

**Agenda and Evaluation Report  
Audit & Review Face-to-Face Meeting  
University of Wisconsin-Whitewater  
Media Arts & Game Development Majors and Minors, 2021-2022**

**Date:** 2/28/2022

**Time:** 10:00-11:00 am

**Place:** CA 2080

**In attendance:** Provost John Chenoweth; Dean Eileen Hayes; Associate Dean and A&R Review Team Member Robert Mertens, Department Chair/Program Coordinator Jeff Herriott; faculty and staff in the Media Arts & Game Development program Bill Miller, Xiaohong Zhang, Nick Hwang, Communication Chair Kathy Brady; Audit & Review Team Chair Hephzibah Kumpaty; Assessment Representative Katy Casey

1) **Call to order** at 10:05

2) **Introductions**

3) **Overview of Review Team Evaluation:** This is a large interdisciplinary professional program connecting three major departments from two different colleges; Arts and Communications and Letters and Sciences. The MAGD is an attractive major to students as it collaborates with communications, computer science and Arts & Design departments serving over 170 majors and 60 minors. The field seems poised only for more growth, given recent developments in the "metaverse" and the continued growth of gaming in various platforms and areas. The program coordinator and faculty seem committed and engaged while dealing with substantial challenges. The program has been intentional about advising, particularly by incorporating a significant faculty advising component. The program has engaged in innovative activities to address needs/interests, and prepare professionals, in the field: such as the recommendation to prepare students in a discipline in addition to game development. The program addressed this by creating a technology minor to pair with computer science, and is working on a BFA in Media Art.

4) **Discussion of Review Team's Evaluation:**

- a) **Program Identity:** If students are not able to get hired in the field, then what sort of changes are envisioned to help them become more competitive? A program like this needs to be nimble and responsive to a fast-paced and evolving field. How are you making use of the advisory board and alumni?
  - i) The BA program is a liberal arts program that provides students opportunities to explore professions in media arts and gaming. The BFA program has a professional focus. The department tries to address the needs of all students interested in media and gaming, which they recognize is ambitious. Through advising and coursework, students often pick a focus and can align courses within their major, and minor, to meet their interests.
  - ii) Initially, students struggle to understand professions aligned with their gaming interests and the workload associated with working in the industry. The students who seek internship-type experience tend to perform well and secure employment. Most students do get hired upon graduation, and their career options are vast.
  - iii) One challenge noted by the program is that they do not have a physical space associated with the program—most instructors and lab spaces are spread across campus. Program Coordinator Jeff Herriott is working to address this issue.
  - iv) The program plans to reconvene the advisory board as early as fall 2022. The alumni base is growing, and they look forward to tapping into alumni expertise.
- b) **Assessment:** There was not an explicit timeline, but faculty discuss which SLOs will be assessed each year. Clearly articulate and provide specific, tangible examples of data collection along with assessment tools.
  - i) Based on the discussion, it appears the program has a process in place that may not have been fully documented in the self-study. The program explained reviewing SLOs on a cycle based on the program and/or curricular needs. Due to the rapid changes in the industry, curriculum changes are often made before SLO data can be fully analyzed. The instructional staff find value in advisory board feedback, and feedback from external reviewers at the Media Expo each year. Specific examples of changes based on Expo feedback was described.

- ii) The program was also encouraged to look into the use of surveys to evaluate students understanding of content related to the program SLOs.
- c) Collaboration: Discuss briefly how the program collaborates and supports other academic programs across the College and/or University.
  - i) The program supports other programs such as Communication and Computer Science.
- d) Staffing and financial support: Adequate personnel, student help, services and supplies
  - i) There has been consistency in program staffing the past couple years.
- e) New Major: Development of a BFA as the logical next step? Did all faculty agree on this vision?
  - i) The program plan to make creating the new major a priority in the coming years.
- 5) **Recommended Actions:** The evaluation report lists five recommended actions (see page 14, point 4) related to developing a new major, assessment, resources and tracking graduates.
- 6) **Recommended Result:** *Continuation with minor concerns*
  - **Please make use of the detailed comments in the evaluation report (below).**
  - **Please select all applicable boxes and fill in the appropriate year:**
    - Next FULL self-study will be due to the Dean on October 1, 2027, and to the Assessment Office on November 1, 2027. No progress reports are needed.**
- 7) Adjourned at 11:05

