

**Meeting Minutes and Evaluation Report for
Audit & Review Face-to-Face Meeting
University of Wisconsin-Whitewater
Theatre & Dance Majors and Minors, 2018-2019**

Date: 12/17/2018

Time: 3:30-4:30pm

Place: CA 2080

In attendance: Provost Susan Elrod; Dean Eileen Hayes (Arts & Comm); Department Chair Marshall Anderson; Program faculty & staff members Ruth Conrad-Proulx, Eric Appleton, Kymberly Mellen, Tracey Lyons, Amy Slater, Sarah Marty; Audit & Review Team Chair James Collins; Audit & Review team members Karla Saeger, Joan Littlefield Cook

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

Discussion began with the review team chair complimenting the department for submitting a nicely-written report. Many program accomplishments were recognized, including the (a) relevant hands-on experiences provided to students, (b) tens of thousands of attendees exposed to art and plays during Arts Immersion Day and Summer Round Theatre events in the past decade, (c) many visiting artists and Inclusive Excellence Fellows who have provided broad and diverse exposure to students, (d) provision of contemporary dance for students in wheelchairs, and (e) maintenance of NAST accreditation. The program commented on work accomplished since the previous review and also highlighted challenges including substantial staff turnaround in the previous three years, many curricular changes, the need to formalize data collection procedures and then use these data to inform programmatic decisions, and space/facility needs. Concerns related to ADA non-compliance in Barnett Theatre have been resolved.

- 4) Discussion of Review Team's evaluation:
 - a) Vision and five-year plan. This program brings a remarkable set of experiences to campus and to the community. Considering all of the new faculty and staff, what is the program's plan for the next five years?
 - i) The program discussed focal points, including implementation of curricular changes, forming better connections with the regional community, and a goal of adding more tenure track positions. The future location of office space and program facilities for students were discussed, as were concerns related to ongoing renovations in current space that led to challenges. Provost Elrod acknowledged the need for improved communication surrounding facilities renovations and needs; she also noted that she will investigate areas that are considered to be inadequate.
 - b) Assessment. The program is collecting a variety of data, but how can this information be better distilled and used to inform curricular revisions and to make changes to the program? It's clear that lots of new ideas are being considered and it is recommended that data be the driving force behind these decisions.
 - i) The importance of collecting data in an intentional and efficient manner was discussed, in addition to making use of data to inform programmatic changes. The program will continue to refine and improve upon existing procedures.

- c) **Enrollment**. What strategies can be developed and implemented to continue increasing enrollment and building program momentum?
- i) Various ideas were discussed, including the need to increase visits to area high schools and state festivals to recruit more prospective students, as well as the program's request for additional faculty to help support these and similar initiatives. Provost Elrod suggested that the program create a mini strategic enrollment plan that would help focus recruitment efforts and for staff to attend upcoming workshops designed to help departments enhance enrollment; she further noted that this program connects nicely with the university's strategic plan. The value of having improved marketing materials and a standardized university-wide format for submitting marketing requests was discussed, as was the idea of re-structuring scholarships in a manner that would attract new students to the program.

5) **Recommended Actions**: The evaluation report lists two recommended actions involving assessment and enrollment trends; please see page 14 for details.

6) **Recommended Result**: *Continuation with minor concerns*

- Please make use of the detailed comments in the evaluation report (below).
- A progress report is required to address the recommended actions. This report will be due to the Dean of the College of Arts and Communication by 3/1/2021 and to the Audit & Review Committee by 3/15/2021.
- The program's next full self-study is due 10/1/2023 to the Dean of the College of Arts and Communication and 11/1/2023 to the chair of the Audit & Review Committee.

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, 2018-2019
Majors/Minors and Standalone Minors**

Date of Evaluation 10/19/2018 Short Self Study (SS*) _____

Program: Theatre & Dance Major Minor

Evaluations submitted by: James Collins, Pascal Letourneau, Karla Saeger, Deborah Wilk, and Joan Littlefield Cook

Review meeting attended by: James Collins, Pascal Letourneau, Karla Saeger, Deborah Wilk, and Joan Littlefield Cook

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
Not Applicable (explain why in comments below)	0

