Sept 15, 2021 Governance Committee Meeting

Time: 12pm – 1:30pm

Attendees: Gardner, Lartey, Rust, Ding, Kim, Eagle, Parker, Brewer

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| Agenda Item | Discussion | Next Steps |
| Approve minutes from August 2021 meeting | Motion made by Eagle, seconded by Parker to approve minutes from Aug 2021 meeting. Comment by Ding that she is listed as present but was not. Rust has fixed and updated the document on the agenda. Motion passes. |  |
| BSPH Report ([Appendix A](#_APPENDIX_A_–)) | Lartey shares two new items that did not make it into her report.   1. Transfer Agreement with KCTCS ([Appendix G](#_APPENDIX_G_–)) – The Transfer Center sent this as the BSPH program partnership is one it is trying to promote. This document lays out what courses students can transfer in with and what courses they’ll have left (in colonnade and in the program). In trying to make a transfer partnership as helpful to students as possible, Lartey has looked at general ed courses that could transfer as well. Lartey now working out the best option for students to get the right lower and upper division hours for KCTCS and WKU; issues highlighted with statistics course requirement.    1. Not sure yet if the Somerset agreement will be laid out similarly, as the University signs those contracts 2. Sustainability Report (Pilot) – due Oct 24 ([Appendix H](#_APPENDIX_H_–), [Appendix I](#_APPENDIX_I_–)) The University wants BSPH program to report on potential growth and how it will sustain and get additional resources needed from the growth. We also get the chance to make recommendations, which the University can then decide to adopt or plan for. The dashboard data it asks about refers to the Visual Analytics dashboard. | Lartey will send out all needed information for the Sustainability Report; all will then review and help Lartey with completing the recommendations. |
| MPH Report ([Appendix B](#_APPENDIX_B_–)) | Gardner posted the report, which all said they’d reviewed. No discussion. |  |
| MPH Committee Report ([Appendix C](#_APPENDIX_C_–)) | Motion made by Eagle, seconded by Parker to accept the MPH Committee Report. Motion passes. |  |
| BSPH Committee Report | No report. |  |
| Assessment | No report. Agenda reads “syllabi assessment forms developed; data collection is in progress” |  |
| GrAPEs Report ([Appendix D](#_APPENDIX_D_–)) | Rust has updated competencies on websites, syllabus prototype GrAPE forms. Three items still need to be sent to Rust to complete the newsletter. The next Vision meeting, Friday the 17th, will highlight Community Partnership for Refugee and Immigrant Families, an organization we’ve expressed the desire to work with more; email Rust for the invitation. Gardner’s GA is creating a social media calendar as step one in growing our social media presence. Rust plans to meet with Cally from BRDHD tomorrow. | Gardner, Parker, and Eagle will send their newsletter pieces to Rust.  Upcoming webinars, trainings, conferences that you think students should know about can be sent to Rust for the next month’s send-out. |
| PHUGAS | Rust reports that welcome notes to new MPH students should be sent out by the end of the week.  Lartey speaks to the PHUGAS Meet-and-Greet, at which 3 undergrads and some graduate students attended, as well as some faculty/instructors. Lartey continues to encourage faculty to promote PHUGAS and KPHA in their classes. | Faculty/instructors will continue to promote KPHA and PHUGAS in their classes. |
| KPHA ([Appendix E)](#_APPENDIX_E_–) | Lartey, by recruiting from her own courses and advisees, has about 20 people interested in joining KPHA. Thursday, Sept 23rd meet-and-greet KPHA meeting is scheduled; no longer than an hour. After the first meeting, students will be asked to nominate officers. Lartey highlights the accomplishments of our KPHA chapter from the past 10 years, hoping to continue that this year. |  |
| Stakeholders | Gardner reminds everyone that we use this agenda item to inform the stakeholder feedback portion of the self-study. |  |
| DEI ([Appendix F](#_APPENDIX_F_–)) | No discussion. | All will review the DEI goals and action plans, especially any they volunteered to take the lead on. |
| Next Steps from August ([Minutes attached on the agenda](https://www.wku.edu/publichealth/mph_bsph_meetings/ay_21_22_meetings/sept_2021/agenda.php)) | The group reviews the next steps from last meeting to see what progress has been made. | All will review any next steps they’re responsible for from the last meeting.  All will contribute to wordsmithing the three goals (instructional, service, scholarship). Gardner will send out where we left off.  Eagle and Ding will send Rust write-ups of their RCAPs to promote ourselves! |
| Motion to Approve [Changes to PH 548](https://www.wku.edu/publichealth/mph_bsph_meetings/ay_21_22_meetings/sept_2021/ph548_revisions.pdf) | Changes made to be more consistent with how the course has evolved include:   1. From lecture-based to applied 2. Learning objectives   To see the University workflow for these changes, see the [Curriculum Manual](https://www.wku.edu/academicaffairs/documents/curriculum_manual_2020.pdf). The next CHHS Curriculum Committee meeting is Sept 27.  Motion made by Rust, seconded by Brewer to approve changes to PH 548 to go into effect next AY if approved at all other levels. Motion passes. |  |
| Other New Business | Kim asks if anyone knows of agencies who are looking for volunteers (our students) to help with the refugee center, especially because of the expected increase in refugees from Afghanistan. Eagle highlights that because the situation is so fluid and unknown right now, volunteers haven’t been asked for yet. Lartey agrees with Eagle and has expressed that our students/student organizations can help when they get to that point and know what type of help they need. Direct students who express interest in this to Lartey or Mkanta. |  |