*Review team report is attached below.*

**University of Wisconsin-Whitewater  
Committee Form: Review of Audit & Review Self-Studies  
Undergraduate Programs, 2021-2022  
Majors/Minors and Standalone Minors**

Date of Evaluation 2/18/2022 Short Self Study (SS\*) \_\_\_\_\_

Program: Media Arts & Game Development Major  Minor

**Evaluations submitted by:** Jonathan Ivry, Hepsi Kumpaty, Edward Gimbel, Bob Mertens, Katy Casey

**Review meeting attended by:** Jonathan Ivry, Hepsi Kumpaty, Edward Gimbel, Katy Casey

### I. General Program Information

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

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

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

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

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

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

**General Comments related to Section I**

1. Overall mission statement for the program could be a little more developed. "prepares students for careers in the digital media and game industries" seems a little vague to me. Is there a broader mission beyond preparing students for careers in a particular industry?

1. This is an attractive major to students as it collaborates with communications, computer science and Arts & Design departments. The MAGD program offers BA/BS degrees in three emphases serving 167 majors+60 minors.

1 The program has developed a solid mission statement with clear descriptions of available emphases.

2. Strong answers

4. The MAGD revised mission statement addresses deficiencies stated in the last review. Their revised mission statement identifies distinct SLOs for each emphasis along with program SLOs

3 The program's focus on interdisciplinarity is both admirable and unique.

3. Congrats on your ranking in Animation Career Review!

4. Does the fact that most students in the program are drawn to the game development program suggest that the other tracks need more publicity or marketing? College resource issues are concerning.

4 I appreciate the program's serious approach to the previous A&R, particularly their work on assessment.

5. The program's Media Arts, "visual media emphasis" which comes under Art and Design has NASAD accreditation.

5. Is there an accrediting body specific to gaming or computer technology?

5. Program accredited by NASAD- accrediting body for Art and Design department

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

**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**

1. What does it mean that the program has "the spirit of a liberal arts program at its core"?

1. The program aligns with the UW-Whitewater's core values and mission. The MAGD major offers a broad business curriculum to students with a focus on diversity and cross-cultural skills which are integrated in the SLOs. The program prepares students to meet the demands in the media and game industry.

2. The response in the self-study says the program supports Gen Ed goals without specifying how it does so.

2. The MAGD program doesn't directly support the University's GenEd program, however, its curriculum does as it collaborates with Art, communications and computer science majors. Some of the program SLOs align with GenEd goals and learning outcomes.

2. While not offering many Gened courses, the program is reflective about the ways that their course offerings GenEd outcomes.

2. The program has engaged in innovative activities to address needs/interests, and prepare professionals, in the field: such as the recommendation to prepare students in a discipline in addition to game development. The program addressed this by creating a technology minor to pair with computer science, and is working on a BFA in Media Art.

3. Not enough specificity in the answer.

3. The interdisciplinary nature of the program is a real asset here.

**III. Program Goals & Accomplishments**

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

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

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

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

### General Comments related to Section III

Good attention to goals and developing the program.

1. The program seems aware and responsive to strengths and weaknesses as observed by faculty and students.

1. I appreciate the program's attempts to be intentional about advising, particularly in involvement of a significant faculty advising component.

