

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

Date: 1/27/2020

Time: 3:00 pm – 4:00 pm

Place: WH 1013

Invited: Interim Provost Greg Cook; Interim AVC Kristin Plessel; Dean Robin Fox (Education & Prof. Studies); Interim Associate Dean Lana Collet-Klingerberg; Department Chair/Program Coordinator Lynn Gilbertson; faculty and staff in the Communication Sciences and Disorders program; Audit & Review Team Chair Pascal Letourneau; assessment representative Catherine Chan

- 1) Call to order
The meeting was called to order at 3:02pm
- 2) Introductions
- 3) Overview of review team evaluation, program comments
P. Letourneau commented on the good quality of the self-study submitted by the program.

4) Discussion of Review Team's evaluation:

- 1) Clarify the goal of the undergraduate program. What happens to graduates who do not go to a graduate program?

The discussion was used to clarify that the main objective of the program is to prepare students for a graduate program. Candidates in this field are required to have a graduate program to work in this field. Knowing this information is important to better understand why the program imposes a limit of 30 new students in the undergraduate program. Allow more undergraduate students is not beneficial because they may not be able to get accepted in graduate programs. It was noted that the limit of 30 new students was only a guideline. Depending on the quality of the applicants, that number could go up, for example, to 35. The cap is also a function of the limited resources for supporting teaching in the program.

The program explained that all Student Learning Outcome are assessed every year. Based on assessment data, then focus is placed on the problematic area, if any. The committee advised to make it clear in the next self-study.

Staffing is the main issue. The program noted the difficulty to hire faculty. The salaries in the profession are much higher. Several searches have failed. G. Cook proposed to look into offering online courses. It was also discussed to use adjunct instructors. However, again, the salaries offered are not competitive and it is difficult to get adjuncts to teach courses.

- 2) Tracking Graduates.

The program has good tracking of graduates that move to the graduate program in UWW. Otherwise, the only information they have comes from Career and Leadership Development. Tracking graduate is a challenge because of the nature of the problem and the limited amount of resources. Some tools were mentioned, such as LinkedIn and other social media platform. Support from the college and/or Graduate Studies can be requested.

3) Optimal number of students and sustainability of the program.

P. Letourneau mentioned that the optimal number of students should not be set as a function of the current number of faculty, but rather on the environment in which the program evolves. If the program could be much larger, but lacks resources, then more resources might be needed.

Several important elements were discussed. As mentioned above, the main objective of the undergraduate program is to prepare students for a graduate program. The graduate program is accredited and this accreditation is essential to attract graduate students and have their degrees be meaningful. For example, students in the graduate program require 400 supervised internship hours with clients, and this factor often limits the size of graduate programs, including the one at UW-W. Thus, increasing the size of the undergraduate program would not be a good idea unless the capacity of graduate program(s) can expand (see previous discussion).

5) **Recommended Actions:** The evaluation report lists 3 recommended actions (see page 17, point 4).

1. Address curricular issues as discovered through assessment. The committee recognizes the responsive assessment process, and would like the program to consider a long-term assessment plan identifying the learning outcomes that will be reviewed over the entire review period.
2. Engage in discussions with the Dean and other administrative leaders as necessary to agree on an immediate and longer-term plan for the program so that allocation/procurement of the following resources can be addressed: -- Staffing (tenure-track faculty and/or academic staff) -- Space (classroom, research & clinic spaces; areas for students) -- Equipment (to support teaching and research)
3. We encourage the program to explore and propose a specific strategy(ies) beyond the current ones used for recruiting and retaining diverse students. Meet with the college inclusive excellence coordinator to discuss strategies.

6) **Final Result:** *Continuation with minor concerns*

- **Please make use of the detailed comments in the evaluation report (below).**
- **Please select all applicable boxes and fill in the appropriate year:**
 - Next FULL self-study will be due to the Dean on October 1, 2022 and to the Assessment Office on November 1, 2022.**
 - 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]**

7) Adjourn.

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

**University of Wisconsin-Whitewater
Committee Form: Review of Audit & Review Self-Studies
Undergraduate Programs, 2019-2020
Communication Sciences and Disorders Majors/Minors**

Date of Evaluation 11/18/2019 Short Self Study (SS*) _____
 Program: Communication Sciences and Disorders Major Minor

Evaluations submitted by: Pascal Letourneau, Eric Appleton, Katy Casey, Catherine Chan, Yeongmin Kim
Review meeting attended by: Pascal Letourneau, Eric Appleton, Katy Casey, Catherine Chan, Yeongmin Kim

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

There's a very detailed list in the appendix of how the program will address the various university goals. I look forward to reading the details of these initiatives further along in the report. I also wonder what among this rather extensive list are the priorities, and which are most actionable.

I appreciated the attached document aligning the program with university and college goals.

