

**Agenda and Evaluation Report for  
Audit & Review Face-to-Face Meeting  
University of Wisconsin-Whitewater  
Theater and Dance Majors and Minors, 2023-2024**

**Date:** 4/18/2024

**Invited:** Provost John Chenoweth; Dean Mike Dugan (Arts & Comm); Department Chair/Program Coordinator Eric Appleton; faculty and staff in the program; Audit & Review Team Chair James Collins; Audit & Review team member Cody Marie Busch; Assessment Representative Katy Casey

- 1) Call to order
- 2) Introductions
- 3) Overview of review team evaluation, program comments:
  - a) Progress has been made since previous review. Some program goals from the 2018 self-study were addressed. The program offers many emphases, including a BFA in Stage Management that is somewhat unique in the region, as well as a Theatre BA. The program is also one of the few in the region to offer a BSE and minor in Theatre Education, and the Dance Minor program is known for its quality and easy-integration with other majors.
  - b) Re-accreditation is being pursued with a campus visit from NAST scheduled for 2025
  - c) The issues experienced with ticketing software have been resolved.
    - i) Revenue from tickets changes every year so it is difficult to count on a certain amount of funds. Loss of SUFAC funding has impacted program budget. The budget is tight, but the program continues to find resources needed to support productions.
  - d) Program noted that some students choose to take their time, which impacts the overall program completion number – the current number of credits for a BFA is appropriate and keeping in line with BFA programs. Understandably the BSE takes more time for students to complete because of coordinating licensure and curricular components.
- 4) Discussion of Review Team's evaluation:
  - a) Provide an update on the two open faculty lines and address the issues the program faces with salary compression.
    - i) Successful faculty searches for the two open lines
    - ii) The faculty are reviewing the curriculum and making changes to address student needs and time to degree.
  - b) Share the interests/desires of students attracted to the theater program. This seems to be a good time to think about how the program could reach a broader audience, such as helping students develop skills that are marketable if they choose not to pursue live performance.
    - i) The curriculum and theater productions go hand in hand. The program emphasizes work in the industry and is honest about prospects. Personalized advising helps students plan for career(s) after graduation. They have 13 credits in the BFA program that are taken as electives and students work with their advisors to determine what those 13 credits should be to achieve goals. The program also spoke to their work to develop a minor that would be more administrative in nature to replace the arts management minor.
  - Commitment of faculty and staff is significant and includes time outside classroom instruction to support practicums and theater productions. There was some discussion of reviewing workloads to better align with what is currently feasible. Program appears to be trying to do too much with too little. Discussion included ideas on how to count instructional time put into preparing for productions and implement the assessment plan using existing structures of student evaluation.

- 5) **Recommended Actions:** The evaluation report lists four recommended action (see page 12, point 4) related to assessment, program management, curriculum and staffing.
- 6) **Recommended Result:** *Continuation with major concerns in one or more of the four areas*
- 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 May 1, 2030 and to the IRAP Office on August 1, 2030.
    - ☒ A progress report will be due October 1 of 2027 to Dean, and November 1 of 2027 to IRAP.
- 7) Adjourn.

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

**University of Wisconsin-Whitewater  
Review of Audit & Review Self-Studies  
Undergraduate Programs, 2023-2024**

Date of Evaluation 12/15/2023 Short Self Study (SS\*) \_\_\_\_\_

Program: **Theater and Dance** Major ☒ Minor ☒

**Evaluations submitted by:** S.A. Welch; Jolly Emrey; James Collins; Katy Casey; Cody Marie Busch

**Review meeting attended by:** S.A. Welch; Jolly Emrey; James Collins; Katy Casey; Cody Marie Busch

**I. General Program Information**

**1. The program's mission statement reflects its 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	3
Some/Partial Evidence	2
No/Limited Evidence	0
First self-study for the program	0

**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	5
Some/Partial Evidence	0
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	1
Some/Partial Evidence	4
No/Limited Evidence	0
First self-study for the program	0

**5. 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	1
Some/Partial Evidence	4
No/Limited Evidence	0
N/A	0

## General Comments related to Section I

2. The impact of COVID and staffing reductions have had, and may continue to have, a lasting impact on the program. It was hard to tell from the response how the program is reacting/adjusting to the changes. While it is hard to redesign, I wonder if this time presents an opportunity to reimagine the program and create a new identity as opposed to trying to recreate the program of the past. 3. The program provides unique and valuable opportunities for theater students across the region. Congrats on your work to secure accreditation.