1. Great work in advising.

2. Current goals: complete BFA in Graphic Design and Media Art; find different ways to showcase non-gamer student work

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

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

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

#### 4. Students participate in the high impact practices.

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

### General Comments related to Section IV

1. The Media Arts and Game Development program offers BA/BS degrees in three emphasis, 1) Media Arts, 2) Communication/Gaming, 3) Gaming Technology. The curriculum requires a set of core MAGD courses along with electives from other departments based on emphasis. Four-year plans are attached which look complete. I note that there is no course number listed for "MAGD Elective". Is this an independent study course tied to the emphasis area? How is it different from MAGD 488/487?

2. Answer was a short on specifics.

2. I believe the program prepares students well for post-grad experiences. What are the common careers students enter after completing this program?

3. Not clear enough in report what changes were made based on what data.

3. The assessment plan for 2016-21 shows progress on data collection.

3 Curricular changes are responsive to direct feedback from multiple sources.

4. Impressive work on HIP integration across the curriculum!

4 This program, like many others, has been negatively impacted by the cancellation of the Learning Communities program

## V. Assessment of Student Learning

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

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

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

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

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

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

### 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

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

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

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

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

**General Comments related to Section V**

Assessment report was a little uneven. Doesn't seem to be a consistent plan. The usefulness of the data was not evident. I don't see a clear assessment plan going forward.

1. The plan is providing the program with useful data. The summary provided included a lot of data not tied to SLOs, but could be. I think the Expo and exit survey may include data on more SLOs than are currently aligned.

1. I agree with the program's concern that SLOs may have proliferated to the point where meaningful and timely assessment is quite challenging.

3. There was not an explicit timeline, but faculty discuss which SLOs will be assessed each year. Keep in mind the program's goal of assessing all the SLOs in 5-7 years, data on three SLOs for the past 5-years was provided. I recognize there was a period of revamping SLOs.

4 & 5. The program is making progress on assessment work. The report states assessment data being utilized to make courses, curriculum, events and advising changes. Curricular map is updated to match revise SLOs. The general outline tracking SLOs and summarizing data in the assessment plan looks fine. But you need to provide some more specifics on data collection. Where is the data from MAGD expo, exit or course specific surveys included? The uploads section is missing assessment tools.

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

**A. Trend Data**

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

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

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

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



**3. [MAJORS ONLY] As a follow up to program enrollment and graduation, describe the strategies used to recruit and retain students.**

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

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

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

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

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	4
Some/Partial Evidence	1
No/Limited Evidence	0

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

VII & General Comment. The SS noted a reduction in "upper-division Art Studio courses" - specifically ARTSTUDIO 480- required for Media Arts emphasis. Could lower enrollment be a sign of enrollment in this emphasis? There was a significant drop in both the major and minor for 20-21, not seen in the other two emphases. Is this also the area that is being expanded out for the BFA?

1. No numbers/data for this answer.

1. The enrollment data looks steady and sustainable. This is an attractive major connecting communications, computer science and Arts & Design departments and based on market projections the program will continue to stay in high demand.

1. Visual Media Design seems to be leading the enrollment losses. Does the program have a sense of why this is happening in this emphasis in particular?

2. The program recognizes the 42 program credits may make it more difficult to complete in 4-years, but work with students to meet their academic goal of progressing through the program in a reasonable amount of time.

3. The program seems to be doing a good job recruiting but making the program visible in community spaces, e.g., camps. In addition, they are utilizing existing campus resources. The program noted concern about retention having lost the LC in this area.

4. I appreciated the context provided for the general lack of diversity in the field, it helped put your program's demographics in context. The program recognizes that student diversity is a problem, and takes reasonable actions to address it- work in ongoing.

4. The program is committed to addressing challenges facing race, gender and ethnicity. Lack of diversity has been a broader theme facing the game industry as identified in the study published in the international game developers'

association. Good to note the program’s targeted interventions in the MAGD annual expo events to include diverse panel members, judges and keynote speakers. The program’s commitment is evident as their future plans include bringing artists and guest speakers beyond expo as well as diversifying the MAGD. Trust these efforts will have a positive impact on the recruitment and retention of diverse students.

