



UNC CHARLOTTE
2015-2020 Strategic Plan Template

(Biological Sciences, CLAS)

I. EXECUTIVE SUMMARY

<p>A. Mission Statement</p>	<p>Mission Statement</p> <p>The Department of Biology is an academic community of scientists and students engaged in advancing the discovery, dissemination, and application of knowledge in biological sciences. The Department is guided by the pursuit of excellence in research and education, by a creative and collaborative approach, and by an awareness of the global context in which the Department exists.</p> <p>To achieve its vision, The Department of Biology has set as its mission several inter-related goals:</p> <ul style="list-style-type: none">• To advance the frontiers of knowledge through innovation and research in the biological sciences• To facilitate development of scientists in the guidance of our bachelors, masters and doctoral Biology students, and in the training of post-doctoral fellows.• To increase scientific literacy, foster an appreciation of scientific inquiry, and develop well-informed citizens by providing a general education in Biology to the student population• To participate in the University-wide academic community through interdisciplinary collaborations, programs and curricula• To contribute to local, national, and international scientific communities through collaborations and service activities that promote education and dissemination of information• To contribute to the community by collaborating with public, nonprofit, private, and industry partners in the Charlotte metropolitan area and the State of North Carolina. <p>Specific unit goals for the new planning period are identified below.</p>
<p>B. Resources request:</p>	<p>Cluster Hire</p>

	<p>1 Associate Professor-\$140K 2 Assistant Professor: \$160K 2 Graduate Teaching Assistant: \$36K</p> <p>\$12K increase in Operating Cost</p> <p>Start-up Funds: \$1.1MM Equipment: \$137K Renovation: \$80K</p>
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III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2015-2020

Unit, Dept. or College Goal #1:	To educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century
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B. Unit Objective #1	To enhance student success in DBS (retention, graduation, seamless transfer, etc.), working through the CLAS Office of Academic and Student Success (OASS)
C. Relationship of Goal to Next Higher Reporting Unit Goal:	CLAS Objective #1 [To enhance student success in the college (retention, graduation, seamless transfer, etc.), working through the CLAS Office of Academic and Student Success (OASS)]
D. Action Plans to Achieve Goal:	<ul style="list-style-type: none"> • To professionalize advising in the Department of Biological Sciences by establishing a department professional advisor whose work is coordinated with the College Advising Office and with the University College Advising Office • To engage in bilateral “2+2” articulation agreements with Community Colleges to improve success of transfer students from these colleges. • To prioritize student support (scholarships, internships, study abroad, etc.) as a development goal of the Department
E. Assessment Methodology:	<ul style="list-style-type: none"> • Beginning on AY 2015-16 and during Spring term of each year of the planning period, the Dean will receive a request from DBS to consider DBS in the allocation plan for new professional advisor positions • Once a professional Advisor position is established in DBS, the Advisor will participate in a survey distributed by the Associate Dean for Student Services to all departmental professional advisors regarding their perceptions of the level of coordination and integration they have with the advising operations in the CLAS Advising Center and the University College Advising Center. The DBS professional advisor will participate in the annual meeting with the Associate Dean for Student Services to discuss how to better coordinate and integrate their work with the CLAS Advising

