

**Agenda and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Middle Eastern Minor, 2020-2021**

Date: 2/9/2021

Time: 3:00 pm

Place: Webex meeting

Present: Interim Provost Greg Cook; Interim AVC Kristin Plessel; Dean Frank Goza (L&S); Department Chair/Program Coordinator Molly Patterson; Dr. Hala Ghoneim, faculty member in the Middle Eastern Studies Minor program; Audit & Review Team Chair Janine Tobeck; Audit & Review team members Bruce Cohen, Andrea Ednie, and Michael Gueno; Katy Casey, Assessment Representative; and Jennifer Thibodeaux, Chair, History Department

- 1) Call to order
- 2) Introductions
- 3) Overview of review team evaluation, program comments

The review team noted appreciation for the MES minor's outsized contributions to university goals compared to both the size and costs of the program, including its expansion of concepts of diversity, its commitment to high-impact practices for its students, and its contributions to interdisciplinarity on campus. Acknowledging that the program is at a crossroads for identity and sustainability, given lack of available budgetary support and the unreplaced loss of their political science colleague to retirement, the review team invited the program to speak to its current status and vision of itself moving forward.

Drs. Patterson and Ghoneim expressed agreement with the review team's report and recommendations. They also emphasized faculty commitment to the program, while noting that there are too many variables up in the air at present to speak with certainty to program identity and direction. They noted ongoing efforts to build to this, including

- Continued exploration of possibilities for curricular partnerships and interdisciplinary growth, especially within CoBE and CoEPS
- A reduction and refocus on a smaller number of immediate goals, and
- Exploration of a portfolio for assessment of student learning and further articulation of program identity.

Dr. Ghoneim explained that, in the inception and first review period for the minor, the emphasis has been on approval and formation, with attention now turning to sustainability and growth and the resources required for these efforts.

- 4) Discussion of Review Team's evaluation:

- a) Configuration of and sustainability of stand-alone minor: The program needs to address planning and restructuring given lack of resources and loss of faculty.

Building on participants' opening remarks, the review team queried program representatives about (a) the direction of the program's interdisciplinarity, given that they had had to reassess earlier plans for expansion of their faculty; and (b) whether they felt the program's efforts would be better served by continuing as a stand-alone minor or by being re-housed in one of its home departments to redistribute workload across a bigger faculty pool.

Dr. Patterson indicated that curriculum-building is a high priority, especially given the retirement of their colleague in Political Science and the subsequent constriction of their upper-level course offerings. She has

been negotiating partnerships across campus, but COVID and budget concerns have made formalization of any such partnership a challenge. She raised the possibility of exploring distance learning options with other UW-System campuses (e.g., UW-Madison), and suggested that program faculty might re-examine their initial threshold of a course having 50% content explicitly related to Middle Eastern Studies in order to include it as an elective.

Jennifer Thibodeaux suggested exploring the possibility of splitting the minor into two tracks, one of which retains the important language requirement for students whose interests in the program would be most furthered by language acquisition and another that would accommodate otherwise interested students (esp. in COBE and CoEPS) whose other curricular commitments make the 2-semester language requirement a deterrent to enrollment.

Jennifer Thibodeaux suggested exploring potential internships for a 3-credit option. Discussion generated some leads for potential community partners that could expand interest for students especially, e.g., in CoBE and CoEPS.

Dean Goza encouraged the program to continue seeking partnerships across campus that would not require an adjustment of the program's content threshold for affiliated courses. He suggested working with other interdisciplinary program coordinators who have addressed the same issues in their program structuring.

- b) Assessment:** The program should complete its assessment design, working to capture the cumulative impact of the minor. Depending on program goals, should a progress report be required?

The review team explained its emphasis on the program's committing to assessment design not only for measuring student learning, but also for its potential benefits for advancing program articulation. Discussion included acknowledgment that design and execution of a full set of SLOs is labor-intensive and particularly onerous for a small, stand-alone program. Suggestions included the following:

- Focusing on cumulative program effects by (a) measuring one or two SLOs at a gateway and an advanced level and/or (because of the program's largely elective structure) developing a portfolio requirement, perhaps including a 1-credit portfolio development course in the minor.
- Consulting with the Assessment Office and interdisciplinary program coordinators to find models for approaching sustainable assessment design appropriate to the program's particular challenges.
- Attending the Assessment Institute. Multiple participants verified that the Institute had been very helpful in guiding their own programs' assessment design efforts.

