Minutes and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Special Education Majors and Minors, 2020-2021

Date: 4/26/2021
Time: 1-2pm
Place: Webex

In Attendance: Interim AVC Joan Cook; Dean Robin Fox (Education & Prof. Studies); Department Chair Amy Stevens; Program Coordinator Shannon Stuart; Audit & Review Team Chair Christine Neddenriep; Audit & Review team members S-A Welch and Matthew Vick, and, Academic Assessment Representative, Kathryn Casey.

Assessment Representative

1) Call to order

2) Introductions

3) Overview of review team evaluation, program comments
   a) The committee acknowledges the program's many strengths, including
      i) Having developed a fully online, asynchronous program to meet the dire shortage of special education teachers within WI, nationally, and internationally as evidenced by increasing enrollment.
      ii) The program has been developed with input from stakeholders and is consistently making changes to meet the ever-changing needs of the field.
      iii) The ABA specialist certificate, the Autism certificate, and the possibility of developing a Dyslexia certificate set the UWW M.S.E. program in Special Education apart from other programs in the state.

4) Discussion of Review Team's evaluation:

   a) A strategic vision for the program beyond short-term, next year goals would assist the program to plan out action steps over the next five years. Where do you see yourself as a program in the next five years? What is your vision, and how do you plan to realize those goals?
      i) Discussed the fact the Special Education Department faculty are "idea generators" and they "get it (ideas implemented) done." They want to continue to emulate the Wisconsin Idea— "We are there to serve the needs." Will continue to hold virtual stakeholder meetings to identify needs.
      ii) Discussed their goal to increase the diversity within the program and faculty. The department is currently searching to fill vacant faculty positions.
      iii) Discussed their goal to update the department's mission statement.

   b) The program has identified many sources of data collected to determine student progress in the M.S.E. Cross Categorical program. The inclusion of data overall was limited and could not be accessed. Changes have clearly been made to the curriculum based on stakeholder feedback and in response to accreditation standards. What changes have been made based on student outcome data?
      i) Identified need to establish an infrastructure for uploading data from signature assignments so the data can be regularly reviewed and changes made in response.
      ii) Discussed options available for central storage on a shared T drive or Google Drive.
   c) The program is currently oversubscribed, yet has a desire to grow to meet the demand in the field. In thinking about the current program structure, what are ways to manage the current workload without overwhelming the current faculty?
      i) Problem-solved course coverage given faculty shortage.

5) **Recommended Actions**: The evaluation report lists four recommended action (see page 16, point 3) related to creating a sustainable program structure and strategic plan; alignment of assessment data with SLOs and use of assessment data to inform programmatic changes; as well as working with the Dean to develop a staffing request to fill vacant faculty positions.

- Complete the task of creating a strategic plan over a period of 3-5 years as requested in the last audit-and-review.

- Create a sustainable program structure that doesn't overwhelm the current faculty.

- Work with the Dean to develop a staffing request to fill current vacancies.
- Complete the assessment plan, so it aligns findings to SLOs, and describes how the data is used for program improvement. Include a timeline for when SLOs are assessed and reviewed.

6) **Recommended Result**: *Continuation with minor concerns*
   - **Please make use of the detailed comments in the evaluation report (below).**
   - **Continuation with minor concerns.**
   - **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 2023.**

7) Adjourn (2:08 p.m.).

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 ____2/26/2021_____ Full Self Study (SS*)__X____
Program:___Special Education_____ Major ☒   Minor ☐

Evaluations submitted by: Christine Neddenriep, S-A Welch, Matthew Vick, Andy Yu, Kathryn Casey
Review meeting attended by: Christine Neddenriep, S.A. Welch, Matthew Vick, Kathryn Casey

I. Program Purpose & Overview: A. Centrality
1. The program contributes to the fulfillment of UW-Whitewater's core values, Mission, and Strategic Plan.

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

Comments for I.A.1

Really liked how they expounded on key ideas of UW-W as they relate to their program.
Good examples of helping to meet university strategic goals/objectives.
Described well the connection between the curriculum and UWW's core values, Mission, and Strategic Plan.

