



## BOARD OF REGENTS

### SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

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**TOPIC:** Results of Periodic Reviews of Academic Programs

**COMMITTEE:** Education Policy

**DATE OF COMMITTEE MEETING:** January 26, 2011

**SUMMARY:** At its meeting in June 2003, the Board of Regents delegated to the Chancellor the authority to approve institutional reports on the review of existing academic programs. Existing academic programs are required to submit a report every seven years. Each USM institution follows a review process that was approved previously by the Regents. A format for the reports is standardized and includes information on enrollments and degrees awarded, internal and external reviews, and institutional recommendations and actions.

Drafts of each report are reviewed by staff in the USM Office of the Senior Vice Chancellor for Academic Affairs and comments are shared with the institutions for appropriate action prior to final submission to the Chancellor. Comments may include requests for additional information or the need for additional action following program accreditation reviews.

During the past academic year, USM institutions reviewed 45 bachelor's, 32 master's and 16 doctoral degree programs. The reports demonstrated the seriousness with which the reviews are taken. Institutional action plans are decided upon primarily by the provost or dean, both of whom are responsible to monitor academic quality and productive use of resources. The attached table provides examples of the kinds of issues that departments face and institutional plans to ensure program quality and efficiency. It is by no means a complete summary of the program review; rather, it offers a few highlights from each review and institutional recommendations.

Copies of the complete program reviews are available from the USM Office of Academic Affairs.

**ALTERNATIVE(S):** This is an information item.

**FISCAL IMPACT:** This is an information item.

**CHANCELLOR'S RECOMMENDATION:** This is an information item.

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COMMITTEE RECOMMENDATION:

DATE:

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BOARD ACTION:

DATE:

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**2010 Periodic Review of Academic Programs**

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Bowie State University</b>		
<b>Biology (B)</b>	2005-6: 235/18 2006-7: 216/20 2007-8: 219/34 2008-9: 248/23 2009-10: 275/26	<p><b>Internal and External Review Summary:</b> In an effort to enhance its offerings and provide a more well-rounded educational experience for its students the Department of Natural Sciences recently implemented a Bioinformatics degree program (Fall 2010). A comparison between the BSU program and other Universities' offerings demonstrates that the curriculum is on par with other institutions. The review has emphasized the need for additional faculty so that additional course sections can be offered to the growing number of students enrolling. As a result of the general education courses, and in an effort to accommodate as many students as possible, the department is now offering these courses online and using an "Open Lab" format. Beginning this academic year, the department implemented three additional online/hybrid courses for non-majors.</p> <p>Although the department is making improvements in the educational arena, the department is facing major challenges including inadequate space, lack of a large lecture room, a resource room or tutorial area; lack of adequate preparation rooms for the various laboratories, and lack of appropriate heating, cooling and ventilation in specific storage areas. The number of faculty and students has greatly increased since the facility's last renovation. The reviewers recommend that: measures be undertaken to provide the physical infrastructure that fully supports the program, efforts be broadened to improve student participation in internships and postgraduate education, support for the summer enrichment programs be continued/expanded, the department continue to examine its programs in terms of contemporary offerings in an effort to produce graduates with the competitive edge, and attention be given to needs of financial aid recipients.</p> <p><b>Action Plan:</b> The department will continue a focused effort to engage students in research internships. Handouts, posters, mass emailing, and a booklet of information will continue to be available for student use. Additionally, assistance will be provided with regard to applications, personal statements and so on. Summer enrichment programs are strongly encouraged with the appropriate information available for students. The department periodically will assess its offerings to make certain that students are presented with the appropriate course work, opportunities, etc. that will assure their success in graduate, professional school and the workplace. Funds will be sought to provide adequate financial aid.</p> <p>The department will continue to attempt to provide faculty and staff members with the materials and space required to undertake their duties. The lack of an adequate facility presents challenges to meet this goal in the near future. The physical infrastructure is currently being considered for the construction of a new building. In the meantime, the department will continue to work as efficiently as possible.</p>
<b>English (B, M)</b> BA concentrations in African Literature, Creative Writing, Language and Literature; BS concentration in Secondary Education	BA-BS 2005-6: 70/18 2006-7: 70/6 2007-8: 80/9 2008-9: 71/16 2009-10: 71/4	<p><b>Internal and External Review Summary:</b> The reviewer found that each of the concentrations in the BA and BS degree programs have stated program objectives and requirements that are comprehensive and consistent with those of other schools. The MA program was found to be particularly distinctive insofar as its focus is on humanities computing, which may allow its graduates entrance into the technology professions.</p> <p>The Department was commended for its set of rubrics and surveys, as well as for its records of alumni. There is</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Bowie State University</b>		
<i>English, cont'd.</i>	Master's 2005-6: 16/3 2006-7: 10/1 2007-8: 13/2 2008-9: 13/0 2009-10: 14/1	<p>also systematic use of licensed software that utilizes assessment of student learning. The implementation of senior symposia is particularly commendable, and the rubrics were judged to be excellent for their evaluation. On the negative side, there is limited evidence of documented assessment data. Although the Department has a model set of surveys to administer to the majors, graduate students, graduating students, and alumni, it does not appear that they are routinely administered.</p> <p>Recommendations of the departmental and external reviewer include: implementation of a quantitative “professional unit” system to quantify the number of hours faculty work with higher numbers of units allocated to develop new courses, teach upper level courses or courses with different preparations, advise thesis students, or teach online. If such a system is not implemented, the department should take these factors under consideration when assigning workloads; provide financial support through teaching or research assistantships to increase the number of graduate students and develop a recruitment and retention strategy – partnerships with school systems or other institutions to increase enrollment, and more publicity; appoint a coordinator of assessment or a program director who is also responsible for assessment activities and ensure that the Assessment Plan is implemented routinely, sharing results with the Department and making revisions accordingly; review and modify undergraduate and graduate programs, with a view toward developing one “program of excellence” and seek support from the administration and through grants to maintain all programs.</p> <p><b>Action Plan:</b> The chair will make recommendations to the Dean regarding schedule modifications for program coordinators, faculty engaged in grant-writing activities, etc and the budget implications of such recommendations. If funds are available to hire adjuncts, the chair will modify the schedule of select faculty, who will submit reports on their activities. The Departmental Graduate Council will be tasked developing a recruitment and retention strategy. Implementation will be subject to support for release time for faculty appointed to a team to implement the plan.</p> <p>The Department will continue to develop and implement a comprehensive student outcomes assessment plan as mandated by the Provost and use data to modify programs to serve students more effectively. As has been suggested by the Provost, the chair will give release time to program coordinators to conduct student outcomes assessments, if the Department has funds to hire adjunct faculty. An annual outcomes assessment report will be submitted to the appropriate committees/persons.</p>
<b>History and Government (B)</b> Concentrations in History, Government, Social Studies Education; Minors in Geography, Government, Women’s Studies, Philosophy, and Pre-law.	2005-6: 111/19 2006-7: 91/20 2007-8: 101/11 2008-9: 102/10 2009-10: 104/19	<p><b>Internal and External Review Summary:</b> In reviewing the History and Government courses, the reviewer concluded that the curriculum is adequate for preparing students for graduate school and teaching. The curriculum offers courses that strengthen critical thinking, intellectual development and scholarship. The department encompasses fundamental courses and has incorporated an interdisciplinary degree program. The program achieves its goal of providing students with a varied series of core courses that provide an understanding of historical, social, cultural, economic and political issues affecting our society.</p> <p>The diverse offerings seem to fulfill the mission of the department, to enhance students’ liberal arts education and nurture an understanding of their role as citizens. The evidence from this assessment concludes that the de-</p>