	<p>Center and the University College.</p> <ul style="list-style-type: none"> • DBS will provide the CLAS Development Officer with annual development goals and needs for contributions related to student support functions.
F. Type of Evidence:	<p>Direct and administrative. We will work with the Professional Advisor to determine the types of evidence-based methods to enhance retention of Biology Majors and time to graduation. This is specifically important for our transfer students. We have already requested 2 extra GTAs for large classrooms to help with these students who we are losing.</p>
G. Performance Goal:	<ul style="list-style-type: none"> • By the end of the planning period, DBS will be one of the units with a staffed and functioning departmental professional advising office. • By the end of the planning period, perceptions regarding the level of coordination and integration and coordination between professional advisor in DBS and the CLAS Advising Center and University College Advising Center will improve. • By the end of the planning period, DBS has established bilateral articulation agreements with 2 to 3 regional Community Colleges that have an interest in developing tracks that fit academic program strengths in DBS. <p>By the end of the planning period, the amount of contributions earmarked for student support services in DBS will increase by 15% compared to Fall 2015 levels.</p>
H. Resources Required:	<ul style="list-style-type: none"> • Assignment of a Professional Advisor to DBS • Requested 2 extra GTAs to help with this goal. • Contributions earmarked for DBS Student support services
ANNUAL REPORT	
I. Annual progress assessment of performance outcomes:	<ul style="list-style-type: none"> ■ In Fall 2015, we designed and implemented the Biology Placement Exam, to assess if incoming Freshman and Community College transfer students are prepared to take our introductory biology sequence (BIOL 2120 and BIOL 2130) or if they first need to take BIOL 1110. Previously, we had used the MATH SAT score to determine placement in a beginning BIOL course, but found this approach was inaccurate. We developed a Biology Placement Exam to create a more relevant measure of student preparation. The data for the 2015-2016 academic year reveals that the Placement Exam is a better predictor of student preparation and ability to progress than was the MATH SAT. ■ Beginning Fall 2015, we initiated on-going monitoring of time-to-degree and identified two major roadblocks to student progression: (1) students were remaining in

	<p>PBIO and not declaring the BIOL major when eligible; and (2) students were not maintaining the minimum 2.0 GPA in BIOL to earn the degree. To address the issue of timely declaration of the major: (1) we have streamlined the ability to declare the BIOL major as early as 1st semester at UNC Charlotte, (2) we monitor student progress and send semesterly notifications to eligible PBIO students to declare the major, and (3) if a student is still designated as PBIO after two semesters, we work with the CLAS Advising Office to help them identify a major better suited to their talents and interests. To address the issue of failure to maintain a minimum BIOL GPA, we send semesterly warnings to all BIOL majors whose GPA falls below 2.0, and to those whose BIOL GPA is 2.0-2.3, to meet with their advisors ASAP to discuss strategies to enhance good academic performance.</p> <ul style="list-style-type: none"> ■ We have arranged with the Dean of CLAS to have a Professional Advisor transferred to the Department of Biological Sciences, to help with the advising load of incoming Freshman and transfer students, provide training and consistency within our existing Advising Team, and serve as our advising liaison with CLAS. ■ We have revised all departmental advising documents and placed them in Google Docs, to promote consistency in advising and enhance progression towards the degree. ■ Based on data gathered to assess student preparation for and performance in BIOL 3111 Cell Biology (a required core course and a stumbling block for some students), we identified that CC transfer students often do not have the background necessary to successfully complete Cell Biology and progress towards the BIOL degree. These findings contributed to the development of three initiatives: (1) the Biology Placement Exam, to ensure that all students have the background necessary for success; (2) meetings with the Biology instructors of CPCC to discuss ways to improve student preparation, and (3) the development of Advising Flowcharts to guide transfer students during SOAR.
<p>J. Follow-up plan to make changes as a result of assessment findings:</p>	<ul style="list-style-type: none"> ■ We have developed a departmental presentation combined with lab tours to recruit majors during Admitted Students Day. We have conducted four such presentations during the 2015-2016 academic year

	<ul style="list-style-type: none"> ■ We have initiated discussions with the Career Center to develop a systematized program for educating our BIOL majors of career opportunities and professional development. ■ We will further plan to determine the choke points where we lose students especially the transfer students and along with the undergraduate coordinator, the new Professional Advisor and the Vice Chair of Academic affairs, we will have a comprehensive plan to enhance retention and time to graduation. ■ Need to create undergraduate programs that will enable combined degrees such as Biological Sciences and Engineering; Biological Sciences and Business, Biological Sciences and Health Policy etc. ■ Develop PhD program in combination with CHHS, Bioinformatics, and Engineering (specifically Biomedical Engineering)
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III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2015-2020