2. The program supports other undergraduate and graduate programs offered at UW-W (if relevant).

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0
4		Not Applicable (explain why in comments below)	0

Comments for I.A.2

I chose sufficient because the Special Ed (MSE) DOES support graduate programs. I wasn't sure if this was appropriate (vs. N/A) since this review is only about graduate programs.
Strong connections and support to undergraduate programs in psychology, com dis, as well as graduate programs in social work.

3. The program works to support at least two goals from the institution's Inclusive Excellence Guidelines.

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

Comments for I.A.3

While they had much written in this section, it wasn't clear how they were being inclusive (at some points it seemed like for just physical disabilities...but there are many other ways that inclusiveness is viewed at UW-W).

Impressive response to demonstrating your meeting Inclusive Excellence goals and incorporating universal design.

4. The program has been responsive to actions recommended from the previous Audit and Review report; Progress Reports have been included (if relevant).

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

Comments for I.A.4

Their efforts at working with A & R are impressive!

The answer is sufficient, but it would be good to explain your "strategic" direction. Much of the response was more about immediate need responses (which are important as well) but didn't get as much into a strategic vision for the program.

The program has identified SLOs and related assessments. The assessment measures are embedded in courses, which makes this an efficient use of resources. However, it is not clear how the data is used for program improvement.

General Comments related to Section I.A

The only area that was "weak" (and I am not sure that this word applies) is the inclusive excellence. I would prefer to see specific groups for inclusiveness and specific actions for these specific groups.

Tremendous growth has been made in this program since the last review. Congratulations to the department for the online degree and additional certificates that are drawing record enrollments.

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

1. The program's mission statement reflects the nature and scope of the program and aligns with the mission of the School of Graduate Studies.

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

Comments for I.B.1

I didn't see a clear mission statement from the Special Ed (MSE) program. They did present evidence of how they accomplish the mission statement of the School of Graduate Studies.

Is this the program's "mission statement?": The program is committed to the development of professionals who are lifelong learners, creators of knowledge, and leaders of character and integrity. Responding to the changing needs within our global society, we prepare professionals to actively engage in an open democratic society inclusive of diverse populations. As a premier center for global learning, the program focuses on the depth of learning and academic excellence to provide students with the necessary requisites to be education specialists dedicated to change in their communities.

The remarks provide an overview of the program, with great detail. It might be worthwhile to create a mission statement unique for the program (or each track) to help with visioning, planning, and marketing.

2. The program established and worked to accomplish goals designed to improve the quality of the program.

1		Sufficient Evidence	4
2		Some/Partial Evidence	1

3		No/Limited Evidence	0

Comments for I.B.2

I am not sure for their SpecEd 781 "to better meet consumer needs" is. Where are they determining what consumer needs are? And, who are their consumers?

These goals are for the past year (and are ambitious and strong goals). However, this connects to the earlier comment about needing a strategic vision. This is just forward-looking one-year at a time...

Bi-weekly meetings to work on annual program goals and review assessment data.

Impressive set of goals.

3. The program has a process for setting and evaluating progress on achieving program-level goals, and making decisions about program changes based on assessment data.

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

Comments for I.B.3

My goodness! It looks like they really do need more tenure-line faculty. They are clear & concise in describing where the current faculty are stretched. The fact that they have had to stop advertising is troubling.

Well-established structure of biweekly meetings to review progress as well as consultation with the advisory board.

4. The program is considering potential revisions to the mission, goals, or objectives (i.e., the program has a "vision" for the next level and how to get there).

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

Comments for I.B.4

I love their thoroughness in their descriptions.

Staffing plan information given is important but should also explain how this connects to a greater vision of what the program will become (other than "bigger"--which is good for the university!)

The faculty in the program appear to reflect regularly on ways to improve the program, and base decisions on stakeholder feedback and student interests/needs.

Strong vision with identified needs to accomplish those goals.

5. The program achieved and/or earned special recognition or awards during the review period.

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

Comments for I.B.5

Congratulations on being accredited by BCBA!

Congrats on your accomplishments in the BCBA program!

Recognition and accreditation by ABAI is a significant accomplishment.

6. The program earned (or retained) specialized accreditation (if applicable) during the review period.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0
4		Not Applicable (explain why in comments below)	0

Comments for I.B.6

General Comments related to Section I.B

The program makes a compelling case for the need for additional faculty in this program. The growth in the professional development BCBA program is impressive.

