

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

Date: 4/12/2021

Time: 9am-10am

Place: Webex

Invited: Interim Provost Greg Cook; Interim AVC Kristin Plessel; Dean Eileen Hayes (Arts & Comm); Department Chair/Program Coordinator Marshall Anderson; faculty and staff in the Arts Management Minor program; Audit & Review Team Chair Sarah Hessenauer; Audit & Review team members Yamin Ahmad, Yushan Zhao, Matthew Sintchak, Assessment Representative Katy Casey

- 1) Call to order, meeting began at 9:01
- 2) Introductions
- 3) Overview of review team evaluation, program comments
 - a) Recognized the strange situation of program choosing to no longer offer courses
 - b) Described value and benefit of minor, business and entrepreneurial aspects of art profession
 - c) 3 minors currently enrolled, only 1 student needs to complete 1 course and has plans to do that
 - d) “cobbling” program together over the past 5-years; staffing has been in flux; enrollment number falling
 - e) Historically 20 minors – a lot from music majors, not quite sure of why the numbers are going down; likely due to adding the minor too late to complete it on time for graduation
 - f) Support for this can be seen in the enrollment numbers being higher than graduation numbers because it seemed minors thought they could take the minor in a year or so but then realized they could not complete the minor without delaying graduation and switched to a different minor
- 4) Discussion of Review Team’s evaluation:
 - a) Program design. The review team discussed the structure of the program, which relies on one FTE for coordination and teaching. This has shown not to be sustainable. Has the department and college leadership discussed a more sustainable structure, including recruiting more faculty to teach courses, embedding more art management courses in majors, and sharing administrative responsibilities?
 - i) Theater Department does not know content well enough to figure out how to offer content embedded in other courses without faculty expertise in this area
 - ii) The minor is a College minor, and does not have to be tied to the Theater Department. Marshall suggested reviewing background and interest in College faculty and staff to see if interest in teaching courses exists elsewhere
 - iii) Consider courses throughout UW-System online that might address curricular needs of program
 - iv) Consider pipeline through technical college track
 - b) Student recruitment in the minor has been an ongoing struggle for this program. Are there ways to garner student interest across the College, and not placing that responsibility solely in the hands of the program coordinator?
 - i) Curricular flexibility, possibly through a certificate, might help with enrollment
 - ii) Online offerings seemed to benefit enrollment in the past
 - c) Will there be an impact on not offering Arts Management courses on BFA students?
 - i) The majority of BFA students will not be impacted by suspending minor, because only one BFA track (Management and Promotion) which currently has 0 enrollments

Provost is recommending the program suspended in Courseleaf so students do not enroll. This will provide an “official hiatus.”

- 5) **Recommended Actions:** The evaluation report lists 2 recommended actions (see page 16, point 4) related to reinstating program and assessment.
- 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 October 1, 2025 to the Assessment Office on November 1, 2025. *In the event the program is still not being offered, the program should submit a progress report, commenting on the recommended actions and future plans of the program.*
 - A progress report will be due the first year after the program is offered to students (e.g., if program offers courses in fall 2023, a progress report will be due in fall 2024).
- 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
Arts Management Minor**

Date of Evaluation 1/27/2021 Short Self Study (SS*) _____
 Program: Arts Management Major Minor

Evaluations submitted by: Sarah Hessenauer, Matthew Sintchak, Katy Casey, Yushan Zhao, Yamin Ahmad
Review meeting attended by: Sarah Hessenauer, Matthew Sintchak, Katy Casey, Yushan Zhao, Yamin Ahmad

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

Program was able to demonstrate a connect to UW-Whitewater's mission and strategic plan.

The narrative shows that the program clearly contribute towards the core values, the Mission and the strategic objectives of UW-Whitewater

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

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

Comments for I.A.2

No general education courses, although it can pair well with many majors since it is a stand-alone minor.

The program does not have general education requirements. The one staff member taught a section of WOTA.

The program does not support general education but did demonstrate how it supports majors across campus.

While the program is a minor and does not directly offer general education courses, they indicated that students majoring in other programs also minored in Arts Management.

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

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

Comments for I.A.3

Commendable work inviting guests to campus to help expose students to diverse perspectives.

The department listed multiple ways they are working on addressing inclusive excellence, primarily in student learning opportunities. The program did have an inclusive excellence fellow for two years to benefit the program. The program does need to continue to examine how to recruit minority students to the program.

Although the narrative touched on a number of different IE goals, the program provided some specific examples of best practices undertaken (- bringing in speakers, field trips etc), in order to address the Pedagogy and Best Practices goal; they also directly addressed the Recruitment and Retention and Community Building goals.