# APPENDIX A – BSPH Report

**BSPH Activities**

**September 2021**

**Enrollment**

* Fall 2021: 17 full admission, 21 seeking admission students (38)
* Nine (9) students offered full admission for fall.

**New Student Welcome/Orientation**

* Welcome email, including orientation link sent to all nine (9) students

**Internship**

* Fall 2021: Three students
* Held on 9/9/2021; 9 students attended

**Curriculum**

* Syllabi objectives/learning outcomes activity ongoing

**Other Activities**

* Participated in CHHS Welcome Event (August 26)
* Participated in Head for the Hill (August 28)
* Majors & Minors Fair (September 29)

**Potential Recruitment Targets**

* GEO International
* Somerset Community College

# APPENDIX B – MPH Report

**MPH Report: September 2021**

**Staffing:** In the wake of Colin’s departure, the MPH Committee will make the following staffing changes, effective spring 2022: Ding will take over PH 520 and PH 620; Eagle will take over PH 578. We will work with the BSPH program to minimize gaps in undergraduate course until a new instructor and/or t/t faculty member can be hired.

**CEPH:** New guidelines were adopted and are in effect. Our upcoming self-study and site visit will be based on these guideline.

**ASLs:** Our ASL reports for the MPH and both certificates (health ed and epi) were accepted and approved without commentary or revisions.

**Graduate Enrollments**: Graduate enrollments are down across the University. I’ve attached the file sent by the Dean’s office. I was asked to explain the decline and indicate plans for increasing enrollments. Here was my response:

1. **Please provide information as to what you think is contributing to declining program enrollment.  If your program has experienced an increase or sustained level, please share what you think is contributing to that increase or sustained number.  You can address this item based on a change from the past year and also based on changes over the past 3 to 5 years.**

Factors contributing to decline in MPH enrollments:

1. MPH does not offer extended OPT, which affects international applications/enrollments
2. Reciprocal tuition agreements among state institutions were severed; this had a substantial effect on enrollments.
3. Lack of on-demand courses: The recent changes implemented by CHHS has resulted in some students (mostly military) not being able to take classes this fall.