II. Assessment: A. Curriculum & the Assessment of Students' Learning

1. The program has a clearly articulated, efficient, and purposeful curriculum, complete with a capstone experience.

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

Comments for II.A.1

2. Expectations of graduate students differ from undergraduate students in dual-listed courses.

1		Sufficient Evidence	0
2		Some/Partial Evidence	0
3		No/Limited Evidence	0
4		Not Applicable (explain why in comments below)	5

Comments for II.A.2

No dual-listed courses.

3. Changes to the curriculum were based on assessment data.

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

Comments for II.A.3

I saw much description (and attendance evidence for dropping the summer institute), but it was not clear if this was based on assessment data. For some, they did note that the new accreditation required some of their changes.

Curricular changes were explained in detail, but a connection to assessment data (when appropriate) was not evident.

The curricular changes appear to be based on feedback from stakeholders and accreditation requirements. It is important to be responsive to these groups; however, student learning outcome data was not discussed as a rationale for changes.

Changes were noted as being made, but not necessarily in response to data but accreditation requirements and program/student need. The Endless Possibilities Conference is an impressive collaboration.

4. The program offers additional opportunities for students, and students make use of these in ways that impact the University, community, and/or region.

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

Comments for II.A.4

It was hard for me to sort this out. For those of us not familiar, perhaps including a chart with the acronyms and what they stand for would help.

Congratulations on the successes of your recent graduates!

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

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

Comments for II.A.5

Excellent idea to share access to courses among faculty through Canvas!

General Comments related to Section II.A

II. Assessment: B. Assessment of Student Learning

1. The program has clearly articulated learning performance outcomes for students, which are "mapped" to the curriculum.

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

Comments for II.B.1

For me, this was challenging to follow. The ideas seemed to run together in single, large paragraphs. But, I am curious: what is: phase 3 artifact rubric?

The program's outcomes are aligned with the courses.

Mapped well with specific measures identified for assessment.

2. The program has an Assessment Plan for measuring students' progress in attaining the learning outcomes.

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

Comments for II.B.2

There seems to be much description of what is covered in classes, but it was unclear if there is an "assessment plan."

There is a plan in place to collect data. The timeline for collection, review, and discussion of the data is not clear. The PD program centers on one large capstone project, and a discussion of the portfolio data was not provided.

3. Research/scholarly activity, as defined by the program, is incorporated in the achievement of student learning outcomes.

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

Comments for II.B.3

It seems clear that students' research plays a role in their learning, but it was not clear how these align with student learning outcomes.

Impressive collaboration between faculty and students on publications.

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

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

Comments for II.B.4

The use of this state assessment data to drive instructional improvement is not fully described. Data is collected, but how is it used to modify the curriculum?

Only data from EDTPA & WIFORT Scores are provided, and I am not able to open this file to review the data. Further, this data only informs the licensure program, and not the professional development programs.

5. The program has developed a process for using assessment data in making changes to students' learning outcomes.

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

Comments for II.B.5

I am confused..... "Our department must hire board-certified behavior analysts (BCBAs) to teach the seven courses in the ABA certificate".....if they are hiring these folks, then why do they need tenure track hires?

It's not clear how assessment data drove the changes described (they sound more like responses to accreditors).

There is a plan in place. However, data on student progress toward meeting the outcomes was not shared in this report. Further, the data file provided did not align with the assessments shared in the assessment plan. The plan indicated portfolio artifacts and not reading scores.

Changes to the ABA specialist certificate identified as evidence of changes made based on the data. Were other changes made based on data collected and reviewed?

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

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

Comments for II.B.6

It isn't clear what "assessment" data they are sharing? Is this covered in their newsletter?

The author reports that students' performance is discussed. However, data was not shared for this report, and it is not clear when or how data is shared with stakeholders.

The program website update is especially impressive.

General Comments related to Section II.B

This entire section seems to be lacking.

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

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

Comments for III.A.1-2

Absolutely! They are growing at a clip of a rate, and if what they reported earlier (having to stop advertising) is true, they are doing quite well.

If anything, the program is oversubscribed as is evidenced by the increasing enrollment and reduced faculty.

