School:______________________________________________________________________________

Department:___________________________________________________________________________

Departmental Majors/Programs and Concentrations and their HEGIS Codes:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

1. State the department’s mission, goals and objectives.

2. Give brief descriptions of all departmental majors/concentration/programs.

3. Identify the outcomes for student learning and achievement for each of the majors/concentrations/programs described in Item 2.
4. Attach copies of reports from externally reviewed departmental programs that took place within the last three years. Indicate how the department addressed any deficiencies identified through the review.

5. In the chart below provide the number of departmental faculty in each category:

<table>
<thead>
<tr>
<th>Highest Academic Degree Acquired</th>
<th>Tenured</th>
<th>Tenure-Track</th>
<th>Non-Tenure Track</th>
<th>Doctorate</th>
<th>Masters</th>
<th>Bachelors</th>
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<tbody>
<tr>
<td>Full-time</td>
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<td>Part-time</td>
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</table>

6. In the chart below provide the enrollment by majors (not concentrations or tracks) including graduate and undergraduate programs:

<table>
<thead>
<tr>
<th>Name of Major</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
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<tbody>
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7. In the chart below provide the number of graduates:

<table>
<thead>
<tr>
<th>Name of Major</th>
<th>'03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
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</table>
8. List the **amount of external funding** acquired by the department and the source of the funding:

<table>
<thead>
<tr>
<th>Current External funding</th>
<th>Past External funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Summer, 2004 to Present)</td>
<td>(2004 – Spring, 2007)</td>
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</tbody>
</table>

10. List all courses in your department considered as “service” courses or general education courses and identify how many sections of each are offered each semester:

   A.
   B.
   C.
   D.
   E.
   F.
   G.
   H.
   I.
   J.

11. What percentage of service courses are taught by full-time faculty as opposed to adjuncts?____________________

12. Accreditation Status of departmental programs (check all that apply):

   - [ ] Accredited  Most Recent Effective Date:_____________________________
   - Name of Accrediting Agency:__________________________________________

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13. What roles do alumni, advisory committees and employers of the department's graduates have in supporting, evaluating, and strengthening the departmental programs? Attach survey instruments that are utilized.

14. List changes that have been made in the curriculum for the majors/concentrations in the last three years (i.e. new courses developed, courses merged, courses deleted, mode of delivery changed, technology instituted, course content strengthened or expanded, etc). What lead to the changes?

15. Describe any distance education programs, off-campus programming and/or on-line instruction for each major in this department. Is sufficient support provided (technical and financial)? If not, explain.

16. What support does your unit provide for students (e.g. career counseling, scholarships/financial assistance, software for teaching/learning assistance, professional development counseling, etc)?
17. (a) Does your department offer capstone courses? Capstone courses are used to assess programmatic effectiveness and include but are not limited to:
   • helping students appreciate their disciplines in a social context;
   • providing experiential learning;
   • synthesizing learning from disparate courses;
   • connecting learning to the real world;
   • allowing students to engage in reflective evaluation of self;
   • familiarizing students with expectations of the profession

(b) Identify the assessment tools/strategies you use/plan to use for assessing outcomes of each of the programs from the following check list (Check all that apply):

   □ Capstone course/experience
   □ Course-embedded assessment
   □ Tests and examinations (locally designed by faculty)
   □ Standardized tests developed by commercial developers
   □ National professional examinations
   □ Portfolios
   □ Pre-Post test assessment
   □ Final paper
   □ Practicum
   □ Thesis
   □ Internship/Externship
   □ Dissertation
   □ Videotaped and Audio-taped Evaluation of Performance
   □ External reviewers
   □ Student surveys
   □ Alumni surveys
   □ Employer surveys
   □ Other (specify)________________________________________________________________________

(c) Attach syllabi for all departmental courses, including syllabi for capstone courses.

18. What expectations/requirements and level of proficiency for faculty does your department have for infusion of technology into instruction and for course management?

19. What data are regularly collected that can reveal the level of student satisfaction with the department, the curriculum and course/instructional satisfaction?
20. How have you used data collected (from assessment) to make changes in the programs?

21. What has been the process for self-review and subsequent improvement activities at the faculty level, the program level, the department level?