- c) Marketing:** The program should continue its development of outreach materials and explore existing campus resources for support and promotion.

With all participants acknowledging the limits of marketing efforts any program can make given a lack of budgetary resources, discussion focused on (a) articulation of program identity and (b) possibilities for internal marketing, i.e., both among students and among departments that could support the program's curriculum and recruitment efforts.

Dr. Patterson stressed the uniqueness of the program within the UW-System, noting, e.g., that Dr. Ghoneim serves as the System's only Arabic instructor. She also noted that, before planning was interrupted by COVID-19, the program had been exploring the design of travel studies and alumni trips for combined, program-centric educational opportunities and marketing/fundraising opportunities.

Participants agreed again that there may be resources on campus in the sense of faculty who could and would be interested in partnering with the program but may not be aware of its existence.

Michael Gueno suggested organizing an outreach effort to advising units on campus (college advising coordinators, the AAEC, etc.), enlisting their support and faculty's support in making the program more visible to students.

Program and review team members agreed that efforts to create a web/social media presence should continue.

- 5) **Recommended Actions:** The evaluation report lists 3 recommended actions (see page 11, point 4) related to program planning and assessment.
- 6) **Recommended 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, 2025 and to the Assessment Office on November 1, 2025.**
 - A progress report will be due Oct. 15 to Dean, Nov. 1 to Assessment, of 2022.**
- 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, 2020-2021
Majors/Minors and Standalone Minors**

Date of Evaluation 11/3/2020 Short Self Study (SS*) _____
 Program: Middle Eastern Studies Minor Major Minor

Evaluations submitted by: Janine Tobeck, Andrea Ednie, Michael Gueno, Bruce Cohen, Katy Casey
Review meeting attended by: Janine Tobeck, Andrea Ednie, Michael Gueno, Bruce Cohen, Katy Casey

I. General Program Information

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

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

2. The program is aware and reflective of changes affecting improvement since the last review.

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

3. Characteristics of the program set it apart from others when compared regionally and nationally. The unique aspects of the program attract students.

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

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

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

The program has achieved or maintained program-level accreditation or has considered seeking it, where appropriate (only select N/A if there is no accreditation available).

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

General Comments related to Section I

This is the first review for the minor. Impressive minor to have at UWW considering the level of faculty expertise and the only one of its kind in the system.

2) NA because this is the first self-study 4) NA because this is the first self-study 1) The mission statement could be more concrete in wording about what students will get from the program (an earlier version of it appearing at <https://www.uww.edu/documents/uww/learning-outcomes/Middle-Eastern-Studies-Minor-SLOs.pdf> is more explicit about the crucial functions and benefits of interdisciplinary approaches). The final sentence about career impacts is a helpful addition. On reflecting the scope of the program: with the loss of the PoliSci contingent, is this not entirely now a humanities-based program, and should it then still promise a social sciences component? Perhaps revisions could focus more explicitly on the import of research and critical analysis that underpin most of the course offerings.

3. Impressive that we are the only UW regional campus to offer such a minor that improves graduates' preparation for a range of highly sought career opportunities. 5. Unlikely that the minor will seek accreditation, correct?

In the absence of any prior review and no N/A response option, I have marked questions pertaining to it as "sufficient evidence" rather than the perhaps more accurate "no/limited evidence" lest the latter be seen to reflect poorly in any way upon the program.

First time program in development. Submission acknowledges/identifies opportunities/areas for improvement.