A. Unit, Dept. or College Goal #1: To educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century.

B. Unit Objective #2:	To develop opportunities for interested students to expand their academic experiences
C. Relationship of Goal to Next Higher Reporting Unit Goal:	CLAS Objective #2: [To develop opportunities for interested students to expand their academic experiences]
D. Action Plans to Achieve Goal:	<ul style="list-style-type: none"> • To implement, as appropriate, the recommendations of the Honors Task Force. Increase earlier identification and recruitment of qualified Honors students into the DBS Honors program. Explore and potentially establish a non-thesis track in the DBS Honors program. • To increase number of undergraduate research opportunities and seek funding to establish undergraduate research training programs by creating BIOL 3901(H) W (2 credits) to provide individualized research instruction with a formalized writing intensive components to promote CxC, to provide Honors-level students not working towards an Honors thesis with avenues for acquiring Honors-level W credits, required lab credits and the opportunity for an non-thesis Honors capstone experience. Effectively utilize formalized guidelines for internships with clear student and

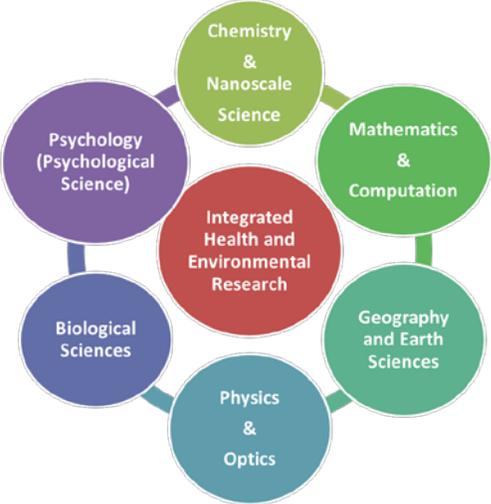
	<p>supervisor responsibilities; Explore creating BIOL 3406 (Internship) as a writing intensive course eligible for laboratory credit. Apply for federal funding that supports UG student research training</p> <ul style="list-style-type: none"> • To increase opportunities for students to pursue intercultural experiences by working more intentionally with the Office of International Programs to increase the number international experiences by DBS undergraduate and graduate students. Develop collaborations with the Sarajevo School of Science and Technology (SSST) in Bosnia-Herzegovina, as well as other exchange programs involving individual faculty labs.
E. Assessment Methodology:	<ul style="list-style-type: none"> • Determine the number of students enrolled in Honors and compare (period 2005-2014 vs. 2015-2020) • Determine the number of research opportunities available and compare (period 2005-2014 vs. 2015-2020)
F. Type of Evidence:	Direct, administrative
G. Performance Goal:	<ul style="list-style-type: none"> • By the end of the planning period, the DBS Honors program has a stable enrollment of 10 honors-thesis students per semester (BIOL 4701). • By the end of the planning period, the DBS Honors program has students enrolled in a non-thesis track, if established, in the DBS Honors program. • By the end of the planning period, DBS will offer 4 levels of UG student research instruction, potentially including the following courses: BIOL 3405/3406/W, 3900/3901(H)/W, 4505 and 4700/4701W • By the end of the planning period, DBS will have developed at least one stable bilateral research and student exchange program such as with the Sarajevo School of Science and Technology (SSST) in Bosnia-Herzegovina.
H. Resources Required:	Support from CLAS, UHP and the Graduate School
ANNUAL REPORT	
I. Annual progress assessment of performance outcomes:	<p>We have increased our Undergraduate Honors students from 14 to 26 (4700/4701). We have exceeded expectations. This is a big increase and these students. In addition, we have increased the Research Experience of Undergraduates through the BIOL 3900 course and we have ~80 registered students.</p> <p>We have established and been successful in training non-thesis Masters students.</p> <p>We have established some exchange PhD and Masters students</p>

	<p>through the São Paulo Researchers in International Collaboration (SPRINT) program supported by the UNC Charlotte's Graduate School and FAPESP foundation in Brazil and the joint ERASMUS MUNDUS international training program between UNC Charlotte and several European universities and funded by the European Union.</p> <p>Although we could achieve the exchange program with the Sarajevo School of Science and Technology (SSST) in Bosnia-Herzegovina, we were able to successfully recruit exchange students through SPRINT and ERASMUS MUNDUS.</p>
J. Follow-up plan to make changes as a result of assessment findings:	<p>We will continue to increase opportunities for students to pursue intercultural experiences by working more intentionally with the Office of International Programs to increase the number international experiences by DBS undergraduate and graduate students. We definitely require resources that are year marked for such activities.</p> <p>We are actively seeking to secure Department of Education GAANN program and the NSF S-STEM awards to support PhD students in Biological Sciences.</p>