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<b>Bowie State University</b>		
<i>History and Government, cont'd.</i>		<p>partment reached its benchmark in preparing the students for the future. Basing the assessment on a letter grade, the reviewer's overall rating would be a B+ for the core program and an A for the interdisciplinary approach to History.</p> <p>Reviewing the retention and graduation rates for full time degree-seeking freshmen who select programs/concentrations in History and Government, the reviewer observed a trend that seems to resonate with many higher education institutions. The commonality of the trend is that entering freshmen are seeking many ways to wed their studies with employment. When they do not see the viability of the major, creating certain pathways to accomplish their goals, they begin to think more broadly about other programs for professional development and switch programs. The data reveal that there is a decline in third and fourth year students continuing in the major. To increase the sustainability of the current curriculum, steps are already being taken and the following comments are reflective of additional ways to strengthen the program</p> <p><b>Action Plan:</b> The department has extended the advisement period to accommodate the many working and non-traditional students whose schedules cannot always meet the established university calendar. The faculty is encouraged to fully utilize mechanisms already in place to respond to student concerns. Special seminars and colloquies are held throughout the year as an opportunity for all majors and prospective majors to learn about the program and various concentrations, tracks and requirements related to degree completion and employment opportunities which exist in the federal, state, local and corporate arenas in the region.</p> <p>The department has developed generic course outlines that permit assessment outcomes and core knowledge to remain constant for all courses but permit some academic freedom in what is presented. All general education courses have benchmarks that are measureable and readily evident in what is taught. The department has revived its Teacher Education Advisory Board with members from the public and private schools in Prince George's county, DC, Columbia, Montgomery county and suburban Virginia. The Board will provide much needed advice and recommendations for continued viability of the program through an examination of department's methodology, pedagogy, curriculum, and employment services in the field of Secondary Education.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Coppin State University</b>		
<b>Management Science (B)</b>	2005-6: 368/48 2006-7: 333/40 2007-8: 292/26 2008-9: 264/36 2009-10: 386/25	<p><b>Internal and External Review Summary:</b> The reviewers found the following program strengths: the degree follows the scientific approach to Management education. It is one of the few in the country at the undergraduate level that is housed within a minority-serving institution; core faculty members are committed to teaching as they continue to engage in professional development activities including research; over 75% of faculty members have terminal degrees and others have professional degrees and certifications such as MBA's and CPA's; faculty members are committed to community service through the Consumer Education Center (CEC) and VITA Program (Volunteer Income Tax Assistance) which is located within the School of Management Science and Economics; the program maintains a diverse group of faculty in terms of race, ethnicity, and gender as well as professional experiences as instructors and practitioners in their respective disciplines; the program is designed to meet most individual needs of both the traditional and non-traditional (evening) students by scheduling flexible course offerings each semester – both online and hybrid; the School offers scholarships to high-performing students in the program that will reduce their time-to-degree and enhance graduation rates; and, by offering multiple sections of courses, classes are kept small which increases student-teacher interactions in the learning environment.</p> <p>Challenges identified include: a need to publically profile the School and its program offerings - to do so, more resources need to be available to continue to build on our existing strengths; a need to continue to recruit qualified professional, practitioners, as well as full-time tenure-track faculty members to the School and program; budget constraints have hindered the number and types of marketing communications needed to recruit, retain, and graduate students; a need to address office and classroom space issues in order to continue to adequately administer the degree offerings within the School; the School needs to align its academic offerings as well as its recruitment of core faculty to meet the standards articulated by professional accrediting agencies such as the Association to Advance Collegiate Schools of Business (AACSB); and, a need to maintain additional post-graduate support for students after completion of program. This will assist with career opportunities as well as ongoing professional development and graduate school. Additionally, this will aid in assessing program effectiveness in the discipline.</p> <p><b>Action Plan:</b> The School will pursue AACSB accreditation; create new community outreach relationships with religious institutions, regional corporations, the community at large, and international business partnerships; Increase the number of core faculty members; provide early opportunities for undergraduate students to engage in scholarly research; increase retention and graduation rates by aligning school strategies with institutional-wide best practices; establish student computerized tutorial labs; revise/develop curriculum to align with standards with AACSB; and, develop new academic programs in accounting, business entrepreneurship, management information systems, marketing, information technology, and management science.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Coppin State University</b>		