II. Alignment within the University

1. The program contributes to the fulfillment of UW-Whitewater's Mission and Strategic Plan.

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

2. The program supports general education and/or proficiency programs at the University.

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

3. The program is collaborative and supports other academic programs across the College and/or University.

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

General Comments related to Section II

There seems to be an effort to align with the University Strategic Plan and goals. Specific examples are encouraged. How often are lectures and/or movies promoted and who attends? Do you engage in any retention strategies? As an interdisciplinary program, it seems to strategically select courses that fulfil a number of other requirements in other programs making this an accessible minor. Great job with retention. Significant contributions to general education!

The courses in this program serve students in their home departments and students who pursue Arabic or GG/GH credits in BA or other degree programs as well as in the minor itself. The program also contributes to the mission of UW-Whitewater multiply, both through this imbricated service at the individual course level and through its cumulative impact as a full minor.

2. Impressive contributions to UWW's general education program.

The program has done a great job of supporting the university and college missions, an especially noteworthy achievement when we recognize that they have done so with no budget or dedicated personnel. There might be room for additional cross college and departmental connections to be made in the next few years.

III. Program Goals & Accomplishments

1. Goals and objectives were identified and undertaken to improve/advance the program.

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

2. Goals currently in place will continue to the program's advancement. Criteria for determining success were measurable and attainable.

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

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

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

General Comments related to Section III

The program seems to have spent these first years promoting the minor and providing outreach. One goal moving forward is to work on program planning and related assessment. I think considering the interdisciplinary nature and focus of the work to date, that this is sufficient and program assessment should be a focus on the next review.

1-3) This is the program's first self-study. As an interdisciplinary minor with no budget or separate administrative identity, it is difficult to set and assess goals or advance the program, and the program is currently in a reactionary mode due to the loss of a faculty member through retirement. Work on the website that is underway is important; regular program meetings should be instituted and, as a first step, credit for this service in faculty members' promotion files should be codified.

3. SS mentions goal planning through periodic meetings. Maybe a meeting/year could be set to specifically discuss goals?

While the process for assessing or revising the goals themselves was not clearly spelled out, I feel it was sufficient to convey a commitment to the assessment of the goals achievement and a recognition of the possibility of future reconfigurations of the minor.

IV. Curriculum

1. The program has a clearly articulated, efficient, and purposeful curriculum.

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

2. The program prepares students in majors, minors, and related emphases tracks in post-graduation and other applicable experiences.

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

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

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

4. Students participate in the high impact practices.

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

General Comments related to Section IV

Changes in curriculum were based on faculty retirement. It is not clear how the program decided to add the courses listed. HIPs are offered. Is there any indication of participation rates in these activities (e.g., writing intensive courses, CBL)?

1) The program is efficient and purposeful, but not very clearly articulated. There are discrepancies between the brochure and the official program structure, and there is only vague language about the benefits of the interdisciplinary approach (even if it is currently only within humanities). 3) Curricular revisions have been determined by faculty availability, which is unavoidable. However, assessment procedures aren't currently set up to support further curriculum revisions. 4) The number of students doing high-level research projects in the area is impressive but relies on high-commitment individual support of faculty, perhaps to the detriment of overall program HIPs.

4. Good opportunities for HIPs available - students appear to be choosing to engage in undergraduate research.

The undergraduate research produced from this program is laudable, has been recognized by the university, and is worthy of mention in the report from this review committee as well. I only hope that the university devise a strategy and commit the necessary resources to inform students early on as to the existence and utility of the program.

V. Assessment of Student Learning

1. The program has clearly articulated learning outcomes for students.

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

2. Student learning outcomes are "mapped" to the curriculum.

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

3. The program provided a timeline indicating when faculty and staff assess SLOs. The timeline is manageable and sustainable.

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

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

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

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

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

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

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

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

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

General Comments related to Section V

MENA: Middle East and North Africa; there seem to be a large number of SLOs for a minor. It might be easier to manage assessment with 3-5. I also think this would help the program manage the curricular map- where SLOs are assessed. It is not clear if courses are taken in a particular order which may impact a students ability to develop the skills in the SLOs. It seems there is a plan to collect data, but data has not yet been collected for the program. It is concerning that the criterion for performance on the SLOs and action plan sections were incomplete. There are a few ELOs addressed in the program. However, these were not clearly aligned with the program SLOs.