Strong enrollment, retention, and matriculation data!

3. Composition of students reflects the diversity of the University, and the program has developed methods of recruiting and retaining students and to enhance diversity among students in the program.

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

Comments for III.A.3

Data provided for the diversity of the UWW study body as a whole. I don't see demographic data by gender, race/ethnicity, etc., provided for the program.

4. Graduation rates indicate that students complete the program in a timely manner.

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

Comments for III.A.4

They seem to be just graduating approximately 50% of each year's class. And, given that some of their programs can be completed in 18 months, do they have an idea as to what might be causing this?

5. Program level has provided evidence to support its claim of being oversubscribed, undersubscribed, or at optimum level.

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

Comments for III.A.5

Given the steady rise in student enrollment, does "many districts struggle with the perceived quality of applicants, and this concern is most acute for low-supply vacancies" ....seem to be an issue for UW-W's program?

Strong growth potential!

Program is oversubscribed

Clearly the program is oversubscribed and in need of more faculty to support it.

General Comments related to Section III.A

III. Student Recruitment, Enrollment, Retention, and Graduation: B. Demand for Graduates
1. Graduates of the program find employment or continue their education.

1		Sufficient Evidence	4
2		Some/Partial Evidence	1

3		No/Limited Evidence	0

Comments for III.B.1

This was indirectly covered with their responses to previous questions.

As indicated, the overwhelming majority of students are already employed upon entry to the program.

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

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

Comments for III.B.2

Dire shortage and need for special education teachers.

3. Program is cognizant of differences in student populations (e.g., full-time/part-time students, working adults, recent undergraduate degree recipients, etc.).

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

Comments for III.B.3

I would say that they are aware, but am unsure what they are to do with this information. Also, what is "emergency licensures," and how does this affect course offerings, etc....

4. The program effectively tracks graduates of the program.

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

Comments for III.B.4

I'm not sure they answered the question. Plus: "We have advertised the program on the National Council for Exceptional Children's website in the past...With increased recruitment, we would need another faculty line to cover instruction because our graduate courses already serve 25-35 students."   1) thought they weren't recruiting 2) thought they hired outside folks to teach classes

The answer here doesn't fully make sense.

General Comments related to Section III.B

Overall, this section seemed not to be as clear as other areas.

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.

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

Comments for III.C.1

Very nice and well written!

IV. Resource Availability & Development: A. Graduate Faculty Characteristics

1. Characteristics of the faculty (e.g., gender, ethnicity, rank, percentage of time devoted to the program and course responsibilities) are clearly indicated.

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

Comments for IV.A.1

2. Expectations, preparation, and work experience of the graduate faculty are conductive to the effective delivery of the program.

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

Comments for IV.A.2

I don't see table 2 to see if they addressed this as fully as they should. However, in an earlier section (about student research), it does seem that the faculty are active in scholarly activities.

3. The program has identified how changes in the composition of the graduate faculty have affected the program (if relevant).

1		Sufficient Evidence	5
2		Some/Partial Evidence	0
3		No/Limited Evidence	0
4		Not Applicable (explain why in comments below)	0

Comments for IV.A.3

4. The program has identified staffing needs and pending changes that may affect the delivery of the program.

1		Sufficient Evidence	5
2		Some/Partial Evidence	0

3		No/Limited Evidence	0

Comments for IV.A.4

Substantial and immediate need to hire faculty to replace faculty members serving in administrative positions.

General Comments related to Section IV.A

I keep seeing references to tables that are not included in this report. Or, am I missing something?

IV. Resource Availability & Development: B. Teaching & Learning Enhancement
1-2. Graduate faculty engage in activities to enhance teaching, advising, involvement in course or curricular revision, new course development, etc.

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

Comments for IV.B.1-2

I don't see the charts that are referenced.

IV. Resource Availability & Development: C. Research & other Scholarly/Creative Activities
1-2. Graduate faculty engage in scholarly/creative activity in ways that support or advance the graduate program.

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

Comments for IV.C.1-2

Collaborative publications are impressive.

IV. Resource Availability & Development: D. External Funding
1-2. Graduate faculty pursue funding through grants, contract, and/or gifts in ways that support or advance the graduate program.

