students.

**General Comments related to Section III.A**

NONE

**III. Student Recruitment, Enrollment, Retention, and Graduation:**

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

1	Sufficient Evidence	4
2	Some/Partial Evidence	1
3	No/Limited Evidence	1

**Comments:**

What does state and regional outlook show? Labor market data?

strong demand for graduates with these skills were described throughout the report

Looks like demand for analytical skills is high.

**3. The program systematically tracks graduates of the program.**

1	Sufficient Evidence	0
2	Some/Partial Evidence	1
3	No/Limited Evidence	5

**Comments:**

ITSCM tracks graduates through ITSCM department LinkedIn groups.

Only tracks majors in the Department, not minors

**General Comments related to Section III.B**

NONE

### C. Comparative Advantage(s)

#### 1. The program has unique features that distinguish it from competing programs--giving it a competitive edge

1	Sufficient Evidence	5
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

**Comments:**

uniquely positioned in offering a degree with this emphasis

Unclear how unique the minor is.

Seems unique within the UW System. What about private colleges? What about the region (beyond WI)?

### 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.)

1	Sufficient Evidence	5
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

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

1	Sufficient Evidence	5
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

**Comments:**

The recent hires seem like smart choices...to diversify skills, add expertise across programs.

#### General Comments related to section IV.A

The number and expertise of faculty sufficiently address the needs of the program.

#### B. Teaching & Learning Enhancement 1-2. Faculty & instructional academic staff are engaged in activities to enhance teaching and advising.

1	Sufficient Evidence	5
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

**Comments:**

Some very high profile engagement among senior faculty in the program.

Faculty engage in professional development and service activities to enhance teaching. Advising activities are not as clear, but there may not be a need. How does the program provide advising, is it required of program faculty?

**C. Research & other Scholarly/Creative Activities 1-2. Faculty (and staff, if relevant) are active in research and/or scholarly/creative activities.**

1	Sufficient Evidence	5
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

**Comments:**

Faculty for maintain an active research agenda.

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

1	Sufficient Evidence	2
2	Some/Partial Evidence	4
3	No/Limited Evidence	0

**Comments:**

Two awards listed, but no amounts listed, and it is unclear when the awards were received.

**Comments for IV.D.1-2**

NONE

**E. Professional & Public Service 1-2. Faculty (and staff, if relevant) are active in professional and public service, beyond the department.**

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

**Comments:**

Some faculty listed do not have service activities.

Service seems to be lacking at the Professor level. Associate level is good. Assistant Professors are too new to have service expectations.

**F. Resources for Students in the Program**

**1. The program has adequate personnel, student help, and service and supplies to serve its undergraduate students.**

1	Sufficient Evidence	4
2	Some/Partial Evidence	2
3	No/Limited Evidence	0

**Comments:**

Commend the commitment to exposing students to state-of-the art Business Analytics software having widespread usage throughout industry.

## G. Facilities, Equipment, & Library Holdings

### 1. The program has adequate facilities, equipment, technological, and library resources to effectively serve its students.

1	Sufficient Evidence	5
2	Some/Partial Evidence	1
3	No/Limited Evidence	0

#### Comments:

Curious how COVID has impacted courses where access to labs is not assured. Has the University/College been able to get all students with the minor the needed hardware/software for remote?

Use computer labs in Hyland Hall.

## V. Conclusions and Recommendations from the Department or Program

### 1. Program strengths are discussed.

1	Sufficient Evidence	6
2	Some/Partial Evidence	0
3	No/Limited Evidence	0

#### Comments:

Conditions are certainly in favor of continued success for this program. The opportunity for students to engage in relevant, real-world application of knowledge and skills is excellent.

Congratulations on a successful program, especially related to enrollment. The program serves a need in the region with few competing programs. I wonder if there is a marketing plan to highlight the unique aspects and value of our program in the event competing programs emerge. I agree that the involvement of stakeholders in program planning is impressive. In addition, the program uses this feedback to revise the curriculum to address the needs of the market.

Growth; has tripled in size. Is reasonably unique within UW System offerings. Good market conditions for graduates. Believes program to be sustainable. Communication process in place for discussing and implementing changes.