6. Program reported it is currently at optimal levels.

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

**B. Demand for Graduates**

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

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

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

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

**General Comments for VI.B**

1. Not enough data regarding student placement. Why 12 of 16? Did you have only 16 majors graduate? In a program with over 170 majors? The claim that graduates have trouble getting hired in the industry is concerning for a program whose mission is to prepare students for work in that industry.

1. The enrollment data looks steady and sustainable. This is an attractive major connecting communication, computer science and Arts & Design departments and based on market projections the program will continue to stay in high demand.

VI.1 Given the expectations of employers in this field, the program's consideration of BFA programs seems appropriate.

VI.B.1. To the extent that it is available, yes, and the program did a good job noting the limitations. It seems there is some difficulty capturing this data. I encourage the program to consider outreach to alums to gather information on where they landed with a MAGD degree. Additionally, was the knowledge and skills they gained valuable?

2. Employment information is missing here. The program should have a way to track graduates and provide some data regarding career placement.

**VII. Resource Availability & Development:**

**A. Faculty and Staff Resources**

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

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

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

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

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

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

**General Comments related to section VII.A**

1&2. How many MAGD courses does the program offer? Do the MAGD faculty also share teaching loads in other departments like the media arts and game design? It is noted that the program has gone through turn over in staffing since last A&R, especially with reduction of tenured faculty. If they can hold the current faculty+staff that would be good. One way to address staffing needs is to have the computer science and communication depts hire at least one faculty line each with media and game focus so they can have shared responsibilities with both the departments.

2-3 The program has appropriately identified the transition from faculty to academic staff positions as an obstacle to long-term planning for the program.

**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	4
Some/Partial Evidence	1
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**

1. Sufficient evidence that they do not have adequate personnel, student help, services and supplies. Program lacks adequate support staff. Sharing an ADA with Communications seems not feasible for the long-term. Budgetary structure is also not sustainable for this program to thrive.

1. The program reported resources concerns related to upgrading equipment in labs throughout the report. This major is viable and maintaining enrollment, which depends on having the resources necessary to teach the courses. It would be

helpful if the program understood if money for upgrades and technology exist, and if so, from where- timelines, processes, etc.?

2. Sufficient evidence that they do not have adequate technology and equipment.

2. The program identified areas of need, equipment, tech resources and facilities.

1-2 The program makes a convincing case that it is under-resourced as currently constituted.

2. I liked the programs insight on creating a physical space for the program to help build a sense of community.

**VIII. Conclusions and Recommendations from the Department or Program**

**1. Areas of strength are discussed.**

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

**2. Areas of improvement and continued progress are discussed.**

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

**3. Recommendations and resources are discussed.**

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

**General Comments for VIII**

3. The recommendations requested by the department could be more specific.

2-3 I appreciate the difficulties posed by the lack of a "sense of place" that the program expresses. Remedying this lack should be a primary consideration for the College and University as it seeks to support this program.

## VI. Reviewer Conclusions

### 1. Strengths of the Program

1. The MAGD is an interdisciplinary professional program drawing upon the expertise of three major departments from two different colleges; Arts and Communications and Letters and Sciences. This is an attractive major to students as it collaborates with communications, computer science and Arts & Design departments. The MAGD program offers BA/BS degrees in three emphases serving 170 majors+60 minors. The program benefits students in both COAC & L&S, therefore attracting diverse undergraduate student population interested in professional degrees in digital media, games and entertainment industry.
2. This is a vibrant program that is attractive to many undergraduates who come to campus with an already developed interest in gaming and media arts. The field seems poised only for more growth, given recent developments in the "metaverse" and the continued growth of gaming in various platforms and areas. The faculty seem committed and engaged while dealing with substantial challenges.
3. The program is committed to addressing challenges facing race, gender and ethnicity. The program continues to implement targeted interventions in the MAGD annual expo events to include diverse panel members, judges and keynote speakers to achieve the goal of recruiting and retaining diverse student population.
4. The MAGD students participate in most of the campus HIP activities.
5. The enrollment data looks steady and sustainable. This is an attractive major connecting communication, computer science and Arts & Design departments and based on market projections the program will continue to stay in high demand.
6. A number of valuable co-curricular opportunities are available for students, especially creating a local digital media lab to provide internship opportunities.
7. The program has made significant strides in assessment and in developing programs that align with both the university's mission and the career aspirations of students. The program's interdisciplinary nature is a distinct strength, though it does present challenges.
8. Strong commitment from faculty and staff in this program. Program received recognition as top academic program in this discipline. Curriculum offers students options to create a degree that fits their interests and skills. Great work in assessment. The report very clearly showed the reflectiveness of faculty and the PC.