III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2015-2020

A. Unit, Dept. or College Goal #1: To educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century.	
B. Unit Objective #3:	Coordinate with several Departments to develop a strategic program
C. Relationship of Goal to Next Higher Reporting Unit Goal:	CLAS Objective #2: [To develop opportunities for interested students to expand their academic experiences]
D. Action Plans to Achieve Goal:	<p>• Integrated Health and Environmental Research (IHER) (Biological Sciences & Protein Structure Function; Chemistry & Nanoscale Science, Math & Computational; Psychology; Physics & Optics; Geography and Earth Sciences)</p> <p>The focus is to hire (in clusters) faculty involved in Research and Scholarship to build research programs within a central theme of Integrated Health and Environmental Research. The hires would consolidate and build upon the existing expertise in the various departments using big data and nanoscale approaches that will eventually bridge the Biomedical, Bioenergy, and other</p>

Biotechnology Research.
 IHER will extensively complement initiatives ongoing in CHHS.
 IHER will focus on basic and translational research while CHHS is focused on clinical research
 Health Disparities is another area that IHER and programs in CHHS can work together



E. Assessment Methodology:

- Cluster Hire Research and Scholarship Oriented Faculty
- Development of Program Projects that complement programs in CHHS, CBES, and the Data Sciences Initiatives
- Jointly Secure Large Extramural Federal, State, Foundation, and Industry Funding
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F. Type of Evidence:	Direct, Administrative
G. Performance Goal:	• Advising plans will begin for majors from all departments who wish to minor or major in a degree program with a curriculum focusing on IHER.
H. Resources Required:	Increase the number of tenure-line faculty following the departmental strategic hiring plan; including in the area of IHER. Cluster Hires are requested.

ANNUAL REPORT

I. Annual progress assessment of performance outcomes:	This is just a plan and no planning has yet been done.
J. Follow-up plan to make changes as a result of assessment findings:	Not applicable at this time.

III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2015-2020

A. Unit, Dept. or College Goal #2: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs of research, creative activities, and graduate education that span the disciplines.
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B. Unit Objective #1:	To engage in recruitment of the personnel necessary to meet the diverse and evolving missions of DBS
C. Relationship of Goal to Next Higher Reporting Unit Goal:	CLAS Objective #1 [To engage in recruitment of the personnel necessary to meet the diverse and evolving missions of CLAS]
D. Action Plans to Achieve Goal:	To recruit following the DBS long-range hiring plans to build critical mass in the department's research foci, to further diversify personnel and to expand intra- and inter-college research activities using cluster hires in IHER of the identified 5 areas of excellence in CLAS.
E. Assessment Methodology:	<ul style="list-style-type: none"> • Assess how the "Protein Function and Biotechnology" research group serves as a dynamo to increase research productivity including external funding of DBS and strengthen collaboration with on-campus and off-campus partners by identifying established collaborations measured by the number of students mentored jointly, joint proposals to seek funding and/or joint publications. • Assess how developing "Systems Biology" expertise serves as a collaborative approach towards further strengthening departmental research foci with emphasis on "Environmental Health" and "Big Data" initiatives on Campus by identifying established collaborations measured by the number of students mentored jointly, joint proposals to seek funding and/or joint publications.
F. Type of Evidence:	Direct, administrative
G. Performance Goal:	<ul style="list-style-type: none"> • By the end of the planning period, a "Protein Function and Biotechnology" research group is established and collaboratively connected with partners on (CHEM, PHYS, BINF/CCI) and off (NCRC, CMC) campus • By the end of the planning period, "Systems Biology" will be integrated in "Environmental Health" and "Big Data" initiatives in persona of DBS personnel who collaborate with on- and off-campus partners.
H. Resources Required:	Increase the number of tenure-line faculty following the departmental strategic hiring plan.