### 2. Areas of improvement and continued progress are discussed.

1	Sufficient Evidence	6
2	Some/Partial Evidence	0
3	No/Limited Evidence	0

#### Comments:

Agree on both areas for continued growth/improvement.

I agree that implementing a sustainable assessment plan that tracks progress over time might be a challenge in that it has not yet been done. What were the barriers to implementing a plan prior to spring 2020? It is always nice to track graduates and yet this is difficult work. Are there other programs in the College that do this well?

Emphasize assessment and graduate tracking.

Implementation of Assessment Plan (again, I didn't see a specific plan included, unless it was in one of the attachments I couldn't access); tracking of graduates. As the program moves forward, the Assessment Plan should reveal further areas of improvement.

### 3. Recommendations and resources are discussed.

1	Sufficient Evidence	4
2	Some/Partial Evidence	2
3	No/Limited Evidence	0

#### Comments:

I appreciate the self-reflective nature of the program recommendations moving forward.

First time audit and review for the new minor.

## VI. Reviewer Conclusions

### 1. Strengths of the Program

- Conditions are certainly in favor of continued growth/success for this program. The opportunity for students to engage in relevant, real-world application of knowledge and skills is excellent. Faculty are engaged in impactful service to the field, the region/state, or the University.
- Strong faculty. Excellent research and teaching. Great demand.
- Connection to stakeholders. Growth of program over a relatively short period of time. Committed and experienced faculty who teach in the program.
- This is an attractive minor. Demand for graduates is high. Faculty are active in classroom teaching, service, and research. A number of ex-curricular opportunities are available for students. Since this is a new minor, it is impressive that so much has been done in such a small amount of time.
- Cutting edge. Applied. High demand skills and knowledge applicable across a wide range of professions and academic disciplines.

### 2. Areas for Work or Improvement

- There is some concern that the program is lacking important data...alumni/graduate follow-up data. The inability to collect/analyze graduate data is a tremendous limitation to be overcome. Where are graduates going? What roles in organizations are they filling? What do their career paths look like after graduation? These data would be so impactful in program planning.
- Assessment. I think the assessment plan provided is a good start. Identifying a number of faculty/staff to work on the plan is helpful in making it sustainable. The program identified direct measures, unique to the program, used to evaluate SLOs (case studies, labs). I recommend creating a plan with a 2-5 year timeline, and revisit it annually.
- This is not required in the assessment plan, but I believe the program may be able to do this without too much difficulty: It was not clear how the data collected for SLOs informs progress on the ELOs- the alignment was helpful, but the findings did not specifically address the skills identified.
- The program has ties to a number of stakeholder groups and seeks input regularly. I think tracking graduates can be helpful if it informs where your students end up- in what fields. Is this information available in any other reports/surveys through COBE accreditation process?
- Recruitment and retention efforts could be enhanced. The College and program spent a lot of time and resources to grow this program as seen in the number of emphases. What strategies, in addition to your work to diversify the gender of the program, are used to recruit students of different racial or ethnic groups? Are students in the program already racially diverse?
- Undergraduate research is encouraged. What about internships?
- Have an assessment plan to address student learning more systematically, particularly in the use of assessment data to improve learning outcomes. Find ways to track graduates systematically. Explore effective strategies to recruit more diverse students.
- As program acknowledges, time to start enacting assessment plan and collecting more data.

**3. Other comments/questions**

Hooray! You made it through your first Audit & Review. :)  
 To what extent (if any) are classes available to non-minors?

**4. Recommended Actions (please specify):**

1. Attach a completed assessment plan with a timeline indicating a 2-5 year review period. Provide a summary of data on SLOs based on the assessment plan, a description of how the program uses data to improve student learning, how often the assessment plan is evaluated by the program, and specific changes to program goals based on data collected (i.e., How does the data inform the minor as a whole?).
2. Describe efforts to increase racial and ethnic diversity of students in the minor.
3. Describe strategies the program will use to keep the program in high demand and attractive to new students.

**5. Recommended Result**

1	Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0
2	Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	4
3	Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	2
4	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
5	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
6	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
7	Non-continuation of the program.	0
8	Report not submitted; refer to Provost for action.	0