### 2. Areas for Work or Improvement

1. More targeted assessment would help in clarifying the future direction of the program -- revisions to the curriculum, development of faculty lines. If students are not able to get hired in the field, then what sort of changes are needed to help them become more competitive?
1. Continue work on ESTABLISHING external internship opportunities for students.
2. The report discusses a revised mission statement. I think the program needs to work more on a clearer vision for the future. Why is the development of a BFA the logical next step? Are all faculty agreed about this vision?
2. Continue work on SLO tracking and summarizing data in the assessment plan. Articulate and provide specific, tangible examples of data collection along with assessment tools being utilized.
3. Continue diversity efforts to recruit and retain underrepresented students in the major.
4. Work with administration to resolve staffing issues.

The most significant problems that this program faces (funding, faculty retention, lack of a departmental "home") are outside of its direct control. Pursuing the BFA program as a way to strengthen the Media Arts emphasis and support enrollment in the area.

Interdisciplinary programs face more challenges related to resources, in particular. Since this program is dependent on having lab spaces with current technologies, there seems a strong need to have resources for this program prioritized.

### 3. Other comments/questions

Thank you for your time in preparing the report. It was well-written, and organized.

1. Given the size of this major, it would seem the university needs to make a stronger budgetary commitment to this program, in terms of resources, technology, personnel, support staff, and facilities.
2. The program envisions establishing a MAGD-BFA degree in collaboration with the Art and Design department which is NASAD accredited. Proceeding in this direction may need alignment with the accreditation requirements of NASAD and support from the college.
3. As an interdisciplinary major, does this program have a clear enough identity? Is it trying to be all things to all people?
4. The reference to students having trouble breaking into the industry is concerning. A program like this needs to be nimble and responsive to a fast-paced and evolving field. How are you making use of the advisory board and alumni?

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

1. The program is encouraged to pursue plans to offer MAGD-BFA degree. Work with College and University leadership to find an institutional home for the program, resolve staffing issues and sustainable financial support. \*See section VII. B) Student Resources for detailed feedback to address this item.
2. Continue work on SLO tracking and summarizing data in the assessment plan. Articulate/provide specific, tangible examples of data collection along with assessment tool that aligns to each SLO. Share revised assessment plan and findings in your next report. \*See section V. Assessment of Student Learning for detailed feedback to address this item.
3. Continue work with College leadership to secure necessary technological resources for the discipline. In addition, identify a student space to support community among majors and showcase the work of this program. \*See section VII. B. Student Resources for detailed feedback to address this item.
4. Continue diversity efforts to recruit and retain underrepresented students in the major. \*See section VI. A) Trend Data for detailed feedback to address this item.
5. Improve work on tracking graduates (job placement); Collect more targeted data from alumni on the value of the program. \*See section VI. B) Demand for Graduates for detailed feedback to address this item.

### 5. Recommended Result

1	Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0
2	Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	1
3	Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	4
4	Continuation with major concerns in one or more of the four areas; submit annual progress report to the College Dean & Associate Vice Chancellor for Academic Affairs on progress addressing the major concerns	0
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
8	Report not submitted; refer to Provost for action.	0