Factors impeding program growth:

1. Graduate assistantships: We cannot compete with other institutions that award assistantships early and that have tuition support.
2. Lack of inclusion and transparency around issues that affect program operations: Involve the people who do the work!
3. **Please provide some actions/strategies of what your program/unit is planning to do to increase enrollments for next year (or sustain enrollments that have been on an upward trend, as appropriate).**

I am beating the bushes to enroll MPH JUMP students to save our f2f program: This fall, our three new f2f students were JUMP students.   I and revised the minimum hour requirement this summer to make it easier to recruit, and have met with the Honor’s folks to discuss our program.  I am in the process of creating infographics that target specific pre-professional degrees and specific demographic populations.

I have been ready to recruit for our MD-MPH (PA-MPH, etc.) for well over a year. I cannot do so in good faith because we are not fully staffed and the one option we had for filling in gaps (on-demand classes) were taken away from us   I would like to flip the question and ask administration to provide some actions/strategies to support our efforts to grow our programs.

# APPENDIX C – MPH Curriculum Committee Report

MPH Curriculum Committee Meeting

Minutes: September 3, 2021

Eagle/Brewer motion to approve changes to PH 548 (yellow highlights); approved unanimously.

Discussed dividing up primary reader roles for fall ILE students; faculty will be added to PH 530 class and

Discussed changes to spring schedule to cover courses Colin taught.

Discussed winter term schedule.

# APPENDIX D – GrAPE Report

1. Summary report, proposal, grape guidebook, syllabus template in shared drive, and website have been updated with new competencies
2. Please send me any webinars/conferences/trainings for October & November so that I can send them out at the end of the month
   1. KPHAST training
3. Newsletter - still waiting on 3 things from others
4. VISION (multi-agency Council of Warren County) meeting this month (Zoom) - Community Partnership for Refugee and Immigrant Families, Skip Cleavinger presenting Friday, Sept 17th at 9am - I can forward you the link if you’re interested - [Warren County Services Fair](https://warrencountyservicesfair.wordpress.com/) (idk about one this year… this link is for anyone who isn’t familiar with it)
5. Trying out a free website for social media management, scheduling posts - GA to work with and create a calendar for
6. Check-in meeting with Cally tomorrow
7. PHUGAS - notecards to new MPH students

# APPENDIX E – KPHA Report

**KPHA News**

**Recruitment**

* Ongoing recruitment activities
* 21 new members (one Health Science student); more to join
* Meet-and-Greet Doodle sent out (Zoom)
* Elections to be held after first meeting

# APPENDIX F – Diversity, Inclusion, and Equity Goals, Strategies, and Actions

AY 16-17 thru AY 21-22

# Goal 1: Foster a culture of inclusivity and cultural competence.

1. Articulate inclusivity as a core value for the PH programs.

* Action Taken: Inclusivity highlighted as a core value: “***I****nclusive, culturally-competent, and equitable”* (March 2017)
* Action Taken: Created diversity statement for program materials and syllabus (Jan 19)
* Action Taken: Encouraged use of pronouns on syllabi (May 2021), website (October 2020), email signature (October 2020), and Zoom ID (November 2020)

1. Hold diversity-related event (training, lecture, workshop, etc.) within program meeting or workday at least once per academic year.

* Action Taken: Green dot training: August 14th 2017 workday
* Action Taken: Making documents accessible: Jan 2019 meeting
* Action Taken: Inclusive language: November 11th 2020 meeting
* Action Plan: ISEC (Martha Sales or Cres'Sena Thomas) on DEI (Eagle)

1. Include diversity information and resources in program materials.

* Action Taken: Diversity statements included MPH student Guidebook, MPH orientation, and on departmental website (Su19)
* Action Taken: Diversity statement added to syllabus (Su21 - MPH)
* Action Taken: Created expanded diversity statement for MPH syllabus (Su21)
* Action Plan: Add resources on inclusive language to MPH Student organizational site (Gardner)
* Action Plan: Add resources for creating accessible content (Gardner)