22. List the current mean cumulative GPAs for majors in your department.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Cumulative GPA</th>
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</thead>
<tbody>
<tr>
<td>Freshmen</td>
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<tr>
<td>Sophomores</td>
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<tr>
<td>Juniors</td>
<td></td>
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<tr>
<td>Seniors</td>
<td></td>
</tr>
<tr>
<td>Undergraduate GPAs of entering Graduate students</td>
<td></td>
</tr>
</tbody>
</table>

23. Please provide the average SAT/GRE scores of the current first year students enrolled in your program(s).

<table>
<thead>
<tr>
<th>SAT (undergraduate)</th>
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<tbody>
<tr>
<td>GRE (graduates)</td>
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</table>

24. The following are accreditation standards delineated by the Middle States Commission on Higher Education (3624 Market Street, Philadelphia, PA 19104-2680; Telephone: 215-662-5606; www.msache.org). Please indicate the level of compliance of departmental programs with these standards and supply necessary descriptive information related to compliance or non-compliance:

   a. Resource allocation supports the development and change necessary to improve and maintain quality. If not fully compliant, what are the department’s most critical resource needs?
b. Procedures are in place to enable students to achieve academic success. What are they?

c. The program’s faculty members are qualified for the programs offered. If not, what faculty expertise is most needed to reduce academic deficiencies?

d. The department’s program(s) define its learning goals and objectives, including appropriate rigor, academic content and coherence appropriate to its higher education mission. Have measurable assessment outcomes been defined within the department? If so, you may provide this information in an attachment or in the space below. Note: Western Washington University defines assessment as follows: “Assessment is an iterative process for gathering, interpreting, and applying outcomes data from courses, programs, or entire curricula to improve program effectiveness, particularly as measured by student learning outcomes.”
http://pandora.cii.wwu.edu/cii/resources/outcomes/default.asp

e. If you have responded to the above, how are learning objectives assessed? Note: accrediting bodies expect faculty to define learning objectives and develop “specific plans to assess and evaluate outcomes at the course and educational program level.” Same website as above.

f. The mission of the department should reflect the mission and philosophy of the profession, and the “long-range and short range goals of the unit consistent with the mission of the profession, institution and translated into operational objectives.” If not aligned, identify the misalignment. What actions are being taken to align properly?
25. How is communication facilitated between the faculty teaching the major courses and those teaching the general education courses so that the essential skills, (including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy) are developed/enhanced?

26. What strategies are used for evaluation of progress toward departmental goals and objectives and for revision of these goals and objectives, if necessary?

27. What strategies are used for communication of successes?

28. What process is in place so that both faculty and students participate in decisions about academic programs?

29. How are faculty peer reviewed?

30. What are the department's standing and ad hoc academic committees? What is the purpose or responsibility of each committee? How are student and faculty appointments made on these committees?
31. Describe departmental programs/activities for students that address the following:
   • respecting and valuing diversity;
   • teaching standards of ethical professional practice;
   • engaging students in critiques/utilizing diverse approaches for solutions to societal issues

32. Please list the adjunct teaching faculty in your department and identify for each the courses he/she teaches.

33. Describe the level of involvement of adjunct/part-time faculty in departmental affairs and activities. Also describe the types of training given to adjuncts and the performance evaluations they receive.

34. Do part-time/adjunct faculty have educational and professional expertise pertinent to the program? If not, explain. What is the process used for selecting adjuncts for employment in your department.
35. Are there clear descriptions of policies and procedures of the unit regarding student advising? How is this information disseminated?

36. Is there a consistent and useful departmental orientation program for incoming majors? Describe.

37. Are opportunities provided for student participation in organizations? Describe.

38. Are majors provided with current policies, procedures and information about the department, in addition to catalogs, academic calendars and grading policies? Describe.

39. Utilizing the departmental budget sheets for 2006-2007, the appointment recommendation forms for the fall and spring semesters, and the scholarship recommendation forms, provide the following for the department:

Personnel salaries (Total Amount):
   Full-time $__________
   Part-time $__________
   Graduate Teaching Assistants $__________
   Classified staff $____________________
   Other Personnel (including Access and Success faculty) $__________________

Total Operating Budget as indicated on the budget sheet: $__________________