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	0
Some/Partial Evidence	4
No/Limited Evidence	1

Comments for I.A.4

Staffing has been a major issue for this minor. Temporary instructors for 2 of the 5 years for this review have hampered SLO data collection.

The program did reevaluate due to staff and enrollment challenges. The assessment recommendations were not addressed due to other, more pressing issues related to program management.

The program is missing key staff (due to staff resignation and budget issues) to move the program forward. Additionally, due to lack of staff, assessment also has not been occurring.

The program has attempted to address some of the recommended actions. At the same time, it does not appear to have made progress on some of the others (based on the information provided). There were 2 recommended actions (RA's) at the last self-study: RA 1: Staffing: Due to a resignation during the period under review, the program appears to have had issues with staffing. Although there was an initial failed search, the program was able to hire a 0.75 FTE position to teach the courses. However, due to recent budgetary actions arising from the pandemic, there was a reduction in FTE for that position that led to the faculty moving to another institution. Consequently, none of the Art Management courses are being offered during 2020-21. RA2: SLOs. Due to the staffing issues, not much progress has been made on this RA. While data was collected between 2017 – 2020, but the work was interrupted with the resignation of the staff member collecting the data. In my reading of the narrative, it appears that the program was attempting to respond to the previous RAs, at least on this front.

General Comments related to Section I.A

The program made the difficult decision to not offer the program due to staffing and budget challenges. Courses will not be offered for the "foreseeable future." It seems good faith efforts were made to address program enrollment and management. Staffing the program with one instructor for teaching all courses and managing the program does not seem sustainable. If the program does decide to offer courses in the future, a sustainable structure will need to be created.

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

No comments

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

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

Comments for I.B.2

Restructuring only partially occurred due to fluctuating faculty. The full-time faculty member hired in 2017 resigned due to the position being cut from 1.0 to .56FTE due to budgetary issues.

The list of goals was ambitious. Many were addressed, and some unfulfilled due to Ms. Marty's resignation. I am still worried about the sustainability of the program structure, with one individual teaching all the core courses.

Addressed exit survey, internships, expanded awareness on campus and through internships, fine-tuned curricular offerings, attempted to address staffing,

Key program goals were listed for the period under review, although these were not listed year by year. Unsure these were long term objectives for the period under review, and if there were short term objectives year-to-year in the meantime.

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

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

Comments for I.B.3

Reported meeting one time a semester (and more if needed) to address program goals. A specific process was not outlined.

There does not appear to be any evidence of "intentionality" towards goal-setting, nor of gathering and reviewing data regarding assessing programmatic goals. There does not appear to be any evidence that data is being utilized to determine long term goals. While the self-study spoke to changes to the program in part 1.B.2, and the activities undertaken to achieve the goals listed, the narrative partially addresses the "process" part. In part, this may be due to the personnel issues that arose. However, with regards to goal setting and strategic planning, the following needs to be addressed: Does the program have a specific strategic

planning process by which it utilizes these activities and data? What is the timeline for this (although this may be addressed later on in the self- study)?

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	1
Some/Partial Evidence	4
No/Limited Evidence	0

Comments for I.B.4

Since this program is essentially being put on hiatus, it is difficult for them to forecast much into the future beyond hoping that the financial situation and enrollment both improve.

Given the low enrollment, the program has a realistic view of its current status, particularly in the current environment. The potential to revisit is always open if the program can find sufficient interest by students.

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

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

Comments for I.B.5

No documented recognitions or rewards.

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

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

Comments for I.B.6

Accreditation is not available for the program.

General Comments related to Section I.B

This program currently has no faculty to teach in the minor. The program reported that recruitment efforts has failed. Due to these factors, the future of the minor is non-existent.

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	4
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for II.A.1

"..courses for the Minor are also required for the Theatre/Dance BFA in Management and Promotion." What does the Theatre/Dance program plan to do if the Arts Management courses are no longer offered? In addition, the number of courses created by the program and for the program makes finding instructors and sustainable courses sequence difficult.

The program is clearly articulated and purposeful. It consists of 24 credits, 10 of which constitute the core components. The remaining credits are (essentially) elective credits.

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

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

Comments for II.A.2

There are no dual listed courses offered in this program.

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

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

Comments for II.A.3

Assessment data was taken from exit survey comments, class evaluations, and student work.

It is clear the program examined data in making decisions.

Thank you for including all the attached documentation. The majority of the curricular changes initiated by the program within the period under review appear to have been driven by external information (e.g. results of exit surveys, class evaluations, enrollments in the courses). Although the narrative does mention that some curricular changes were initiated by assessment of student work, one part that is missing here is any curricular changes driven by assessment data – based upon student learning outcomes. While some data was collected regarding learning outcomes, were any used to inform changes within existing courses?