1. Infuse inclusivity into strategic planning process and program operations.

* Action Taken: Professional development plan for organizations serving marginalized populations.
* Action Taken: Created joint MPH-BSPH standing Diversity, Inclusion and Equity committee (Sp18); Disbanded and made DIE part of every meeting (Fa20)
* Action Taken: Added diversity professional development measure to faculty annual assessment (Sp21)

1. Increase diversity of external advisory committee.

* Action Taken: Recommended committee membership to include priority populations (May 2019)

1. Attend DIE-related professional development beyond what is provided by program

* Action Taken: Added DEI-related professional development to annual faculty assessment (April 2021)
* Action Plan: Offer or strongly advertise cultural competency trainings to students (Safe Zone Training, Implicit Bias Training, etc) (Ongoing)
  + Monthly email of webinar opportunities, including these trainings. (Rust, Fa21)

1. Create a physical and virtual environment that is inclusive and accessible.

* Action Taken: Non-gendered bathrooms in department (Farrell – AY20/21)
* Action Taken: Use of live transcripts in zoom meetings
  + Governance Committee Meetings (Rust)
  + MPH Committee Meetings (Rust)
  + BSPH Committee Meetings
  + PHUGAS Meetings
  + KPHA Meetings
* Action Plan: Ensure accessibility of program documents and instructional materials
  + Develop and formalize program standards for accessibility regarding instruction. (Rust, Brewer, Eagle)

# Goal 2: Attract, hire, and retain diverse faculty that reflects the demographics of the nation and inclusive of those from under-represented or marginalized groups.

1. Create programmatic policy for faculty and staff recruitment to ensure position announcements are distributed to institutions and organizations with access to marginalized populations.

* Action Taken: Created contact list for future position announcements. (Jan 2020)
* Action Taken: Create DIE statement to include on position announcements. (August 2021)
  + “We respect physical, social, and cultural differences among us, which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender identity and presentation, citizenship and immigration status, national origin, race, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status.”

# Goal 3: Encourage faculty to engage in scholarship and service involving marginalized and under-represented populations.

1. Highlight faculty research and scholarship to priority populations in CHHS newsletter and program social media.

* Action Plan: Create process/procedures to ensure timely reporting of actions.
* Action Plan: Identify graduate assistant(s)/students to assist with social media. (Fa21)

1. Create on-going service/scholarship relationships with community organizations.
   1. Actions Taken: Service relationship established with International/Refugee Center and Warren County School District English Language Learners/GEO Center

* Action Plan: Create inventory of agencies serving marginalized and under-represented populations; identify opportunities for collaboration. (Rust)

# Goal 4: Increase our efforts to attract, retain and graduate a diverse student population reflective of the diversity in the Commonwealth and inclusive of those from under-represented or marginalized groups.

1. Work with TRIO to identify potential qualified undergraduate students.

* Action Taken: Met with coordinator of TRIO program. (January 2017)
* Action Plan: Develop recruitment materials; attend recruitment events. (Lartey)
* Action Plan: Create a list of Kentucky high schools and community colleges that predominately serve under-represented or marginalized groups for BSPH recruitment efforts (Lartey)

1. Recruit for undergraduate and graduate programs through recognized student organizations serving priority populations.

* Action Taken: Identified salient WKU student organizations.
* Action Plan: Develop and disseminate group-specific recruiting messages.

1. Identify and address recruitment and retention barriers.

* Action Taken: [PHUGAS Student Government Association resolution](http://www.wku.edu/sga/accountability/resolution_4-17-s.pdf) to support international student scholarships for length of academic program. (April 2017)
* Action Taken: Launched orientation survey to assess priority population status not captured by University (Su18); Made MPH Orientation Form mandatory (Fa19); Made BSPH Orientation mandatory (when?)

Action Plan: Partner with AHEC and GEO International High School for recruitment. (Lartey)

# Goal 5: Provide student engagement opportunities for scholarship and service within marginalized and under-represented populations.