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

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

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

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

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

Comments

- 1 to 4: All answers are detailed, easy to read and understand.
1. It’s impressive that one program can have such a far-reaching impact across campus.
 2. The program provides numerous general education course offerings that span multiple general education learning outcomes.
 3. Accessible dance for students with disabilities is a great example of how this program is contributing to inclusive excellence. Inclusive Excellence Fellowship Program and visiting artists injected broad diversity into the program as well.
 3. Commendable work on engaging access through wheelchair dance classes, and bringing Inclusive Excellence fellows to the Department. The next positive step would be to have a diverse faculty with permanent lines. This would have far reaching implications for recruitment and retention of a diverse student body, and to expand the performance repertoire for our campus and our region. Theater/Dance's community building is exemplary at UWW and the Department should be acknowledged for being leaders in this important role of maintaining, engaging, improving the university’s institutional relationship with the surrounding community and broader region.
 4. Previous recommended actions 1-3: There is no current assessment plan, but they have a plan for a plan in the future. Lots of new faculty in the department likely contributed. Some assessment methods have been consistently used, but new ones are expected to be developed through 2020. Limited data-based decision-making has been done, but this is likely due to the changes/growth that the program is undergoing. The program acknowledges that their assessment focus has been “somewhat distracted”. I really like the movement to 3-4 year rotation of play genres – Most undergraduate students won’t see the same play twice!
 4. The Department's efforts assessment to have SLOs on record for all areas and courses is a large task commendable and should be continued. The Department might think about setting some timelines to accomplish this task over the next few years.

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

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

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

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

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

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	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

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

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

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

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

Comments

1. Multiple mission statements exist and these should be consolidated into one focused statement; the department acknowledged this and it being worked on in the 2018-2019 academic year.
1. Mission Statement: Good work on thinking about your mission. I bristle at the artist-entrepreneur language of the first two sentences leading the Mission Statement and I think if it has to be there, which I question, that it appear nearer the end.
1. Once you have selected a final version of the mission. Make sure to update all versions where a mission statement appears.
2. Many staffing needs addressed during this period of review, in addition to the goal of increasing diversity by bringing in guest and visiting artists. Impressive work with the WI High School Theatre and other areas of outreach as well.
3. There is a lot of meaningful collaboration, but I think that it would be beneficial to establish a formal process for forming/assessing program goals.
3. A large number of goals with supporting data was provided, but further define how assessing these goals will occur and how this data will help make decisions about the program.
3. Good job in thinking about assessment and I can see you are working hard to bring all courses, syllabi, and programs into agreement on learning outcomes.
4. Lots of great ideas and I look forward to learning about the department’s choices.
4. Theatre BFA-Performance: Be careful not to create hurdles that makes it harder for students to switch majors, or complete their degree in time. The objective could be to improve the rigorousness of the program, while keeping it flexible.
5. Impressive list of accomplishments!
5. It is great to see they have all that information. It shows they were prepared and care to keep that information.
6. Impressive to have all programs accredited by NAST.

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	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

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

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

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

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

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	5
Some/Partial Evidence	0
Not Applicable (explain why in comments below)	0
No/Limited Evidence	0

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

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

Comments

2. The program has dual-listed courses, but due to having no graduate enrollment in a decade, syllabi have not been updated to reflect differences for graduate coursework. Is it possible to remove the graduate offering entirely to clean this up? The program is encouraged to speak with the registrar to resolve.
2. It's weird the courses that were not offered for 10 years cannot be deleted.
3. Exit surveys were the primary source of data, but it would be nice to see faculty using other objective sources as well.
5. Two courses are offered online and these appear to be nicely developed
See previous comments about assessment.

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

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
Not Applicable (explain why in comments below)	0

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

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

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

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

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
Not Applicable (explain why in comments below)	0