1-2) The map provided in the assessment template doesn't align exactly with the current official curriculum. 4) There is ample evidence of course-appropriate assessments within individual program courses, but some

courses are listed that aren't part of the curriculum (e.g., History 339 and 465). 5 & 7) Understandably, given the program structure (with no budget or administrative identity), systematic assessment has been a challenge. Given that History 337 and Arabic 141/142 or 251/252 are the only courses required of all majors, designing an assessment plan that will be useful for program goals, curriculum, and advancement planning should focus on those courses or, perhaps, an exit survey/portfolio should be designed that would demonstrate the cumulative benefits of taking the minor as opposed to taking parts of its curriculum in the bounds of home-department majors (i.e., particularly emphasizing the benefits of the cumulative minor package on language proficiency, cultural competency, research skills, and communication skills).

Assessment plan: It appears course-based assessment opportunities have been identified, criterion have not yet been set and data have not yet been collected. 6. SS discusses how the minor supports LEAP ELOs, but does not align the program SLOs with LEAP ELOs.

The assessment plan appears well conceived and thoughtfully structured. I look forward to the date that will emerge from the implementation of this plan between now and the next scheduled self-study.

VI. Student Recruitment, Enrollment, Retention, and Graduation

A. Trend Data

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

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

3. [MAJORS ONLY] Program has strategies to recruit and retain students.

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

Composition of students approximates or exceeds the diversity of students at the University.

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

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

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

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

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

General Comments related to Section VI.A

The minor appears to have low enrollment which is on a downward trajectory. The program has 5-years of enrollment data- this should be sufficient to make a judgment on the vitality and sustainability. Due to low enrollment, data on student diversity is not available. I think the program is undersubscribed and would need more evidence to determine if this is due to limited resources.

Overall) It is difficult to judge this information or anticipate growth because it is a new program and it has limited resources (i.e., individual faculty commitments without budget or administrative identity). 5) It is asserted that program courses regularly fill, whether because they serve other majors or because they serve General Education programming. If these courses are sufficiently protected from budget adjustments, it seems the structure of the minor is efficient and supports on-time graduation.

The minor is low-enrolled but seems to have many outside forces currently working against progress in this area. The faculty would really like support in marketing and promoting the minor.

VI. 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.

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

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

General Comments for VI.B

too small number of students to determine

Since it is less likely that CLD will be able to provide nuanced information on minor careers, tracking your minors (e.g., through voluntary participation in a LinkedIn group) could be a reasonably low-commitment programmatic effort with high potential payoffs in terms of articulating the benefits of the minor for getting specific kinds of jobs and for more nuanced effects within careers.

If it was in there, I do not recall seeing this data. That should not be surprising as the program is too new to expect sufficient tracking of minors post graduation. For the record, evaluating a program or its self assessment based upon their concern for graduate employment is misguided at best and potential damaging to the quality of an academic program.

VII. Resource Availability & Development:**A. Faculty and Staff Resources**

1. Information on numbers of full and part-time faculty and staff are provided. Expertise of teaching staff are aligned with the needs and future vision for the program.

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

2. Information is provided about changes in the faculty since the last Audit and Review.

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

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

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

General Comments related to section VII.A

3) The program articulates their efforts to add a faculty member in Religious Studies (focused on Islamic Studies) and their loss of faculty support in Political Science. Assuming that a hire can be achieved in the next few years, which angle will be pursued? It seems crucial to regroup and decide whether the interdisciplinarity that this program represents should be within humanities fields or linked to social sciences, as that might affect its public-facing self-articulations and its negotiations with administration.

The three currently faculty are a great fit for the minor, however, an additional Middle East Studies faculty member is needed.

The faculty involved are clearly aligned with and supportive of the program's mission and goals. However, I does appear as though the program could benefit from a few more faculty with relevant areas of specialization on aspects of the Middle East.

B. Student Resources

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

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

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

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

General Comments for VII.B

While the program is advocating for resources, it seems the enrollment does not support this request.