1. Embed applied practice experiences serving marginalized populations into courses.

* Action Taken: Working with ACHD partners to identify projects. (Ongoing)
* Action Taken: Capstone with GRDHD on adverse childhood events (Su19)

1. Promote service/engagement opportunities via program’s social media, calendar, and other communication systems.

* Action Taken: Opportunities announced via social media. (Ongoing)
* Action Taken: Hired GrAPE coordinator to communicate opportunities to MPH students through MPH Student organizational site announcements/emails and social media. (Nov 18)

1. Highlight student research and service to priority populations in CHHS newsletter and program social media.

* Action Taken: Photos/synopsis of events posted on social media.
* Action Taken: GrAPEVine post student activities (Sp18)

# APPENDIX G – KCTCS Transfer Plan

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| https://www.wku.edu/marketingandcommunications/images/wkucuplong_rb.jpg  Bachelor of Science in Public Health  *KCTCS transfer plan* | | |
| *KCTCS Full General Education Certification Requirements* | | |
| Course | **Course Title** | **Semester Hours** |
| ENG101 | Intro to College Writing I | 3 |
| ENG102 | Writing in the Disciplines II | 3 |
| COM 181/COMM 145 | Public Speaking | 3 |
| Heritage | Choose one course from this category | 3 |
| Humanities | Choose one course from this category | 3 |
| PSY110 or  SOC 101 or  PSY 223/PSY 100/SOC 100 | Introduction to Psychology or  Introduction to Sociology or  Introduction to Lifespan Developmental Psychology | 3 |
| Social and Behavioral Science | Choose one courses from this category at least two disciplines must be represented | 3 |
| BIO 137 and  BIO 139/BIOL 131 | Human Anatomy and Physiology I w/lab and  Human Anatomy and Physiology II w/lab | 8 |
| CHE130 and  CHE135/CHEM 109 | Introductory General and Biological Chemistry  Introductory General and Biological Chemistry lab | 4 |
| MAT141 or  MAT 150/MATH 116 | Liberal Arts Mathematics or  College Algebra | 3 |
| STA 220/PH 383 | Statistics | 3 |
|  | **TOTAL** | **39** |
| *Additional KCTCS Classes Required for this Major* | | |
| KHP 230/PH 100 | Human Health and Wellness | 3 |
| KHP 190/SFTY 171 | First Aid and Emergency Care | 2 |
| BIO 225/BIOL 207 &208 | Medical Microbiology | 4 |
| Electives |  | 27 |
|  |  |  |
|  | **TOTAL** | **36** |

Total Transfer hours 29

|  |  |  |
| --- | --- | --- |
| *WKU Classes Required for this Major* | | |
| PH 261 | Foundations of Public Health | 3 |
| PH 381 | Public and Community Health | 3 |
| PH 383 | Biostatistics in the Health Science | 3 |
| PH 384 | Introduction to Epidemiology | 3 |
| PH 385 | Environmental Health | 3 |
| PH 410 | Global Perspectives on Population Health | 3 |
| PH 412 | Health Disparities and Health Equity | 3 |
| PH 484 | Community Organization for Health Education | 3 |
| PH 485 | Fundamentals of Public Health Planning | 3 |
| PH 488 | Public Health Seminar | 3 |
| PH 490 | Internship | 3 |
| Major elective | Select 12 hours from the following courses: BIOL 315, CHEM 330, ENV 280, ENV 321, ENV 323, ENV 360, ENV 375, ENV 380,  ENV 410, ENV 411, ENV 430, ENV 460, ENV 474, ENV 480,  ENV 490, GEOG 310, AH/HIM 290, HCA 340, HCA 347, HCA 459, LEAD 300, LEAD 300, LEAD 325, LEAD 330, PH 365, PH 382,  PH 390, PH 402, PH 443, PH 444, PH 447, PH 456, PH 464, PH 467, PH 468, PH 483, PS 338, SOCL 260, SOCL 270, SOCL 350,  SOCL 362, SOCL 375, SOCL 376, STAT 330, SWRK 101 | 12 |
|  | **TOTAL** | **45** |
| Total Program Hours 120-121 | | |
| Program Notes | | |
| \*42 upper-level hours required | | |
| Requirements for Admissions to Public Health: 30 hours including the following courses with an overall GPA of 2.3 or better: BIO 137, BIO 139, CHE 130/135, COM 181, KHP 230, and one of the following PSY 110 or SOC 101 or PSY 223, and select 13 additional hours. | | |
| To make an advising appointment:  WKU in Elizabethtown go to wkuadvising.as.me  WKU in Glasgow go to wkug.as.me  WKU in Owensboro go to wkuo.as.me | | |