ANNUAL REPORT

I. Annual progress assessment of performance outcomes:	We have only hired two Assistant Professors in this area and both have already made connections with Physics, Optics, Chemistry, Bioinformatics, and writing grants together to grow the program
J. Follow-up plan to make changes as a result of assessment findings:	Need to build the tenure track faculty to expand this program with IHER as the strategic plan.

III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2015-2020

A. Unit, Dept. or College Goal #2: To expand the frontiers of knowledge and leverage

discovery for the public benefit through innovative programs of research, creative activities, and graduate education that span the disciplines.

B. Unit Objective #2:	To increase funding for graduate education, training and research in DBS
C. Relationship of Goal to Next Higher Reporting Unit Goal:	CLAS Objective #2 [To increase funding for graduate education, training and research]
D. Action Plans to Achieve Goal:	<ul style="list-style-type: none"> • Explore new opportunities for graduate student training and support in local industry, similar to the student training/RA support relationships we currently have with the CMC, • Increase the professional competitiveness of DBS graduate students through increased oral & writing competency and professional networking (measured by individual successes and increased visibility and attractiveness of our graduate programs).
E. Assessment Methodology:	<ul style="list-style-type: none"> ■ Assess if graduate programs will be able to truly integrate Biological Sciences with Engineering; Psychology, Business, and Health Policy ■ PhD program in combination with CHHS, Bioinformatics, and Engineering (specifically Biomedical Engineering) ■ Publications and Presentations by Graduate Students
F. Type of Evidence:	Direct, administrative
G. Performance Goal:	<ul style="list-style-type: none"> • By the end of the planning period, DBS has secured one graduate student training opportunity in local industry. • By the end of the planning period, departmental funds will provide for graduate student membership in one professional society to every doctoral student in DBS. • By the end of the planning period, coordination of DBS graduate programs will provide for mechanisms ensuring that all students give a research presentation annually.
H. Resources Required:	Increase in external funding to generate the needed incentive funds Increase discretionary funds by Alumni donations to Biological Sciences.

ANNUAL REPORT

I. Annual progress assessment of performance outcomes:	We have increased extramural funding by ~\$1MM to enhance graduate students RA ship and enable graduate students to travel to domestic meetings. Many of our graduate students have received
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	<p>travel awards.</p> <p>Year mark Departmental funds for outstanding speaker series and encouraging networking.</p> <p>We are still working on getting industry experience but we were able to get several students to work in Carolinas Health Care</p>
J. Follow-up plan to make changes as a result of assessment findings:	<p>Encourage graduate students to write grants for funding</p> <p>Work with the Graduate coordinator to get students to intern in Biotech companies</p>

III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2015-2020

A. Unit, Dept. or College Goal #2: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs of research, creative activities, and graduate education that span the disciplines.

B. Unit Objective #3:	To revise and augment infrastructure to support research and creative activity in DBS and beyond
C. Relationship of Goal to Next Higher Reporting Unit Goal:	CLAS Objective #3 [To revise and augment college infrastructure to support research and creative activity]
D. Action Plans to Achieve Goal:	Develop structures as platform and umbrella for increased collaborative research in the Natural Sciences, including Environmental Science and Biomedical Sciences namely IHER.
E. Assessment Methodology:	<p>Administrative Infrastructure</p> <p>Interdisciplinary PhD programs</p>
F. Type of Evidence:	Direct, administrative
G. Performance Goal:	<ul style="list-style-type: none"> • By the end of the planning period, IHER will become a strategic program that will attract new faculty and students to such a program.
H. Resources Required:	<ul style="list-style-type: none"> • Instrument development & continued service contracts provided by AA • Increase in external funding to generate the needed incentive funds

I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	

III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2015-2020

A. Unit, Dept. or College Goal #2: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs of research, creative activities, and graduate education that span the disciplines.