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	4
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for II.A.4

Many opportunities were provided to students, including internships, guest speakers, field trips
Students are active in internships and on campus in learning opportunities outside of the classroom.

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

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

Comments for II.A.5

Redesign on the two online classes done with consultation of the WI Arts Management Educators Partnership. This was done pre-2015. Online classes not emphasized as much later.
End of the semester surveys addressed learning. Due to budget constraints, there was a decrease in online offerings.

General Comments related to Section II.A

No Comments

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

Comments for II.B.1

The program has clearly articulated student learning outcomes. In the curricular map, it would be useful to indicate where the assessment of these SLOs occurs.

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	1
No/Limited Evidence	0

Comments for II.B.2

Aligned with two areas in LEAP

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

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

Comments for II.B.3

I am impressed with the number of strategies the program has for measuring SLOs. The plan is well written and there is clear alignment between ELOs, SLOs and program outcomes. However, the number of data sources seems overwhelming for data management and reporting.

The program described assessment of direct learning in the form of assignments. The program described use of an exit survey to assess indirect learning.

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

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

Comments for II.B.4

A lot of assessment data were reported. The use of grades does not provide specific information on students' knowledge and skills related to the SLOs, as grades are not the best indicators of student learning.

There was not a section describing the process or outcomes but did provide samples of assignments and rubrics.

The program has a number of direct and indirect assessment instruments that it uses for assessing student learning outcomes. They are to be commended on 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	4
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for II.B.5

The program documents how they used specific assessment data (both direct and indirect) to make changes in the program.

The narrative does suggest that the program does "... gather and review assessment data, and to make decisions about the program". However, no details were provided within the narrative on how the assessment data is being used to make decisions regarding changes to the curriculum. The narrative did go on to talk about what kind of changes were implemented, but these seem more to be driven by exit surveys and other data, rather than the assessment data on SLOs.

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

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

Comments for II.B.6

Internally, the data seems to be shared regularly. However, the advisory board has not met since 2015.

The program shared results of assessment efforts and how they share these results with others (including faculty and students in the program and an advisory board).

General Comments related to Section II.B

The program has collected data in the past and has used this data to make decisions.

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	0
Some/Partial Evidence	2
No/Limited Evidence	3

Comments for III.A.1-2

Decline in recruitment and retention directly related to staffing difficulties.

The program noted issues retaining students in the minor. Has the program considered addressing any of the issues reported, such as demanding nature of course requirements and time to complete?

The program presented lowering enrollments in the classes/program. This could be related to the lack of staff in the program.

With the decline in the numbers, the underlying trends do not appear to show that the program is sustainable in the long run.

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

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

Comments for III.A.3

No Comments; Majors only

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

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

Comments for III.A.4

Strategies are in place and were used during the reporting period.

The program has implemented recruitment strategies; however, these strategies have not resulted in increasing student interest in the program.

There did not appear to be any systematic recruitment efforts.

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

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

Comments for III.A.5

No Comments

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

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

Comments for III.A.6

The report includes some comments as to the demanding nature of the minor and issues with timely completion- at least students' perceptions of timely completion.

This has been more difficult as the program has lacked support.

Indirect evidence that the program did not contribute to any delays in graduation.

7. 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	3
No/Limited Evidence	0

Comments for III.A.7

Due to lack of staffing, there is not student interest in the program. The program is working with COBE to explore options related to management courses.

Unfortunately based on the data, it appears that the program is undersubscribed.

General Comments related to Section III.A

There is a lack of staffing in the program and a lack of student interest in the program at this time.

**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	0
Some/Partial Evidence	0
No/Limited Evidence	0

Comments for III.B.1

No Comments

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

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

Comments for III.B.2

There is employment data for a small percentage of the students.

Given the program is a minor, graduates from the program have presumably focused on employment in areas that coincide towards their major programs.

3. The program systematically tracks graduates of the program.

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

Comments for III.B.3

limited staffing

Data was collected via social media in the past. Due to loss of faculty, it has been difficult to connect with/track students.

The methods employed are able to track graduates of the program sufficiently well, given the number of students in the minor.

General Comments related to Section III.B

No General Comments

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

Comments for III.C.1

Location of Whitewater is an advantage for close proximity to larger metropolitan arts programs in the region (e.g. Milwaukee, Madison, etc)

There appear to be a number of programs in the system in arts management. The program offers a comprehensive curriculum and provides a good opportunity for students to learn business skills as applicable to the arts. However, how this program is unique or different in its offerings was not fully addressed.

The program was able to identify ways in which the program provides a competitive advantage.