Last updated 13-9-21

# APPENDIX H – WKU Annual Sustainability Report

**WKU Annual Sustainability Report—PILOT** (form revised 8/23/2021)

|  |  |
| --- | --- |
| **Program Name:** | **Departmental Home:** |
|  |  |
| **WKU Program Reference Number:** | **CIP Code:** |
|  |  |
| **Program Coordinator:** | **Program Original Implementation Date:** |
|  |  |
| **Department Head:** | **Report Submission Date:** |
|  |  |

**PART I (1-3) to be completed by the Program/Department**

|  |
| --- |
| 1. **Based on a review of the dashboard data, explain your interpretation of the sustainability of your program and the causes of any sustainability issues that may need to be addressed. (250 words or fewer)** |
|  |
| 1. **Explain your program’s effectiveness in terms of student learning and success as they impact sustainability. Consider results from Assurance of Student Learning reports, strategies you have used to improve learning, and any other relevant data/information. (250 words or fewer)** |
|  |
| 1. **Describe your plans to improve the program’s sustainability. Explain the specific steps that have been taken already and any future steps you will take; the measurable goals and targets that would indicate success in the short term (one year) and medium term (2-3 years); and the specific resources (financial or otherwise) needed to achieve success. (350 words or fewer)** |
|  |

**PART II (to be completed by Deans/Designees)**

After completing Part I, the program/department should submit the report to the Dean’s Office. Deans or their designees will assess the plan and include any reservations and/or suggestions for the program to consider with particular attention to financial implications. Deans may choose to involve a college committee in the process and/or consult with the Provost as appropriate. The Deans/designees will meet with program coordinator/ department head to review their response and iterate; the program faculty will revise the plan as needed until the Dean and program have agreed on a final plan and timeline to improve the program’s sustainability.

|  |
| --- |
| **Provide a general assessment of the initial sustainability plan with any suggestions/questions and attention to financial implications. This brief statement/list becomes the basis for discussion. (250 words or fewer)** |
|  |

**Part III (to be completed by the program/department)**

|  |
| --- |
| **If there are no revisions to the initial plan, say so. Otherwise, describe your COMPLETE, revised sustainability plan based on the conversation with dean/designee. Explain the specific steps you will take; include the agreed upon measurable goals and targets that would indicate success in the short term (one year), medium term (2-3 years) and a final deadline to assess success; and the specific resources (financial or otherwise) agreed to by your dean. If helpful, cut and paste from Part I, but make sure this plan is complete. (400 words or fewer)** |
|  |
| **Program Coordinator Endorsement & Date** |
|  |
| **Department Head Endorsement & Date** |
|  |
| **Dean’s Endorsement & Date** |
|  |

The dean should submit the complete final report to [rob.hale@wku.edu](mailto:rob.hale@wku.edu) with the subject Sustainability Report—Program Name (#); he will share it with relevant constituencies.