The comment is well articulated, clear, and easy to interpret. Conscious effort was put into aligning the department's missions to the University's Mission and Strategic Plan.

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

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

No Comments for I.A.2

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

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

Comments for I.A.3

Intercultural curriculum is addressed. Is there any information on diversity among the student body and recruitment efforts among under-represented student groups? While Australia, New Zealand, Sweden, and Finland are certainly valuable international experiences; for our student demographic, I wonder if these locations speak deeply to diversity issues.

Two goals were not identified, but rather general references to "intercultural curriculum." However, when I selected the link provided in the question, I received an error message "page not found."

The program does a great job in providing multiple entry points for students to experience an intercultural curriculum. Please consider picking at least one additional Inclusive Excellence goal and provide plan/documentation of work towards it.

Which two of the goals of IE are met by the department curriculum and activities?

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	4
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for I.A.4

Systematic program development did not appear to be discussed (unless the response was rolled into the responses for the other numbers). Systematic process for setting goals: the response focuses on assessment (which is fine), but doesn't talk about planning for the program as a whole -- or is it that discussion of assessment data twice a year is enough to determine and act upon the needs that the assessment data reveals? Does the program have regular program meetings, beyond the Jan and May ones?

Progress was made on all recommended actions. This program is accredited and used assessment data regularly to inform decisions.

Concrete actions were taken to address the recommended actions.

I appreciate the work the program has done to craft a new (2019-2025) mission and strategic plan.

For the third recommendation - continue the development and implementation of direct assessment..., how are the assessment data collected and used?

No General Comments related to Section I.A

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

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

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

Comments for I.B.1

I am also not sure that the "very different missions" between undergrad and grad read all that differently, except by degree. . . I am not sure what the 'two-fold' nature is in the part about the Undergrad Program: commitment to providing foundational knowledge, and then a broader mission of general education skills that do not seem particular specific to the program (though certainly important to the program). Are undergrads expected to go into a graduate program, or is there a career path for those students who do not go into the graduate program?

I appreciate that the department provided some perspective before presenting the mission.

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

It looks like due to program turn-over this has been a period of analysis and revision in the face of major change. The goals noted all looked needed, concrete and were acted upon.

curricular revision is underway - many notable changes to the structure of the program to address limited resources

I commend the program's efforts in developing and making great progress in fulfilling the stated program goals despite challenges in staffing.

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

Again, the answer goes over assessment issues. The spreadsheet reporting courses changes sounds useful. They mention that "individual instructor changes are typically fueled by group discussion, etc." Do group discussions occur more than twice a semester? Meeting only in January and May just doesn't seem often enough for a program to maintain effective communication.

I appreciate the supporting evidence. I encourage the department to make sure the scheduled bi-annual meetings are kept on the agenda in the future.

4. The program is considering potential revisions to mission, goals, or objectives; the program has a "vision" for where it wants to be in the future and how to get there.

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

Comments for I.B.4

I would like to hear a few specifics: For instance, "Develop opportunities for undergraduates to gain clinical experience," such as. . . ? What specific opportunities would the program like to pursue? Which courses would be the best candidates to be offered as on-line or hybrid courses?

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

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

Comments for I.B.5

Nice to see a list of student accomplishments as well! Congratulations!

Congratulations to accomplished faculty, staff and students!

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

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

Comments for I.B.6

I see that the next report for accreditation is due Feb 1, 2020. With the change in staff these past few years, does the program have any concerns with meeting the accreditation requirements?

Compliance with accreditation standards has been established

No General Comments related to Section I.B

II. Assessment: A. Curriculum

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

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

Comments for II.A.1

I like that they offer a "track" for students not in the program so they can meet requirements for other graduate programs.

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

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

Comments for II.A.2

Differences between undergraduate and graduate requirements were not clear. The syllabi included some differences in grading and general expectations. These distinctions could have been described for reviewers.

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

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

Comments for II.A.3

The 'unsustainable growth' concluded by Dr. Ginsberg -- I think this is the first mention of this issue in the report. I do not seem to see anything in the goals previously that specifically references working on solutions to this, though the new admissions criteria follows this comment.

The answer details important changes that were made. However, the answer fails to specify the assessment data that were used in making the programmatic changes.

I commend the program for making intentional adjustments to its undergraduate program with a goal towards sustainability.

More information is needed on how assessment data were used to make those changes.

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

Impressive commitment to undergraduate research

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

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

No Comments for II.A.5

No General Comments related to Section II.A

II. Assessment: B. Assessment of Student Learning

1. The program has a clearly articulated learning outcomes for students, courses are "mapped" to these learning outcomes, and some outcomes received specific attention during the review period.

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

Comments for II.B.1

SLOs clearly identified and mapped throughout curriculum. It is not clear which SLOs were addressed during this past review period.