With respect to #5, the program is seeking re-accreditation. The program had to allow its dues to lapse due to the budget crisis just prior to the pandemic.

I 2 & 4: there seemed to be more responses to recommendation #2 (enrollment) than recommendation #1 (assessment) from the previous A&R report. This lack of progress was addressed in this report, but it still seems that increased efforts are called for.

- I.2. The program has lost two part-time academic staff members and a long-time faculty member. Administrative changes occurred and two faculty searches have been approved for this academic year. The Art & Design Print Room expansion project has led to a loss of storage space that students/staff within the department use; production operations were disrupted as a result. Summeround and summer Theatre Camp are anticipated to resume in 2025 after new faculty are hired and if funding sources are available. In 2022, a change in ticketing systems resulted in disruption of ticketing revenue. A large drop in Dance minor enrollment has occurred due to COEPS dropping the Theatre and Dance Minor for Education majors. Musical Theatre Minor was designed and approved and made active in 2023. I.3. The program offers many BFA emphases, including a BFA in Stage Management that is somewhat unique in the region, as well as a Theatre BA. The program is also one of the few in the region to offer a BSE and minor in Theatre Education, and the Dance Minor program is well-known for its quality and easy integration with other majors. Musical Theatre Minor is customizable and is expected to improve recruitment and retention of students. Location is advantageous to recruit students from neighboring major cities and other areas. Program's participation in the Kennedy Center American College Theatre Festival (KCACTF) and the American College Dance Association (ACDA) provides opportunities to engage with many others at various levels. Program's structure, facilities, personalized advising model, and offerings are noted as being strengths. I.4. Dr. Appleton noted that the assessment plan developed in 2021 has not been meaningfully implemented; topics have been discussed at department meetings and assessment activities were set to commence during the fall 2023 semester and continue with assessment of other SLOs beginning through fall 2025. I.5. National Association of Schools of Theatre (NAST) accreditation was allowed to lapse in 2019, but the program is re-applying for accreditation and has a campus visit planned for this purpose in 2025.

The program provided their proposed updated mission statement with the goal of finalizing this year. It should be acknowledged that the program has endured despite significant challenges. Staffing and enrollment challenges have impacted their ability to offer innovative learning experiences (i.e., camps, etc.) and this is a significant recruitment and revenue tool for this program. They are aware of recommended changes from prior review but have not been able to address some of those recommendations (e.g., integrating an assessment plan that is efficient and effective). The program let their NAST accreditation expire but are pursuing reaccreditation.

## II. Alignment within the University

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

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

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

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

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

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

#### General Comments related to Section II

With regarding to #3, there have been changes made with the BSE, which is NOT the fault of the program, but has and will continue to impact the program.

The program has done a wonderful job in their efforts to "bounce back" from COVID.

The program continues to be intentional with collaborations and actively pursues collaborative efforts across the university.

II.2. The program supports seven sections of CORE 110 and offers a variety of GA credit options. II.3. There is one cross-listed course (Theatre 369) and the program collaborates with the Communications and Music departments and provides students with practicum experiences, as well as other substantive engagements. Students in the program complete several elective credits, which further expands collaborative opportunities to other departments.

### III. Program Goals & Accomplishments

#### 1. Program goals and objectives were identified and undertaken to improve/advance the program.

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

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

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

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

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

### General Comments related to Section III

This is a positive move on the part of the department: "Implementation of 4-year Play Rotation plan to ensure consistent breadth and variety of pedagogical experience in productions and to ease play selection process"

III 2: How the goals were measurable was unclear. However, this is definitely a worthy goal: "the Department seeks ways to limit the physical demands required on any single day of instruction."