# APPENDIX I – WKU Annual Sustainability Report Instructions

**WKU Annual Sustainability Check-up PILOT Program** (August 23, 2021)

**Context & Overview**

The aim of the Annual Sustainability Check-up (ASC) is to quickly and efficiently identify programs that may need help to improve their long-term viability and quality. This is not an attempt to identify programs for suspension, but a proactive effort to support programs that may have different types of challenges. Working with Institutional Research, the Academic Program Review Creation Committee has developed a suite of data pages with a dashboard that reports five years’ worth of data that programs will use to analyze their programs. The committee, composed of faculty from across the university representing diverse disciplines and program sizes, spent months developing a set of metrics and thresholds that programs should meet to demonstrate their sustainability.

The committee has identified several characteristics to measure *sustainability*: # majors, # graduates, 6-year graduation rate, average annual change in majors and degrees, average student credit hour production, and % SCHP by full-time faculty. One of the strengths of this approach is that it does not simply flag programs that have significant enrollment declines, but it also identifies programs that may be short-staffed. Again, the goal is to highlight programs with specific challenges, to help them proactively take steps to improve, and to give them an opportunity to advocate for resources from their colleges.

Programs that meet or exceed the sustainability thresholds will not need to write a report although analyzing the data will be a helpful way to monitor the strength of the department. Programs that do not meet the thresholds will complete a brief report to assess their program’s sustainability and potentially make a plan to improve it with support from their colleges. Program coordinators will work with department heads to

* answer a series of questions to explain their situation and their plans to improve the sustainability of the program (if applicable);
* set goals and a timeline to meet those goals; and
* describe kinds of support (financial or otherwise) the program would need to improve and to achieve the goals.

The college dean will review the explanation and plan and provide input and determine the level of support that is available. Departments may need to amend goals based on the types and levels of support that colleges can provide. Once the program faculty, department head, and dean have come to an agreement, they will share the plan with the WKU Academic Program Review Committee and the Provost. While the APR Committee and Provost will monitor progress, deans have full authority over the programs in their colleges. Once a plan has been approved by the dean and a timeline agreed upon, the program will not be flagged until the timeline has passed, but the program will need to submit a brief annual progress report (one paragraph) to the dean and APR Committee.

**Information for Sustainability Reports**

1. Based on a review of the dashboard data, explain your interpretation of the sustainability of your program and the causes of any sustainability issues that may need to be addressed.
2. Explain your program’s effectiveness in terms of student learning and success as they impact sustainability. Consider results from Assurance of Student Learning reports, strategies you have used to improve learning, and any other relevant data/information.
3. Describe your plans to improve the program’s sustainability. Explain the specific steps that have been taken already and any future steps you will take; the measurable goals and targets that would indicate success in the short term (one year) and medium term (2-3 years); and the specific resources (financial or otherwise) needed to achieve success.

**Dean’s Office Review**

1. After receiving the report, the Dean’s Office will provide an assessment of the plan. The Dean/designee will include any reservations and/or suggestions for the program to consider and pay particular attention to financial implications. The Dean may choose to involve a college committee in the process and/or consult with the Provost as appropriate.
2. The Dean/designee will meet to review the response and iterate; the program faculty will revise the plan as needed until the Dean and program have agreed on a final plan and timeline to improve the program’s sustainability.
3. Once agreement is achieved, the program coordinator will submit a final report that the Dean will endorse and forward to the APR Committee, Provost, and (if relevant) Assoc. Provost for Graduate Education.

**Academic Program Review Committee and Provost Monitoring**

1. When the APR Committee receives the report, they will review it and make notes for the dashboard to help monitor progress (and avoid future flagging).
2. When the Provost receives the report, s/he will respond to the Dean and program if necessary.

**Proposed Timeline for Pilot:**

|  |  |
| --- | --- |
| August 27 | Organizational Meeting with Hale & Helbig |
| September 24 | Programs Deliver Report to Deans |
| October 15 | Deans will have responded to programs/department heads |
| October 28 | Reports finalized and returned to Hale |