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

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

Comments for II.B.2

If I am looking at the correct table, the courses are connected to the SLOs and ELOs, but does not address in which courses these objectives, are introduced, developed, or where mastery is demonstrated.

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

There is discussion of what has been done, but I don't see a long term assessment plan -- it's great that assessment activities are arising and being acted upon, but it seems a bit year by year, rather than cycle by cycle at this point. On the other hand, if it is working for the program. . .

The program maps SLOs to assessments, but the plan to assess the SLOs not clear.

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

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

Comments for II.B.4

I appreciate the program's thoughtfulness in evaluating student data. The three ELOs - information literacy, writing and integrated and applied learning - for which assessment data were presented in this report, does the program have an acceptable % of students achieving the performance standard of 85% or higher? Especially for information literacy, the % of students achieving this level is rather low. Does the program have any plan to mitigate this?

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

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

Comments for II.B.5

Again, the assessment plan seems rather focused on short term rather than long term.

the portfolio data was not summarized, unless this is considered part of the "key assessments" It seems the program would benefit from a plan to collect and review portfolio or key assessment data on a rotating basis- identifying 1-2 SLOs aligned with a key assessment and focus on that data for a year to help keep the process manageable

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

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

No Comments for II.B.6

No General Comments to Section II.B

III. Student Recruitment, Enrollment, Retention, and Graduation: A. Trend Data

1-2. Five-year enrollment and graduation trends reflect program vitality and sustainability.

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

Comments for III.A.1-2

How do these numbers fit with the 'unsustainable growth' noted by Dr. Ginsberg's report? What does the program feel is the optimal number, given present staff and resources? How much room IS there to grow with the new admissions requirements in place?

Does the program keep track of the number of post-bac students served during the review period? It may be good to share that information as well as it affects resource allocation for the program.

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

No Comments for III.A.3

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

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

Comments for III.A.4

Beyond the content of COMDIS 270, are there any thoughts on how to recruit beyond the typical demographic of Midwestern white females? Does this is make-up reflect the field in general?

The question as two folds. The first one asks about strategies to recruit and retain students. The second asks about specific strategies aimed at enhancing diversity. The answer fails to address both.

Can the program provide more information on the strategies for retaining students once they entered into the program?

The program may need to develop various strategies to recruit more, diverse, students.

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

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

Comments for III.A.5

I encourage the program to explore strategies beyond the current ones used for recruiting and retaining diverse students.

The program may need to develop various strategies to recruit more, diverse, students.

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

In the answer to II. A. 3. the department mentions: "... place enrollment capacity limitations on the courses." The capacity limitations were placed on the courses in conjunction with changes to enrollment criteria. A short discussion on the effect of the capacity limitations and whether those limitations are "hit" or not would have been interesting.

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 notes that it is currently at optimum enrollment level (from the tables, this appears to be about 120 students?). Not unusual to see that private/public pay disparity is a stumbling block to hiring.

The optimal number of students should not be determined as a function of resources in the program, but as a function of demand by incoming students and demand by the industry. The optimal number of faculty should be determined by the optimal number of graduates, not the other way around. That being said, it seems that there is a good equilibrium now, as highlighted by the answer to III. B. 1. That equilibrium might be disrupted by the expected growth from 2016 to 2026. Is the program prepared for that?

No General Comments related to Section III.A

III. Student Recruitment, Enrollment, Retention, and Graduation: B. Demand for Graduates

1. [MAJORS ONLY] Placement information indicates that program graduates find employment or continue their education.

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

Comments for III.B.1

What about other years?

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

No Comments for III.B.2

3. The program systematically tracks graduates of the program.

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

Comments for III.B.3

Noted that the program does not track undergrads who do not go into the graduate program. Is this because that number is very small, or because with the size of staff and teaching load finding extra time to do so is impractical?

Perhaps the program can consider using additional strategies, e.g., social media, personal connection with faculty, etc., to help track program graduates.

The program can consider developing more systematic ways to track graduates.

No General Comments related to Section III.B

III. Student Recruitment, Enrollment, Retention, and Graduation: C. Comparative Advantage(s)

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

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

Comments for III.C.1

It would be nice to see some of these features listed in the mission statement.

IV. Resource Availability & Development: A. Faculty Characteristics

1-2. Information is provided about the composition of the department faculty & instructional academic staff (e.g., gender, ethnicity, expertise, academic rank, etc.)

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

Comments for IV.A.1-2

What is "URM"?

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

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

Comments for IV.A.3-4

It's noted that new faculty are asked to teach overload to meet course coverage and accreditation standards; how does this mesh with the earlier statement that the program is currently at optimum enrollment? What is the optimum number of faculty/staff for the program? What is the University/College doing to help /facilitate the searches and the wooing of viable candidates? How many failed searches have the program experienced due to salary issues?

There are great challenges ahead for the sustainability of the program and department.