B. Unit Objective #4:	To provide a supportive infrastructure for the development and success of interdisciplinary programs and research in DBS
C. Relationship of Goal to Next Higher Reporting Unit Goal:	CLAS Objective #4 [To provide a supportive infrastructure for the development and success of interdisciplinary programs and research]
D. Action Plans to Achieve Goal:	<ul style="list-style-type: none"> • Develop new and refine existing curriculum as instruments for increased collaboration in academic programming and student research training in the Environmental and Biomedical Sciences. • Increase involvement of DBS in the Nanoscale Science Program through continued engagement. • Develop formal Science Teacher Training in context with recruitment to increase the success of the non-thesis MS program in DBS. Establish collaborative relationships with pertinent school administrations in the Charlotte metro area.
E. Assessment Methodology:	Still working on this
F. Type of Evidence:	Direct, administrative
G. Performance Goal:	<ul style="list-style-type: none"> • • By the end of the planning period, DBS has developed policy and procedures for operating the <i>Incubator for Collaborative IHER program</i> in Woodward Hall as an opportunity for collaborative research training in the Environmental and Biomedical Sciences. • By the end of the planning period, DBS has several faculty that are engaged in student research instruction and training relevant to Nanoscale Science and Big Data. • By the end of the planning period, DBS has established its non-thesis MS program as an attractive option for Science teacher training in the Charlotte region.

H. Resources Required:	Progress in increasing the number of tenure-line faculty following the departmental strategic hiring plan.
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ANNUAL REPORT	
I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	

III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2015-2020
A. Unit, Dept. or College Goal #3: To engage community partners in mutually beneficial programs, which enhance the economic, civic, and cultural vitality of the region.

B. Unit Objective #1:	To support cultural, economic, and public policy ventures in the region, which are based on new knowledge and insight generated by DBS faculty and students
C. Relationship of Goal to Next Higher Reporting Unit Goal:	CLAS Objective #2 [To support cultural, economic, and public policy ventures in the region, which are based on new knowledge and insight generated by CLAS faculty and students]
D. Action Plans to Achieve Goal:	Develop/Continue/Enhance initiatives in community outreach and engagement with a focus on MS & HS science education, participation in the “invite-a-Scientist” program and the annual NC Science Festival and bilateral articulation agreements with CCs in the Charlotte metro statistical area
E. Assessment Methodology:	Still working on this.
F. Type of Evidence:	Direct, administrative
G. Performance Goal:	<ul style="list-style-type: none"> • By the end of the planning period, a group of 5 to 10 DBS faculty participate actively in the annual NC Science Festival • By the end of the planning period, DBS has developed agreements with individual MSs and HSs for outreach and engagement, as well as bilateral articulation agreements with CCs in the Charlotte metro area. • By the end of the planning period, DBS will have revived a self-sustaining program for Science Teacher Summer Training
H. Resources Required:	Institutional seed grant funds to start Action step III

ANNUAL REPORT	
I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	

III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2015-2020
A. Unit, Dept. or College Goal #4: To provide for our faculty and staff a supportive infrastructure that includes excellent opportunities for professional development and mentoring.

B. Unit Objective #1:	Regularly review DBS policies (Bylaws, Workload, RTP, Space) and monitor workflow in the department office to insure that DBS can fulfill its educational mission and that there is opportunity for professional development of all DBS employees
C. Relationship of Goal to Next Higher Reporting Unit Goal:	CLAS Objective #2 [To insure that established workload policies, through regular review, fully and fairly offer departments the ability to fulfill their individual missions]
D. Action Plans to Achieve Goal:	Explore the feasibility of a formalized departmental mentoring program. Identify needs for the participation of staff employees in professional development activities to assess their impact.
E. Assessment Methodology:	* Use annual reviews and RPT actions to analyze the success of “in house” mentoring for junior faculty and explore the feasibility of a formalized departmental mentoring program. * Use annual evaluations to verify needs for the participation of staff employees in professional development activities to assess their impact.
F. Type of Evidence:	Direct, administrative
G. Performance Goal:	<ul style="list-style-type: none"> • By the end of the planning period, DBS has developed policy that directs mentoring efforts directed towards junior and mid-career faculty in the department. • By the end of the planning period, DBS has developed policy that strategically directs professional development of its SPA and EPA staff.
H. Resources Required:	Pertinent release time

ANNUAL REPORT	
I. Annual progress assessment of	

performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	