<b>Mathematics, Mathematics Education (B)</b>	2005-6: 32/6 2006-7: 34/3 2007-8: 33/3 2008-9: 32/1 2009-10: 29/1	<p><b>Internal and External Review Summary:</b> The following strengths were identified, faculty members in the department do well at following the Academic Advisement Protocols; the department is rich with opportunities for students to engage in undergraduate research activities - made possible by a grant from the U.S. Department of Education; the conceptual content has a strong enough depth to it that students have the opportunity to develop the necessary application skills for preparation as practitioners or for entry into graduate school; service required courses are available to accommodate accreditation and certification; course offerings and a variety of enrichment options are available for students to implement their program of study aligned with their intellectual ability, work schedule, and past experiences; in spite of low enrollment in the actual degree program, graduates are highly competitive in their pursuit of employment and recruitment to graduate school.</p> <p>Faculty members within the department are making wide use of assessment tools and practices in all clusters of courses. Where necessary, mid-course corrections are made to support and enhance student learning. The curriculum aligns with the MAA Committee of Undergraduate Programs in Mathematics (CUPM) and a process of review and audit in place; and, senior faculty members play an essential role in mentoring new faculty in the department.</p> <p>Challenges include: full integration of the mathematics department's expectations for students' academic progress should be aligned with the institutions' goals for improving the numbers of STEM majors, with emphasis on mathematics; large numbers of students placed in developmental courses as a result of one assessment measure; and large numbers of students not satisfying the developmental math requirements after first attempt; limited recruitment of students from area community colleges who have demonstrated success in pre-college mathematics courses; of equal concern is the number of feeder school students who have had only one high school level math course; and the need to provide consistent assessment of program objective completion and quality of student learning outcomes.</p> <p><b>Action Plan:</b> Strategies for maintaining strengths and challenges include, engaging in conversations to capture the nature of the issues and concerns cited, enhancing the framework or foundation providing structure to the strengths, exploring the causes and effects of the cited challenges, determining the relationship and common threads embedded in the External Report and the MCS Self-Audit, allotting time for a series of required work sessions, and devising a system to encourage that concerns and issues are review and evaluated in a routine manner.</p> <p>Future Plans and Program Changes: develop the comprehensive plans cited, continue the MCS Self Audit, create a check and balance system to manage the process; the Standards and Models set by the Mathematical Sciences Community are available as guidelines – the MCS Department should take advantage resources; and, provide faculty with opportunities to engage in non-mathematical abstract activities that focus on the effective domain, especially cognition.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
<b>Foreign Languages and Literature (B)</b>	2004-5: 42/7 2005-6: 46/10 2006-7: 37/9 2007-8: 42/13 2008-9: 43/6	<p><b>Internal and External Review Summary:</b> The Department of Foreign Languages and Literature contributes to the mission of Frostburg State University through its curriculum and extracurricular activities that provide students with a solid foundation of intercultural awareness and communication in foreign languages. The French and Spanish concentrations, as well as the foreign language programs offered under the MDFL code (Arabic, Chinese, Italian and Japanese), are regularly revised and improved in adaptation to the demands of the modern professional fields and the current interests of the students. The department's courses are focused on promoting the following educational outcomes: Critical Thinking; Comprehension and Interpretation of Information in Written and Oral Form; Oral and Written Fluency; Values and Social Responsibility; and Diversity and Multicultural Perspectives.</p> <p>The department has recently implemented a comprehensive assessment plan. At the core of this assessment plan is the evaluation of Spanish 250 and French 250 (the last courses, respectively, in the basic language Spanish and French program sequence), as well as the capstone courses for graduating majors.</p> <p>Participation in interdisciplinary programs and the design and management of practicum and internship courses are among the biggest challenges for the department. Despite the two short-term study-abroad programs designed and directed by departmental faculty, the department needs to augment study abroad opportunities for students. Current instruction relies heavily on technology to achieve its learning objectives. The biggest challenge in this area is the continual need for updating of equipment and acquisition of more user-friendly tools. The small number of core faculty (4) requires reliance on full-time and part-time contractual faculty. For a number of years, the French concentration has been understaffed, with only one half-time Assistant Professor and a part-time contractual instructor. In addition, for many years, the department has been separated in different buildings. To improve intradepartmental communication, to make a better use of departmental resources, and to facilitate its functioning as a department, the Foreign Language classrooms and faculty offices need to be allocated adequate space in one building.</p> <p>Over the last years, the department has undertaken significant curriculum revisions in order to update their programs in line with current pedagogical and thematic trends in language, literature, and culture instruction. The department has done an impressive job developing a comprehensive assessment plan with accurate and well - designed rubrics. The department is also very active in promoting immersion in the target language as well as cultural exposure outside the classroom.</p> <p><b>Action Plan:</b> Among the activities planned for 2010 – 2012 are the establishment of strategic directions to increase student graduation rates and a long-term study abroad program with appropriate international universities; initiation of a permanent internship program; furnishing all FLL classrooms with adequate technology; and, appropriate staffing by employing two new full-time tenure-track faculty.</p>



Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
<b>Park and Recreation Resource Management (M)</b>	2004-5: 13/1 2005-6: 12/3 2006-7: 6/0 2007-8: 18/6 2008-9: 17/1	<p><b>Internal and External Review Summary:</b> Within this review period, the graduate program has undergone many changes. The program has always catered to the working professional by only offering 6 credits per semester. However, the format has transitioned from a full weekend of face-to-face instruction with each new cohort being affiliated with a park or recreation agency in the state of Maryland. The most recent cohort that began fall 2008 was housed at The Community College of Baltimore County Catonsville Campus and a blended format was used (all day Saturday followed by a weeklong online forum). The fall 2010 cohort will be taught fully online.</p> <p>The Department of Recreation and Parks Management at Frostburg State University is comprised of highly energetic and talented faculty who immerse themselves in the field in which they teach. Likewise, four dynamic practitioners in the field of recreation and parks reside as esteemed adjuncts in the graduate program. The 60/40 split between full-time faculty and experienced practitioners should provide an array of ideas, philosophies and areas of expertise. The departmental and program goals are closely related to University goals with the RPM Graduate Program taking the lead in technology pursuits by developing an online Masters program. The “cohort” approach “adheres to the fundamental principles of a supportive learning environment” with the largest cohort preparing to graduate in December 2010.</p> <p>The external review cited the following program strengths: program is well grounded with a strong 15 year history and has progressed slowly from traditional to online; high energy and favorable support for the program from faculty, staff and administrators; faculty (full-time and adjunct) are well respected, current in the field, published, nationally known and senior level; overall, current students are enthusiastic about the program, like the cohort structure of learning and have created a close, professional network among the cohort; students indicate courses have helped them to become better professionals and apply what they have learned; catered to the working professional, and; on-site orientation for new cohort; positive step for transitioning to the online format.</p> <p>The following challenges were noted in the external review: courses need to be more standardized to prevent excessive overlap in content areas; both student assessment and program evaluation methods need to be improved; necessary changes associated with total online format may negatively affect student retention and program effectiveness; re-arrange course offering to allow students the ability to apply newly learned skills, practices and information. The Reviewers suggestions included: opportunities to expand program offering outside the US (Dept. of Defense, MWR); consider adding a Therapeutic Recreation/Recreation for Special Populations track in the graduate program; would incorporate the Health Promotions connections; offer online classes and workshops for current professionals to gain knowledge about current practices and gain CEU’s for certifications in the field.</p> <p><b>Action Plan:</b> Each of the challenges and suggestions noted are addressed in the 2010-2014 program action plan and include: creation of a new assessment plan that reflects existing national standards within the profession; addressing all concerns with converting to online format; changing progression of courses within program to effectively build upon skills and information learned; evaluating and developing comprehensive recruitment plan to meet the needs of an extended student audience (Military/MWR, Therapeutic Recreation, Certificates, CEU’s).</p>



Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
<b>Recreation and Parks Management (B)</b>	2004-5: 103/34 2005-6: 97/36 2006-7: 92/29 2007-8: 93/26 2008-9: 94/31	<p><b>Internal and External Review Summary:</b> Among the strengths identified by the reviewers are: faculty engagement of and connections with the professional community are exemplary; collegial relationship among and between faculty and students in professional development/mentoring/networking is highly valued by the stakeholders; recognition of two faculty through the development of two text books (2009) contributing to the professional knowledge of the discipline; the partnerships with Garrett College and the Community College at Baltimore County at Catonsville are unique and may serve as models for other two plus two partnerships with specialty completion programs; two faculty have made a substantial travel commitment to deliver curriculum within the CCBC campus system for degree completion; the department has strategically positioned faculty in leadership roles within institutional governance and the Student Learning Assessment Group, demonstrating the faculty's important contributions to the campus community; and, the administrative assistant is exceptionally competent and is highly valued by all for her contributions above and beyond expected duties.</p> <p>One major concern was identified. Although an Assessment Plan has been in place since 2005, the plan has yet to be implemented to provide the department with needed feedback for ongoing curricular development. Of secondary concern, since the assessment plan has yet to be implemented, there is no evidence to substantiate current or future curricula needs and development; data in the dual matrices representing FSU and CCBC primary core curriculum consistently identify where standards are being met, which may be an indicator that CCBC students may not be exposed to all competency standards or in the appropriate course.</p> <p><b>Action Plan:</b> By the end of fall 2010, the department will align the CCBC curriculum to mirror the FSU campus program, convene an Assessment System Committee and preset its charge and work schedule. By the end of Spring 2011, the department will complete an Assessment Inventory and create a matrix of 2013 standards. Development of the Assessment Plan that measures performance of the 2013 standards is expected to be completed by the end of Fall 2011. Between 2012 and 2013, the department will revise the strategic plan to reflect changes being made through the creation of the Assessment System and produce the first Annual report related to the revised strategic plan.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Salisbury University</b>		
<b>Accounting (B)</b>	2005-6: 220/40 2006-7: 255/40 2007-8: 266/30 2008-9: 282/61 2009-10: 294/60	<p><b>Internal and External Review Summary:</b> The Perdue School faculty and staff were commended for sustaining a very collegial and supportive environment and maintaining an environment that is very student focused and included initiatives that enhance the learning experience, such as the <u>Applied Business Learning Experience</u> (ABLE) internship program, experiential learning opportunities and study abroad experiences. The School was commended for providing support for research and scholarship including a provision for individual incentives that provide discretionary support for productive faculty members and resources for guaranteed summer research support for new tenure track faculty for the first three years of employment. And it was commended for its outreach to the business community, both within the local or traditional area as well as within the state and region. The team noted that the Assurance of Learning (AOL) assessment plan that has been fully implemented for the undergraduate programs would be an excellent model to emulate for the MBA and recommended that the school do so. And the team recommended that the school develop a staffing and resource allocation plan to ensure an appropriate balance between academically qualified and professionally qualified faculty aligned with current and projected enrollment growth.</p> <p>The major issues in the school turn on resources. For example recruiting and retaining faculty is an increasing challenge in the face of continued stagnant or even reduced revenue. Faculty salaries are below the AACSB median and to hire a new faculty member with appropriate credentials to continue meeting accreditation standards requires a competitive salary often higher than faculty already at SU. Growth in Finance in particular (a new major in 2002 with 90 in the existing finance concentration and grew to 239 students by 2008) has taxed existing faculty resources to the extent that the staffing level for academically and professionally qualified faculty (AACSB) is dangerously close to the minimum acceptable level. Even though other programs are not this close to the minimum, having one fall below puts the entire school's accreditation at potential risk. Due to recent budget constraints Information Sciences has had to suspend its membership in the SAP Academic Alliance (\$16,000/year) which provided access for students to the world's leading enterprise systems software which is a critical element in ensuring a relevant, competitive program of study in this ever-changing field.</p> <p>In short, as evidenced by the accreditation team the Perdue School business programs are sound and strong. Enrollments are stable or growing and demand is strong. The business programs face significant challenges due to the limited resources available to sustain or enhance programs due to the historically low level of state support coupled with University's low tuition rate, which has been compounded by the current economic downturn. Continued underfunding is beginning to damage this most important program.</p> <p><b>Action Plan:</b> The Perdue School of Business completed its Fifth Year Maintenance Report, and the AACSB Review Team visited the campus in October 2008. In January 2009 the AACSB reaffirmed its accreditation for the</p>
<b>Business Admin. (B, M)</b>	Bachelor's 2005-6: 589/16 2006-7: 642/10 2007-8: 628/14 2008-9: 573/26 2009-10: 498/26 Master's 2005-6: 72/39 2006-7: 86/38 2007-8: 93/49 2008-9: 73/41 2009-10: 64/32	
<b>Finance (B)</b>	2005-6: 159/66 2006-7: 177/79 2007-8: 205/67 2008-9: 239/96 2009-10: 206/96	
<b>Information Systems (B)</b>	2005-6: 88/26 2006-7: 86/26 2007-8: 84/29 2008-9: 75/22 2009-10: 87/29	
<b>Management (B)</b>	2005-6: 210/98 2006-7: 244/101 2007-8: 242/93 2008-9: 257/105 2009-10: 242/106	
<b>Marketing (B)</b>	2005-6: 223/78 2006-7: 288/89 2007-8: 303/113 2008-9: 285/103 2009-10: 225/84	