I strongly encourage the program to have discussions with the Dean and other administrative leaders as necessary to map out immediate and long-term strategies to provide sustainable staffing levels for adequate program support.

What is the program's plan to address the staffing issue?

No General Comments related to Section IV.A

IV. Resource Availability & Development: B. Teaching & Learning Enhancement

1-2. Faculty & instructional academic staff are engaged in activities to enhance teaching and advising.

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

No Comments for IV.B.1-2

IV. Resource Availability & Development: C. Research & other Scholarly/Creative Activities

1-2. Faculty (and staff, if relevant) are active in research and/or scholarly/creative activities.

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

No Comments for IV.C.1-2

IV. Resource Availability & Development: D. External Funding

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

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

No Comments for IV.D.1-2

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

No Comments for IV.E.1-2

IV. Resource Availability & Development: F. Resources for Students in the Program

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

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

Comments for IV.F.1

1) constant search for faculty in past few years 2) reliance on staff and adjuncts to fill gaps 3) large class sizes due to inadequate number of instructors 3) advising has been impacted 4) service and supplies budget barely adequate, does not accommodate modernization or expansion, impacts classroom, lab experiences

This issue is not the fault of the program. I do strongly encourage the program to have discussions with the Dean and other administrative leaders as necessary to map out immediate and long-term strategies to provide a sustainable service and supplies budget for adequate program support.

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

Comments for IV.G.1

It seems that space needs have been addressed recently (lab mod request for audiology suite, etc), though it is noted that clinic fees are not sufficient to modernize the clinic to meet accreditation requirements. It's noted that there is only one classroom prioritized for COMDIS. What would be the advantages of having more?

This issue is not the fault of the program. I do strongly encourage the program to have discussions with the Dean and other administrative leaders as necessary to map out immediate and long-term strategies to provide sufficient space, facilities and equipment for adequate program support.

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

Dedicated faculty and staff; support for undergraduate research, clinic involvement, study abroad; attention paid to curricular revision issues; implementation of assessment plan; rigorous program.

2. Areas of improvement and continued progress are discussed.

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

Comments for V.2

Faculty staff recruitment; advising staffing; dedicated teaching spaces; modernization of clinic space to meet accreditation requirements. It would be good to note repeat a few specifics regarding desired curricular changes here.

3. Recommendations and resources are discussed.

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

No Comments for V.3

VI. Reviewer Conclusions

1. Strengths of the Program

Dedicated faculty and staff; support for undergraduate research, clinic involvement, study abroad; attention paid to curricular revision issues; implementation of assessment plan; rigorous program.

It is clear from the answers provided that there is a genuine effort to help students achieve the learning objectives and attain success through the program. Since the last review, concrete actions were taken to improve the assessment plan and make it live.

The program enjoys strong enrollment, and graduates are well positioned for entry into graduate programs and/or employment. The program is to be commended for maintaining program vigor and quality despite challenges in staffing and resource constraints.

The review team commends the program was able to maintain accreditation considering the staffing issues.

2. Areas for Work or Improvement

It seems like much depends upon solving the staffing issues first. 1) Work with Dean and Provost on solving hiring issues. 2) Address curricular issues as discovered through assessment activities. 3) Clarify a long-term assessment plan 4) Refine advising practices 5) Seeking funding for clinic modernization 6) Seek dedicated classroom spaces

The department has a lot of work ahead to make sure the required resources, physical and human, are available to best serve the students. However, I believe the department is in control. It is important that the situation be monitored, but it is not concerning at the moment.

Staffing needs to be increased/stabilized for sustainability of the program - this is not the fault of the program. Securing additional space and resources to address equipment needs.

3. Other comments/questions

I was a little startled to note that 'utilize peer review' was an action item, but then I realized that since tenured faculty are supposed to review untenured faculty, this is a system that likely broke down. . . who is doing classroom observations, etc, in the meantime?

4. Recommended Actions

- A) Address curricular issues as discovered through assessment. The committee recognizes the responsive assessment process, and would like the program to consider a long-term assessment plan identifying the learning outcomes that will be reviewed over the entire review period.
- B) Engage in discussions with the Dean and other administrative leaders as necessary to agree on an immediate and longer-term plan for the program so that allocation/procurement of the following resources can be addressed: -- Staffing (tenure-track faculty and/or academic staff) -- Space (classroom, research & clinic spaces; areas for students) -- Equipment (to support teaching and research)
- C) We encourage the program to explore and propose a specific strategy(ies) beyond the current ones used for recruiting and retaining diverse students. Meet with the college inclusive excellence coordinator to discuss strategies.

5. Final Result: *Continuation with minor concerns*

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.	X
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

The program's next FULL self-study will be due to the Dean of Education and Professional Studies on October 1, 2022 and to the Assessment Office on November 1, 2022.