III.1. Some program goals from the 2018 self-study were addressed. Examples include the consolidation of Theatre History courses, revisions made to Theatre 454, the renaming of coursework to better reflect course content, the creation of standardized guidelines and rubrics used to evaluate capstone projects, and the examination of staff/production workloads. III.2. There are currently 24 goals in the process and most have clear criteria for success. For example, Goal #1 involves making specific revisions to 200 and 300-level practicum experiences and this would be relatively straightforward to measure. Likewise for Goal #2 to continue the relationship with the City of Whitewater to present performances within the city. Other goals, such as Goal #14 to continue efforts to track graduates and Goal #15 to work with the Dean's office and Foundation to obtain donations and sponsorships, are a bit vaguer and the specific criteria for success are not clear. III.3. Most goal setting occurs during department meetings. How is the decision-making process informed?

I see assessment in general as an area of improvement. Ideally, someone could take ownership for assessment processes. It would be nice to see more of a cyclical process. Meaning, here is the goal, here are the steps to achieve that goal, here is the timeline and person/people responsible, and then here is the outcome. Then, because those outcomes likely have data, you can make even more informed decisions (this was mentioned as a program goal-#12). I also saw it mentioned that you lose touch with grads after they graduate, and this could also be part of that important assessment piece. You could have students fill out a graduate exit survey at the end of their programs. That might help provide you with systematic data you can use long-term. Finally, developing a rubric for your capstone projects that is used consistently across instructors will be beneficial for this work.

2) A timeline or completion date was provided on some goals, but the criteria for determining success were not clear on many of the goals listed. This also seems like a long and ambitious list of goals that may be able to be prioritized. 3) The way the process for setting and assessing goals was described seemed a bit unstructured. There does seem to be time set aside for faculty and staff to meet but I wonder if that time is primarily used to address immediate concerns, versus reflection and discussion of future planning. While I anticipate the program not feeling there is time for this, the current structure seems to not to be moving the program forward.

### IV. Curriculum

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

Sufficient Evidence	5
Some/Partial Evidence	0
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. Changes to the program's curriculum were summarized and considered student needs/interests and/or internal and external stakeholders.

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

**4. Students participate in high impact practices.**

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

**General Comments related to Section IV**

2) The number of productions students can actively participate in and add to their portfolios seems to have a significant impact on their prospects post-graduation.

IV.1. The average year to graduation is 4.8 and the program is working to reduce this; four year advising sheets were provided for review. IV.4. Common Intellectual Experiences, Writing-Intensive Courses, Collaborative Assignments and Projects, and Capstone Courses and Projects are all required.

The department has continued to use high impact practices, and this should be recognized in consideration of their staffing concerns. It would be helpful to integrate a student feedback survey upon graduation so that you can integrate the student voice into curricular changes/development.

**V. Assessment of Student Learning****1. The program uploaded an assessment plan that includes student learning outcomes.**

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

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

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

**4. The program described the measures/processes they use to assess SLOs, and the criterion for performance.**

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

**5. The program described the results of the assessment data collected.**

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

**6. Student learning outcomes are aligned with UWW's Essential Learning Outcomes in a way that is reasonable and meaningful.**

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

**7. The program described specific actions individuals in the program took, or will take, to make changes to the program based on assessment results.**

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

**General Comments related to Section V**

2) SLOs are mapped to the curriculum, but the time and work involved in tracking the large number of SLOs through multiple curricular pathways seems overwhelming. The program should target core SLOs to track over a manageable period. It is not surprising the program has not begun these activities due to how overwhelming the work must feel.

V I.: "Theatre/Dance has initiated a formal, structured curricular assessment plan this year. Timeline and Findings will be added to the assessment plan as they are developed." This counters evidence presented pertaining to the last A&R report. V 2: There seems to be repetitive replies given for each subgroup (their report pg. #16) V 3 &4: maybe I missed something, but I did not see either a timeline or means of measurement.

V.4. Details were provided for one SLO out of seven. V.5. Plan is in process and findings are not yet available.