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Salisbury University</b>		
		undergraduate and master's degree programs listed in the "Program(s) reviewed" section for six years; i.e. until 2014-2015, with the next on-site maintenance review to occur 2013-2014.
<b>Communication Arts (B)</b>	2005-6: 449/146 2006-7: 480/135 2007-8: 489/155 2008-9: 505/160 2009-10: 513/176	<p><b>Internal and External Review Summary:</b> The communication arts program graduates on the order of 150 students each year; it is one of the most popular majors; students select one of the following four tracks with approximate enrollment in each in parentheses: Journalism/Public Relations (215), Interpersonal/Organizational Communication (150), Media Production (135), and Media Studies (55). Demand for courses in communication arts is strong, not only from the majors but also from other programs which require courses in the area; e.g. business and education. The program has outstanding facilities in the new Teacher Education and Technology Building such as state-of-the art television and recording studios that offer faculty and students outstanding teaching, learning and research opportunities. The outside reviewer commended the program for its enrollment management plan. A method for tracking majors, minors and change of major transfers into the department was created to understand the flow of students through the department and to assure that majors received essential core courses. So as not to increase time to graduation, a method for pre-loading these students into core courses was implemented. To meet increased enrollment both in the major as well as in general education, limits in courses were raised by 65%; no mean feat for a discipline that is reading and writing intensive. To ensure students "shopping" for a new major understand what is entailed in completing the communication arts major, the department personally meets with every such student.</p> <p>The department has adopted learning goals and outcomes for its programs and has mapped its courses to those goals and by the Spring, 2011 intends to have a formal assessment tool in place. A survey of senior level students conducted in February 2010 students gave high marks to the development of critical thinking skills, independent learning and reasoning, research and writing skills and media literacy. The reviewer noted that the department needed computer laboratory space under the control of the department and needed additional operating revenue to keep pace with cost acquiring and maintaining the specialized equipment the unit needs to deliver a quality program. As the reviewer noted, faculty and the students are enthusiastic and proud of their programs. It is clear the ongoing shortage of funding for higher education is impacting this program; additional operating resources are needed either from a higher level of state support, tuition or possible course fees.</p> <p><b>Action Plan:</b> Based on the external reviewer's report and internal discussions regarding the student survey, curriculum and enrollment management, the department suggests the following action plan: development of an office suite that will give the department a physical presence; creation of a computer and multimedia lab dedicated to CMAT; seek program certification for the Journalism/Public Relations track through AEJMC, NCA and/or PRSA; development of an academic gate for the purpose of slowing student enrollment in the program; seek collaborations with other departments to develop cross discipline opportunities; continue refinement of tracks, specifically as the role of media in modern business and our daily lives has changed dramatically in the last dec-</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Salisbury University</b>		
		ade; analyze critically the relevance of each track in relation to student enrollment, industry trends and the changing nature of media in general; and, develop new programs to serve a larger student population and to increase collaboration with other institutions of higher education. Suggestions include non-degree offerings within the department e.g. development of a Media Literacy certification program for K-12 teachers. Other suggestions include exploration partnerships with international universities and other USM schools to develop feeder programs (or 3 + 2 programs) for their graduate programs.
<b>Economics (B)</b>	2005-6: 23/8 2006-7: 33/5 2007-8: 38/11 2008-9: 40/6 2009-10: 44/15	<p><b>Internal and External Review Summary:</b> The program in economics serves about 44 majors and this has been steadily increasing over the past five years. This is the only program in the Perdue School that is not reviewed as part of the School's AACSB accreditation. Hence this separate program review for economics. The assessment plan for this program is well-developed and has been in use for 10 years. The reviewer observes that the assessment of learning is well designed, fairly evaluated and contains reasonable action plans for teaching improvement. He also notes that the curriculum is well designed and favorably comparable to economics programs in many high-quality institutions. However, the reviewer expressed concern that the software to support upper division courses has not been purchased due to a limited budget.</p> <p>The reviewer noted that there is a strong relationship between faculty professional development, including attendance at annual meetings, and teaching quality. He was concerned that the limited budget has also impacted faculty development and research money, including the inability to keep abreast of the aforementioned software needed not only in upper-level economics courses but also to support faculty research. The issue of faculty development extends beyond the economics program to the entire campus and is a direct result of the University's historically low state support coupled with an inability to raise tuition to a reasonable level and of course the economic downturn.</p> <p>The economics program is academically strong and vital. Moreover, the department plays a significant role in the University's general education program. The program has an adequate number of faculty as long as SU does not experience significant growth and its graduates fare well upon graduation.</p> <p><b>Action Plan:</b> Detailed action steps have been developed to address the external reviewers recommendations. Included in the plan: convene faculty to explore options for additional electives in response to the recommendation to explore additional areas of elective coverage reflecting current trends in the discipline; convene faculty to explore the possibility of offering a senior seminar course for Economics majors; and, convene faculty to review the need for additional extracurricular activities designed to fortify the program identity.</p>
<b>English (B, M)</b>	Bachelor's 2005-6: 178/39 2006-7: 189/46 2007-8: 202/53 2008-9: 193/51 2009-10: 212/67 Master's	<p><b>Internal and External Review Summary:</b> The English department offers a variety of programs leading to a Bachelor of Arts degree in English, with concentrations in literature, linguistics, film and creative writing, and tracks in English as a second language and in writing and rhetoric. The external reviewer felt the department should consider a gateway course for all upper division work and the department will be doing that, and he noted that such a gateway course would require more faculty as well as an increase in the library's holdings in theory and criticism. The department and the reviewer both noted that an ongoing shortage of faculty meant the remaining faculty were needed to teach the upper level courses and could not be spared to teach the be-</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Salisbury University</b>		
<b>English, cont'd.</b>	2005-6: 25/20 2006-7: 31/22 2007-8: 33/22 2008-9: 34/16 2009-10: 37/19	<p>ginning writing courses, which hampers the department's ability to recruit majors. The department has had and implemented an assessment plan since the early 2000's and has committed to expanding the plan and making it more intentional. The undergraduate curriculum was completely revised as part of the Fulton Reform and first offered in 2008 and the reviewer, who was a leader in a similar reform in New Jersey about 10 years ago, noted the program accomplished this reform in the face of high faculty turnover and came through with good solid programs.</p> <p>The graduate program is strong and the reviewer noted that students, especially the Teaching Assistants speak highly both of the program and training they were getting to be teachers. The reviewer felt the program, which currently has about 35 students, could grow to about 50 to 60, if faculty were increased.</p> <p>Academically both the undergraduate and graduate programs are strong and vital. The department touches nearly all students through the University's Writing and Literature requirement for graduation. It has a creative and productive faculty in place. There is every expectation that this program will continue to flourish and even grow.</p> <p><b>Action Plan:</b> As resources become available, seek replacement and additional faculty positions, and additional funding for travel. By Spring 2011, develop a time-line for assessing the remaining seven outcomes the department identified as important. By Fall 2011, explore the possibility of adding an elective theory course aimed at undergraduates planning to go on to graduate school.</p>