Comments

- 1. The SLO were probably written recently as we can observe they use clear action verbs and appear to be measurable SLO. The program feels they need to be revised, but the revision should be an easy process as the SLO do not appear to require a complete scrap-and-start-over.
 - 1. Learning outcomes are articulated and courses are mapped to these outcomes, but the department acknowledges that these data have been used informally due to the turnaround of staff.
 - 2. SLOs are aligned with LEAP ELOs, but this isn't particularly useful since limited data collection is present to confirm that these targets are being met.
 - 2. In the alignment of SLOs with LEAP ELOs, consider how the specific assessments used will provide unambiguous evidence for the individual ELOs. For example, can the data you gather for program SLOs on oral and written communication provide information about students' achievement of oral communication separate from written?
 - 3. Curricular maps are provided for every degree--indicates good attention to where in the curriculum the SLOs are being addressed. 3. In a few cases, the curricular mapping does not show where some of the SLOs are to be assessed. As the program moves forward with reviewing, revising, and implementing their assessment plan, make sure to check where each SLO is assessed and by what assessment tools/strategies.
 - 3. Good mix of direct and indirect assessment strategies are listed.
 - 4. The plan is well-rounded and provides both direct and indirect data, but it's not fully implemented yet.
 - 4. I like that the department meets bi-weekly to discuss individual student progress. It's also evident that students are evaluated in a variety of ways, but there has been so much change in the program that it seems difficult to make fair comparisons from one semester to the next. It may be helpful for the program to be more selective with assessment methods in the future. Exit surveys are broadly favorable, regardless.
 - 4. The Post-Mortem analysis is a very interesting approach. Is there a way to pull more information, about specific SLOs, from these discussions? Perhaps a modified form used during the faculty discussion would be a useful tool.
 - 5. The processes are in place for this to happen, just need to provide more specific and clear evidence that the data are being used for program changes. Consider developing a very simple tracking form to specify changes made and data they're based on?
 - 6. Continue to develop ways to share assessment efforts with Advisory Board and students. What is being shared, what is the nature of discussion about the data?
 - 4/5/6: set a reasonable calendar for having these systems in place over the next couple years. It is a process, not something that happens all at once. Work with your College Assessment colleagues to identify an appropriate timeline?
- I want to recognize your ongoing efforts at assessment and encourage you to continue. New faculty bring new ideas and observations about how students are learning and what improvements can be made. Use this as an opportunity to set deadlines for SLO alignment and curricular mapping. Good use of Exit Survey Assessment tool to introduce new course. Regional internship relationships seem like good tools for recruitment, regional engagement, and student learning.

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

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

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

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

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

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

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

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

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

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

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

Comments

Arts Management reduced enrollment? Can you reflect more on this? Direct Milwaukee

recruitment/advertising? It will be interesting to see how your concerns pan out over the AAEC advising for the first 24 credits. Is there another model that would help the Arts and retention better?

1. Enrollment has been trending down in recent years, but appears sustainable. Graduation rates are somewhat stable over time.

1-2: I think it is important that the program puts effort in enrollment. From reading the first portion of the report, I am under the impression that the program does a lot for the community. It would be a huge loss if the program was removed.

1-2. Enrollment in major has steadily declined, which the program notes. What recruitment strategies (or curricular revisions?) is the program considering to address enrollment?

3. Even after accounting for a few 'outliers' in terms of high credits to degree, the averages seem a bit high. Is the department discussing strategies to help students complete their degrees with fewer 'excess' credits? What might help address this?
3. Average credits to degree are higher than expected, but students in some degrees take extra coursework to become more marketable as future teachers.
5. Fewer African American students have been in the program than present in the broader campus population, but the department indicates that student recruitment efforts in this area are a priority. Likewise for Hispanic students.
5. I wonder if diversity issues and attracting and retaining a diverse student body to Theater/Dance relates in any way to the choices of material taught and performed. Could an assessment of the curriculum look at what is being taught and how it might lead to attracting a more diverse student body? Now that you are expanding the faculty could this be a good time to think about diversifying the curriculum?
7. Slightly undersubscribed

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

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

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

3. The program systematically tracks graduates of the program.

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

Comments

1. What do the data from the UWW First Destination Survey show?
1. Rather than list all of the jobs separately, providing a summary of outcomes in table format would be helpful
1. If I understand the information presented these are position titles held by your program graduates. What percentage of graduates are employed?
3. Identified this is a needed area of improvement.
3. Tracking graduates is a University wide problem. The UW-Whitewater should have a department dedicated to tracking all graduates, and have a database which all faculty could tap into.

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	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

So many unique qualities, these should be advertised broadly to increase enrollment.

1. Accreditation is definitely an 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	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

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

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

Comments

4- Though the needs are well articulated. It is not clear from the information whether the needs in staff match the enrollment and graduation data. I am not saying the needs are not justified. It is just that the explanation is not sufficient for me to judge whether the needs are justified.

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	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

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	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

1-2. Excellent programming offered every semester, to benefit students, faculty, and the community

IV. Resource Availability & Development: D. External Funding

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

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

Comments

You have identified working with OSRP to pursue more grants. Service loads are high and must impact this possibility.

1- The fact that the department has all that data, despite the turnover, shows they have good processes in place.

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	5
Some/Partial Evidence	0
No/Limited Evidence	0
Not Applicable (explain why in comments below)	0

Comments

I did not see this addressed in the report, or maybe I missed it. However a different way of asking the question might have yielded the public service that the Theater Department as a whole provides to the University and Whitewater communities.