The assessment plan is currently under development. SLOs are mapped for when they are introduced, developed, and assessed. However, the program is currently collecting data to support attainment of SLOs. Unsure of criterion to measure attainment of SLOs. Finally, the program might consider streamlining the assessment process by using the same rubric across assessment opportunities.

**VI. Student Recruitment, Enrollment, Retention, and Graduation: Trend Data**

**1. [MAJORS ONLY] Five-year enrollment and graduation trends reflect program vitality and sustainability.**

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

**2. The program described the College and/or University recruitment activities the program engages in to help maintain enrollment.**

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

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

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

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

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



**5. The program described retention issues, if any, impacting enrollment.**

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

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

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

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

1) enrollment is on a downward trend 3) The BFA is a 78-credit major, it seems unrealistic that this can be completed in 4 years and the data suggests most students are enrolled for 5 years. Has there been discussion of trying to reduce credits to degree?

VI 3: Even though the high level of credits per degree was addressed, given that, for now, the dance credits per class is 2 (vs. 3), the number of credits toward graduation is rather high. VI 6: "Theatre/Dance is currently undersubscribed but the number of new enrollments for Fall 2023 indicates that we can expect enrollment to continue to grow." Has the department considered the information shared earlier in their report about the possible "public doubt" of the viability of the degree?

VI.1. Enrollment has significantly declined since 2018 for majors and minors. Degrees awarded have also been reduced. Most recent data from fall 2023 shows some stabilization. VI.3. Credits to degree have consistently been over 128. VI.6. Undersubscribed; 80-85 majors enrolled is the expected normal range with 37 majors currently enrolled. Current minor enrollment is somewhat closer to target.

In general, enrollment has declined over the past 5 years, however, they have noted an increase in enrollment in the 23-24 academic year. Various recruitment initiatives were discussed.

**VI. Student Recruitment, Enrollment, Retention, and Graduation: Demand for Graduates****1. [MAJORS ONLY] Placement information indicates that program graduates find employment or continue their education.**

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

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

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

**General Comments for VI.B**

VI B 1: "Data provided states that Theatre/Dance has a 100% graduate placement rate." Would it be possible for the department to share the specific data that reflects this? VI b 2: Although an extensive description of various industry measures was presented, the answer as it pertains to UW-W students was not clear. But, given all the various industry measures, perhaps that is not viable.

Employment projections appear promising for this major. It would be helpful to have objective information collected from all graduates to contribute to this part of the report.

## VII. Resource Availability & Development: Faculty and Staff Resources

### 1. Information on the numbers of full and part-time faculty and staff is provided.

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

### 2. The program has identified staffing changes since the last review.

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

### 3. Expertise of teaching staff are aligned with the needs and future vision for the program.

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

### 4. The program has identified anticipated staffing changes or areas of need, and how these may impact the program.

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

### 5. The program described factors that may be impacting their ability to recruit faculty and staff.

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

### General Comments related to section VII.A

- 1) It is the clear the program has struggled to maintain all curricular activities at current staffing levels. Are there steps the program can take to better manage the work of faculty and staff- such as streamline assessment, review curriculum? 2) faculty and staff salary issues are a concern across campus and rarely in direct control of the department. has the program considered how to address burnout, even when the solutions may require rethinking program structure and amount of extra-curricular/elective offerings?

Like other programs and departments, they have been impacted by budget cuts and, more than other departments, by the pandemic (e.g., loss of revenue from ticket sales for performances). They have worked hard to overcome the effects of these external factors, but with respect to staffing, they appear to need support and resources.

VII A: 1: the information provided here does not seem to align with statement made earlier: that part-time faculty have been reduced from full-time to 50%.

VII.3. Program is reported to not be adequately staffed. Future vision was challenging to provide due to staffing shortages. VII.5. Low salary and understaffing were the two identified areas.

## VII. Resource Availability & Development: B. Student Resources

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

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

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

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

**General Comments for VII.B**

The needs listed seem to impact the program's ability to provide the level of quality in productions that they would like or deems appropriate.