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

Comments for IV.D.1-2

IV. Resource Availability & Development: E. Professional & Public Service

1-2. Graduate faculty engage in professional and public service in ways that benefit internal and external constituencies.

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

Comments for IV.E.1-2

IV. Resource Availability & Development: F. Resources for Students in the Program
1. The program has adequate personnel, student help, and service and supplies to serve its graduate student population.

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

Comments for IV.F.1

They have clearly described the situation that has left them short staffed.

Significant needs identified for the program, including faculty, student workers, as well as a designated funding source for purchasing and staying current with test kits.

IV. Resource Availability & Development: G. Facilities, Equipment, & Library Holdings
1. The program has adequate facilities, equipment, and technological resources to effectively serve its students.

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

Comments for IV.G.1

They have clearly described the situation.

A program or course fee to purchase the assessment kits seems necessary.

The program request funds to support testing kits to train students how to administer standardized assessments.

Need for a designated funding source for current/re-normed test kits.

V. Conclusions and Recommendations from the Department or Program
1. Program strengths are discussed.

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

Comments for V.1

The efficiency of the cross-categorical license is a strength for recruiting students.

2. Areas of improvement and continued progress are discussed.

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

Comments for V.2

Staffing needs were discussed. No areas of program-level continuous improvement were mentioned.

3. Recommendations and resources are discussed.

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

Comments for V.3

General Comments related to Section V

VI. Reviewer Conclusions

1. Strengths of the Program

The program is getting stronger in terms of enrollments and accreditation by ACBA, ABAI, etc. Please keep up the great work.

The program is doing very well with such a shortage of faculty. It is impressive that they obtained accreditation.

This program has revised itself to be appealing to students seeking licensure as a special education teacher and to meet national standards for certification in specific fields of service. It's a shift to fully online, and asynchronous delivery will broaden the scope of students available to register. This is working as evidenced by growing enrollment.

Highly effective and productive team. The program has been operating for some time without the necessary faculty load to cover the number of growing programs in the department. The program does a good job of responding to needs in the field.

The program has developed a fully online, asynchronous program to meet the dire shortage of special education teachers within WI, nationally and internationally. The program has been developed with input from stakeholders and is consistently making changes to meet the ever-changing needs of the field. The ABA specialist certificate, the Autism certificate, and the possibility of developing a Dyslexia certificate set the UWW M.S.E. program in Special Education apart from other programs in the state.

2. Areas for Work or Improvement

The program should keep collecting assessment data to ensure the quality of students' learning outcomes. Then, use the data to improve the program quality again. Best of luck!

The need to hire faculty-lines to fill two positions recently vacated by administrative promotions is mentioned numerous times. A strategic vision for the program beyond short-term, next year goals would assist the program to plan out action steps over the next 5 years.

Share how the assessment data collected is reviewed and used for program improvement. Discuss strategies with College administration to offer high-quality programming with reduced faculty lines. The current numbers and workload do not seem sustainable. Is it possible to create a program structure that would better support the numbers? Running graduate classes of 30 consistently seems counter to the goal of high-quality programming.

Strong assessment plan described. The inclusion of data was limited. Changes have clearly been made to the curriculum based on stakeholder feedback. Changes made based on student outcome data?

3. Recommended Actions

1. Complete the task of creating a strategic plan over a period of 3-5 years as requested in the last audit-and-review.

2. Create a sustainable program structure that doesn't overwhelm the current faculty.

3. Work with the Dean to develop a staffing request to fill current vacancies.

4. Complete the assessment plan, so it aligns findings to SLOs, and describes how the data is used for program improvement. Include a timeline for when SLOs are assessed and reviewed.

6. Recommended Result

1	Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0
2	Continuation without qualification	0
3	Continuation with minor concerns	5
4	Continuation with major concerns in one or more of the four areas; submit annual progress reports to the College Dean & Associate Vice Chancellor for Academic Affairs on progress in addressing the major concerns	
5	Withhold recommendation for continuation, place on probation, and require another complete Audit & Review self-study within 1-3 years, at the Committee's discretion.	0
6	Withhold recommendation for continuation, place on probation, recommend placing in receivership within the college, and require another complete Audit & Review self-study within 1-3 years at the Committee's discretion.	0
7	Non-continuation of the program	0