The program faculty are clearly dedicated to the program's design and its success, but lack institutional support to achieve, advance, and publicize program goals and effects. It is unclear, however, how the requested student worker would be able to address the resource shortages. Administrative time/credit/support for faculty seems the more pressing need, and a modest marketing budget could be very helpful.

I assume home departments of the existing faculty are supporting the minor? The faculty would like an office, student worker, part-time ADA, and funding for marketing.

The program has done an amazing job fueled only by the commitment and enthusiasm of its associated faculty. To grow the program, benefit the student within, or develop into the program that it has the potential to be, the program needs dedicated funds for administrative support staff, space, and supplies.

VIII. Conclusions and Recommendations from the Department or Program

1. Areas of strength are discussed.

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

2. Areas of improvement and continued progress are discussed.

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

3. Recommendations and resources are discussed.

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

General Comments for VIII

The minor courses are popular and often over-enroll. This minor appears to be a great opportunity for students, however, the faculty team are needing support to market and manage the minor.

VI. Reviewer Conclusions

1. Strengths of the Program

I agree that the program has potential. The curriculum is accessible and allows students to complete this minor along with a number of other majors. The program contributes to general education requirements.

The program is vibrant, interesting to students, socially and politically important, and well connected to various major, GenEd, LEAP, and University goals. It has dedicated faculty with specific expertise and a unique set of specialties among the UW campuses. It is efficient in its delivery and represents a strong case for the benefits of interdisciplinary study for deepening research, analysis, and communication skills.

It appears the minor would greatly benefit students interested in a variety of careers. The coursework offers the opportunity for a variety of HIPs, and students appear to be well supported in terms of undergraduate research opportunities, and special needs.

Multidisciplinary and cross-collegiate. Expands diversity spectrum. Promotes HIP.

2. Areas for Work or Improvement

A better case needs to be made for additional resources in terms of its ability to attract new students to UWW. Is there a demand for these skills from employers in the region? There has not been assessment of student learning in this program. It is necessary in order to support claims that the program is in fact developing the knowledge and skills listed in the SLOs. Minimally, the program will need to complete the assessment plan, and share findings from some of the SLOs at the next review.

Materials are not clearly aligned and the promises of the program are not very precisely articulated. A web presence would help here, and is in development. Assessment of the cumulative program (rather than just in individual courses) should be designed so results can be used for both public-facing communications and cases for administrative support. Obviously, the lack of resources (particularly administrative time/support for faculty work) interferes with these goals, but strategic interventions seem feasible.

The faculty group need to develop a process to set program goals and to assess the SLOs. The group should also continue to advocate for resources (marketing, coordination, new faculty) but will likely need to identify a path to enrollment growth in the absence of additional resources.

Loss of political science faculty is a challenge.

3. Other comments/questions

4. Recommended Actions (please specify):

- a) Configuration of and sustainability of stand-alone minor
- Formalize meetings and a record of faculty conversations about evaluation and planning.
 - Reconsider embedding the minor in one of the host departments to address some of the resource issues (e.g., with a “stand-alone” designation, there is an expectation to complete a self-study).
 - Address the case for potential program growth by citing more specific demand for program skills in the region.
- b) Assessment
- Complete a progress report. (Note: based on the promise of the program and our acknowledgement of its challenges, the review team felt it was important to meet with you to decide whether a progress report focusing on assessment should be mandated. We agreed that if the program’s goal is to sustain its current structure and enrollments, we would strongly recommend this, but if the goal is to further develop and grow, it should be required.)
 - Complete the assessment plan, specifying how you are using the data you’re collecting from individual course assessments and results from data collected on at least one SLO to evaluate and set overall program goals.
 - Focus assessment on shared/required courses, but to measure the impact of minor completion, explore possibilities for implementing a capstone experience such as a survey or portfolio.
- c) Marketing
- Reach out to colleagues across campus to help support the minor. It could be there are existing courses that have not been tapped or courted for elective support; the minor could be promoted in other courses at no or low cost; etc.
 - Revisit, update, and continue to develop the brochure and/or website to reflect program changes and to more precisely articulate the value of the program’s interdisciplinarity and of cumulative area study.

5. Recommended Result

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