Some/Partial Evidence to both questions is due to the issues they have been confronted with because of retirements, budget cuts, and staff reduction. The program is not at fault here, and students appear to be doing well despite this, but it would be unfair to the program to state that there is sufficient evidence for adequate staffing and other resources to support students.

VII B: I can "sense" the level of overworked this department is feeling and rightly so! New hires need to be a high priority. VII B 2: "As a Department highly reliant upon physical infrastructure for the delivery of its program, many of the department's general needs are also physical needs." Well put!

**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**

General Comments for VIII

## IX. Reviewer Conclusions

### 1. Strengths of the Program

The program supports theater at our institution, which is of community value, and often seen as a draw to our university. The faculty and staff are committed to their work, and passionate about providing robust and meaningful opportunities to students. The work toward accreditation is admirable.

Despite a reduction in staff, the programs are serving students well given the efforts of faculty and instruction staff. Students are achieving. The program is moving to establish re-accreditation and it is working toward filling staff vacancies.

The program is aware of its challenges and is working steadily (& with some creativity!) in resolving them.

Dedicated team with lots of expertise who are passionate about supporting student learning, small class sizes that promote personal interaction with instructors, excellent dance studio, hands-on approach to teaching, graduates are finding jobs, student exposure to numerous guest artists.

1. Dedicated faculty/staff - It is clear, despite challenges that this program has faced, the faculty/staff are dedicated to the program overall. 2. Collaborative/creative - Again, this speaks to the integrity and resourcefulness of the faculty/staff, but the program has sought out additional opportunities to evolve.

The review team recognized and commends the efforts made in assessment, specifically identifying a set of SLOs and mapping those to the curriculum.

We commend the program for the passion of faculty and students investing significant time in rehearsing and preparing for performances.

### 2. Areas for Work or Improvement

The program should focus on creating an assessment plan that can be implemented and sustained and used for reflecting on student learning and improving program offerings. Additionally, the number of program goals and additional responsibilities of staff seem untenable and likely to lead to more burnout among staff. This may be a problem program faculty and staff must address before new staffing lines are filled.

They need support for the staffing issues. They are also impacted by changes in other programs (e.g., CoEPS) which is noted in the self-study. These are things beyond the program's control.

The assessment information was quite lacking. This is concerning since it was an issue in the previous report (5 yrs ago).

Stabilization of staffing, examination of the curriculum to determine changes needed, implementation of the assessment plan, re-implementation of plays impacted by COVID, re-accreditation, revision of the mission statement.

1. Recruitment/Retention - What do students want? There is heavy emphasis on live student performances - what else can they do? Virtual options? Have you considered offering a dept intern type position to harness social media and get people talking about the major/minor? 2. Assessment plan - Continue to work towards developing a meaningful and sustainable assessment plan - Consider having one person "in charge" of this plan. It would be helpful to have a graduate survey to capture grad information (where students are going post-graduation). 3. Capturing Practicum courses - It would be helpful to talk to other departments on campus who have Practicum courses. Of course, all departments do things a little differently and have different needs. However, having a streamlined ratio for Practicum hours for credits results in greater transparency.

### 3. Other comments/questions

Given the popular focus in our society that students must have a career that meets society's views of "usefulness," this department faces challenges. Their efforts to teach skills that are transferable is admirable. It is my ardent hope that this program will continue to grow as it is one worthy of their efforts.

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

- 1) Complete work towards developing a meaningful and sustainable assessment plan. Describe the specific methods used to collect data and report out the data collected, and how it's used to inform decision-making. Specifically, leverage the information learned from student assessment data to advocate for program resources.
- 2) Create a program management plan to address the workload of faculty and staff, review activities to determine how to best invest time and resources.
- 3) Formalize the curricular plan to include the amount of time required in preparing for performances, outside of enrolled credit hours.
- 4) Work with College administration to create an enrollment plan addressing the following, a) identify a sustainable number of faculty and staff given current enrollment, and b) when, and to what extent, will the needed technical and facilities upgrades will be made.

#### 5. Recommended Result

Insufficient Information in the self-study to decider; 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.	0
Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	0
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	5
Refer to Provost for action. This option is selected if the report is not completed by the date due.	0