IV. Resource Availability & Development:

A. Faculty Characteristics

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

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

Comments for IV.A.1-2

No Comments

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

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

General Comments related to section IV.A

The program will not be offered due to staffing and low enrollment.

The Program lost their one full-time faculty in recent years, which has obviously had a large impact on the Program. Given the lack of instructional staff, it may not be possible to delineate a prioritized list of positions that need to be filled so that the Program can return to a sustainable trajectory particularly given the lack of recruitment of students during the period under review.

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	4
Some/Partial Evidence	1
No/Limited Evidence	0

Comments for IV.B.1-2

Information for Sarah Marty was presented. Information was brief.

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	3
Some/Partial Evidence	2
No/Limited Evidence	0

Comments for IV.C.1-2

Active "real world" experience from faculty incorporated into teaching.

Information was presented for Dr. Sarah Marty.

IV. Resource Availability & Development:

D. External Funding

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

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

Comments for IV.D.1-2

The program reported Dr. Sarah Marty did receive some funding.

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	3
Some/Partial Evidence	2
No/Limited Evidence	0

Comments for IV.E.1-2

Service had been achieved primarily off-campus since the faculty member was academic staff and not expected to participate with on-campus service.

Dr. Sarah Marty was active in professional service.

IV. Resource Availability & Development:

F. Resources for Students in the Program

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

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

Comments for IV.F.1

Inconsistent staffing made program coordination difficult. A single academic staff member to teach and coordinate the entire curriculum seems under supported.

The program no longer has staff to teach in this program.

The program has provided resources in the past to support the students, however the program currently lacks core personnel.

It's unclear if the lack of minors is due to a lack of resources, or whether the lack of resources arose because of the underlying trend decline in the number of minors. There is insufficient data to ascertain this.

**IV. Resource Availability & Development:
G. Facilities, Equipment, & Library Holdings**

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

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

Comments for IV.G.1

Campus venues were used to support students in this program.
The program reports there are sufficient resources.

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

The program has demonstrated strengths in the past.

2. Areas of improvement and continued progress are discussed.

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

Comments for V.2

The program identified areas in which the program can be enhanced.

3. Recommendations and resources are discussed.

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

Comments for V.3

The program listed faculty as the biggest resource needed. The program also discussed program changes that would benefit the program.

VI. Reviewer Conclusions 1. Strengths of the Program

Standalone minor that can be added to any major on campus. Can strengthen the "portfolio" experience for our students. Good outreach to regional arts communities mainly through internships.

The program offers a unique opportunity for A&C majors. The knowledge and skills developed in this minor are marketable to a number of employers.

The program has enhanced internship options, has developed an exit survey which provided valuable information for the program, the program has established student data collect processes, and the program works to expose students to a variety of diverse experiences both in and out for the classroom.

The program is one that complements other programs in Art, Music and Theatre/Dance by providing an introduction to the area of Arts management. One strength of the program that is readily apparent is the focus on providing practical opportunities, including internships, to students to allow them to see key components of this discipline.

2. Areas for Work or Improvement

Staffing is a major concern for the continuation of this program. Having a single faculty member teaching all courses for this minor causes too much disruption if/when employment turn-over occurs.

The program noted some areas to address should the program continue in the future. However, I do think rethinking the credit load, instruction modality, and sequencing of courses would also help recruit and retain students in this program. Reinstating the advisory board is highly encouraged in order to get a clear sense of the field in which students are being prepared.

The program is not operating without needed faculty. This needs to be addressed before any changes can be made to the program. Staffing impacts recruitment, assessment, and ability to make identified changes to curriculum.

Unfortunately, it appears that all the key classes in the program were taught by one faculty member. Upon her departure, there does not appear to be any other faculty who would be able to teach the classes in order to continue the program.

3. Other comments/questions

The program chose to discontinue course offerings due to low enrollment and staffing.

In order for the program to be sustainable in the long run, the interest of students to undertake the program needs to be better ascertained, and if deemed sufficient, it needs to be a focus to recruit those students.

4. Recommended Actions (please specify):

1. The future of the program needs to be determined. While we recognize staffing is a large component, there also seems to be issues with the program structure, recruitment and enrollment.
 - Consult with the advisory board prior to offering the program again
 - Review structure of the program and consider expanding program management and course instruction to more than one person. For example, is it worthwhile to reconsider the credit load, instruction modality, and sequencing of courses to help with recruitment and retention of students in this program?
 - Submit progress report in one year upon offering the minor
2. Assessment and program planning: May need to revisit and recreate assessment plan for the program, to make sure it aligns to the new structure.

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.	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	4
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.	1
Report not submitted; refer to Provost for action.	0