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

Comments

Sufficient, yet due to diversity I marked this Some/Partial. Diversity and diverse hires should be a priority moving forward. If attracting candidates has been a problem, maybe a conversation needs to be had in the Department and the College about how that could be addressed, what are the reasons and what might be done to change it?

- 1- Maybe the program could have a talk with the department that communicates with Alumni and try to start a new Fund exclusively for that purpose?

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

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

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

Comments

- 1. The program says these are overall sufficient, but they note several areas of need that should be addressed.
 - 1. More rehearsal/studio space was requested. Renovations have also resulted in additional space requests for room CA 45. ADA noncompliance was mentioned for seating in Barnett Theatre and this should be prioritized. Various other renovations are needed as well. Faculty and staff office space is limited; sharing small offices.
 - 1. Clearly facilities are deficient. Would there be spaces in other building of the University that could house some classes that do not need a specific setup?
- The storage issues and Printmaking situation is concerning, both in terms of loss of space, and in terms of the way it was negotiated. College funding and advocacy will need to be a priority moving forward. Other facility needs should be taken seriously by the College, University, and System. Use the NAST reporting and accreditation process to be strategic in terms of facility needs.

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
Not Applicable (explain why in comments below)	0

2. Areas of improvement and continued progress are discussed.

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

3. Recommendations and resources are discussed.

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

Comments

3. The program provides a thorough and thoughtful discussion of recommendations, as well as a vision for the next 5 years.

These are lofty goals that span many different areas; it would probably be wise to focus on the most critical areas first.

VI. Reviewer Conclusions**1. Strengths of the Program**

- This program brings a remarkable set of experiences for students to engage in on campus and provides unique hands-on courses of study.
- Faculty and staff are actively involved and motivated to see students succeed and to involve them in professional endeavors.
- Student advising is noteworthy; outreach activities are equally impressive.
- The NAST Accreditation of the Theater and Dance programs reflects a high quality program on a national level (only one of four programs in the state with this accreditation!)
- Analysis of Student Exit Interviews/Surveys and assessment of student work are leading to program changes.
- Hands on learning. Learning by doing. Professors who are professionals and active in the field.
- Accreditation is a major strength and provides a good competitive advantage.
- The program provides a very positive connection with the region in the many events it offers every year
- Excellent 'real-life' opportunities for students are provided
- A great deal of work has been done on the program's assessment plan, mapping of SLOs in the curriculum, and alignment with LEAP
- Diversity initiatives, such as inclusive fellows and visiting artists, are very nice additions.

2. Areas for Work or Improvement

- Diversity in hiring and recruiting students.
- Collection of assessment data and use of it to support programmatic decisions.
- A large number of goals with supporting data were provided, but further define how assessing these goals will occur and identify how these data will help make decisions about the program.
- Continue to develop assessment tools, and implement the assessment plan

3. Other comments/questions

- Well written report. Enjoyable to read.

4. Recommended Actions

1. Continue to develop and implement an assessment plan, consulting with the college assessment committee for support throughout the process.
 - a. Make sure to gather data on each SLO (particularly direct performance data).
 - b. Develop a clear timeline for when (i) data collection will take place, (ii) analysis and discussion of data will happen, and (iii) programmatic changes that occurred based on information obtained from the analysis.
 - c. Look for ways to streamline the assessment process, with an emphasis on developing simple procedures to track how data are used for program improvements such as curricular revisions/decisions, classroom processes, assignments and assessments, etc.
2. Examine enrollment trends
 - a. Develop strategies to address decreasing enrollments. Include detailed forecasts of the demand for program graduates and use these as a basis for a clear plan for enrollment. Use enrollment trends to inform program and facility needs.
 - b. Continue developing and implementing strategies designed to increase the diversity of students in the major.

5. Recommended Result

Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	
Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	X*
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	
Withhold recommendation for continuation, place on probation, and require another complete Audit & Review self-study within 1-3 years, at the Committee's discretion.	
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.	
Non-continuation of the program.	
Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	

***A progress report is required to address both Recommended Actions. This report will be due to the Dean of the College of Arts and Communication by 3/1/2021 and to the Audit & Review Committee by 3/15/2021.**

The program’s next full self-study is due 10/1/2023 to the Dean of the College of Arts and Communication and 11/1/2023 to the chair of the Audit & Review Committee