<b>History (B, M)</b>	Bachelors 2005-6: 219/57 2006-7: 228/68 2007-8: 220/53 2008-9: 230/60 2009-10: 242/74  Masters 2005-6: 19/7 2006-7: 16/10 2007-8: 20/7 2008-9: 14/9 2009-10: 11/3	<p><b>Internal and External Review Summary:</b> The undergraduate program is straightforward, with a single track with core courses, followed by a "gateway" Pro-seminar course to develop historical research methods, analysis and writing. Students have their choice of the remaining courses with at least one course focusing on an area outside the United States and Europe and majors must register three fifteen-page research papers that are graded using a common rubric and serve as the basis of the assessment plan. The external reviewer felt the assessment plan was appropriate for the major. To strengthen the plan, she suggested fewer outcomes for the assessment plan and that one of the papers be a sample from the gateway course and the other two be in later courses.</p> <p>The undergraduate curriculum was completely revised as part of the Fulton Reform and first offered in 2008 and the reviewer noted that the new curriculum seemed to be an effective and efficient way to meet university, college, and departmental goals, since each instructor is responsible for supervising fewer students overall, but spends more time with each student.</p> <p>The reviewer saw the Nabb Research Center for Delmarva History and Culture as an exceptional resource that offers wonderful opportunities for both undergraduate and graduate students to do research and, at the same time serve the community. She suggested a better marketing of this resource to researchers outside Salisbury. However, the reviewer noted that the library needs a subscription to <i>Historical Abstracts</i>, which is focused on non-US history to adequately support SU's emphasis on world cultures.</p> <p>The graduate program is strong in concept, and because of the Nabb Center it offers students the opportunity</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Salisbury University</b>		
<i>History, cont'd.</i>		<p>to do advanced work in colonial and Chesapeake studies. The Dean noted that History could contribute substantially toward an M.A. program in American Studies, which might attract students from abroad. The new integrated media center and several interested faculty members in Communication Arts raise the prospect to offer training in historical documentation and teaching M.A. students to express historical insights through moving pictures and sound. The graduate program has significant potential and with a newly created office of Graduate Studies and Research to help lead the way there is every expectation these numbers will most likely increase. While the outside reviewer supported the department's desire to hire faculty in other regional specialties like the recent hire in Latin American history, she acknowledged that the reality of university budgets in Maryland and the current faculty/student ratio at Salisbury in comparison to others in the state suggest that this may be a difficult goal to achieve and recommended coming up with a way for current faculty to contribute their own specialties to the broader goal of international and diversity courses as a more effective tactic to meet this need. Academically both the undergraduate and graduate programs are strong and vital. The History Department is the University's top generator of student credit hours and has a creative and productive faculty in place.</p> <p><b>Action Plan:</b> During this academic year, evaluate department policies regarding tenure and promotion to ensure clarity and consistency. Restructure course numbering so that there is some logical structure.</p>
<b>Interdisciplinary Studies (B)</b>	2005-6: 89/59 2006-7: 80/61 2007-8: 92/72 2008-9: 77/67 2009-10: 86/52	<p><b>Internal and External Review Summary:</b> This major is offered in four tracks - Individually Designed, Anthropology, Business Administration, Ethnic and Cultural Studies and Gender Studies. The individually designed track accommodates students who wish to develop a program of study in two of more disciplines or create a major in an area of study not offered by any traditional major at SU. Interdisciplinary Studies requires that students actively engage in the creation of their own major curriculum, selecting meaningful courses to lead towards their academic or career goals. The Business Administration Track has flourished since its inception in 2007; it offers students an opportunity to learn the fundamentals of business and then couple that with an area in liberal arts. The Anthropology Track curriculum was redesigned in 2008 as part of the Fulton Curriculum Reform to provide its students with a more enhanced and academically-rigorous experience within the major. Both the Ethnic and Cultural Studies and the Gender Studies Tracks, while well conceived, have little or no enrollment. This APR resulted in an assessment action plan for the Interdisciplinary Studies Program, which in turn revealed the need for an Interdisciplinary Studies capstone course.</p> <p>The reviewer noted that the program offers students who don't fit nicely into the traditional niches, an opportunity to create their own. As such it is quite consistent with mission and goals of the University to serve the needs of its students and of society. However, the reviewer, the APR itself and the Dean's summary all note that the individual studies program lacks focus and if it is to have focus it needs more faculty and involvement. The APR process revealed that a more formalized planning process for an individually designed major needs to be developed and that in order to assess such a major and bring it all together, a capstone course needs to be built in. The reviewer noted that the Anthropology Track might be strong enough to become a major in its own right and also commended the School of Business and the School of Liberal Arts for their interaction in creating the Business Track.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Salisbury University</b>		
<b>Interdisciplinary Studies, cont'd.</b>		<p>This APR has revealed that the program is in need of additional resources, and because this program serves the needs of a significant number of students, resources will be provided from discretionary funds.</p> <p><b>Action Plan:</b> In order to implement the plan, appropriate funds, faculty, and staffing resources will need to be allocated to the Interdisciplinary Studies major, which currently has no dedicated faculty or solely-dedicated support staff. Working under the assumption that the necessary resources will be dedicated to the Interdisciplinary Studies major, and based on the qualitative and quantitative internal and external reviews, the recommended actions include: creation of an Interdisciplinary Studies faculty member position; creation of an Interdisciplinary Studies Capstone Seminar Course requirement; adjustment to curriculum to require all students to complete a capstone course requirement; creation of student learning outcomes and appropriate assessment measures, data collection, and alignment with university's Student Learning Goals; update the Interdisciplinary Studies course offerings within the catalog; adjustment in the Interdisciplinary Studies Tracks, including Anthropology, Ethnic/Intercultural Studies and Gender Studies; and adjustment in the academic advising structure within the Interdisciplinary Studies Individualized Track.</p>
<b>Philosophy (B)</b>	2005-6: 46/22 2006-7: 55/15 2007-8: 54/21 2008-9: 41/19 2009-10: 34/18	<p><b>Internal and External Review Summary:</b> While relatively few students arrive on campus intending to major in Philosophy, the energy and excitement generated in introductory general education courses serves as a powerful recruiting tool. The department maintains close connections with its students through activities, student-organized discussions and debates, book discussions with inmates at a nearby prison, engagement in local and state government, environmentally sensitive gardening projects, and study abroad. Additionally, its annual symposium in April brings many alumni back to campus. A mark of distinction for the program is every philosophy major who has applied to graduate school has been accepted into one or more programs. Faculty work extensively with students to help them determine what career and educational path would be most appropriate, given their individual interests, grades, test scores, etc.</p> <p>The Philosophy department was one of the first in the Fulton School to implement the new Fulton 4-credit curriculum model. The reviewer found the new curriculum to be both engaging and demanding and based on assessments of student papers, that learning outcomes are being achieved. As a result of reform and this APR Philosophy has revised its assessment plan significantly and formulated its learning. The department has a new assessment action plan in place and began implementing it as this report was being compiled. The reviewer found the physical space assigned to the department complemented the discussion based mode of instruction</p>



Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Salisbury University</b>		
		<p>the department uses; e.g., everyone can see everyone else, and they are not lined up in rows facing front. The program is one of Salisbury University's strongest programs. Students fare well upon graduation and its faculty are engaging teachers, and productive scholars. The main concern of the reviewer was faculty. He felt the large class sizes coupled with the intense writing requirements were a recipe for burn out. He believed an additional faculty position was needed, but in these budget times such positions are difficult to fund.</p> <p><b>Action Plan:</b> As funds become available, hire a tenure-track faculty member to replace a retiring faculty member; and meet current student demand for a Religious Studies minor; provide additional career guidance to majors by continuing and enhancing the annual meetings on career paths for majors, meeting individually with majors, and coordinating with the Director of Career Services to make guidance more accessible to students; develop a new course to support the development of an international curriculum; reduce class size, particularly in upper division classes; and, offer a 19<sup>th</sup> Century philosophy course.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Salisbury University</b>		
<b>Psychology (B)</b>	2005-6: 308/74 2006-7: 350/95 2007-8: 372/109 2008-9: 379/103 2009-10: 372/121	<p><b>Internal and External Review Summary:</b> The psychology program graduates on the order of 100 students each year and is the second largest program in the Fulton School. The outside reviewer noted that the curriculum, which was completely redone as part of the Fulton School curriculum reform in 2008, is conceptually strong and cohesive, consistent with the recommendations of the American Psychological Association (APA) for undergraduate education in psychology. She noted the plan for assessing student learning outcomes promises to be a very effective tool and is consistent with APA recommendations. An assessment plan has been developed along with an assessment action plan. Previous to reform the department had used a standardized test, but that proved unsatisfactory. Indeed the reviewer noted that UMBC has grappled with similar issues and ultimately decided to go the route selected by the SU Psychology department.</p> <p>The Psychology program moved to renovated space on the main campus in 2009. The reviewer noted that although the renovations were done well, the space was very tight, there is no office space for new faculty, some current faculty offices are too small, and lab space is tight. However, the faculty in similar areas have found ways to share lab space which helps meet E&amp;E goals. The reviewer noted the operating budget is tight; e.g. photocopying is restricted, software to manage human subjects could not be purchased and faculty support is limited. Indeed the reviewer was impressed that so many faculty were willing to attend professional conferences knowing that some of their expenses will come out-of-pocket. Lastly, the reviewer noted that new faculty positions are needed to meet demand for its major as well as general education programs. Academically the program is strong, but like nearly every program at Salisbury is hampered by lack of resources, which is an artifact of historically low state support and low rate of tuition coupled with a severe economic downturn.</p> <p><b>Action Plan:</b> An assessment plan will be developed through the following action steps: alignment of program to Student Learning Goals and degree of importance of goals in the curriculum; identification and acceptance of program-level student learning outcomes that are aligned with the Student Learning Goals; development of a comprehensive assessment plan and timeline detailing when and how each outcome will be evaluated, and a timeline and method for collection of data for student learning outcomes; methodology for analyzing data collected, and plan for dissemination and use of results.</p>
<b>Social Work (B, M)</b>	Bachelor's 2005-6: 174/59 2006-7: 183/56 2007-8: 176/63 2008-9: 214/61 2009-10: 226/60  Master's 2005-6: 93/45 2006-7: 91/27 2007-8: 117/39 2008-9: 133/46 2009-10: 152/62	<p><b>Internal and External Review Summary:</b> In the accreditation team's initial report there were several requests for further information such as how the program met a particular standard. In all cases the team was satisfied with the Department's responses. To quote the team's summary, "In summary, the site team found a strong department with an experienced and competent department chair; well-qualified program directors and field coordinators; faculty who are well-qualified and work well as a team; and students who are satisfied with the education they are receiving and the faculty members who are delivering that education. The facilities for the BSW and MSW programs at the main campus are state-of-the-art and would be envied by many social work programs across the nation. As with most distance education programs that involve technology, there are occasional challenges. However, the resources provided (i.e., faculty training, excellent equipment and technical support in each classroom, and a qualified instructor in each classroom) have resulted in the ability to deliver social work education to parts of the State that would not otherwise have access to this professional preparation. The distance education students expressed plans to remain in their geographic area to work after graduation, thus providing qualified social workers in rural parts of the State. Salisbury University's administration is</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Salisbury University</b>		
<i>Social Work, cont'd.</i>		<p>clearly pleased with the leadership the Social Work department has provided through its distance education efforts and has pointed to the department as a model for other departments on campus. The administration expressed commitment to providing the faculty resources that this growing department needs.” In 2007 Social Work pioneered a blended model for course delivery to three different locations in the State; this model uses the USM’s IVN system to deliver live instruction simultaneously at multiple sites for part of the class time and relies on more traditional distance education methods for the balance; e.g. MyClasses. This model reduces seat time, which is particularly important for students especially at satellite locations where many are non-traditional. Both the on-campus program and its companion satellite program are healthy and strong.</p> <p><b>Action Plan:</b> The administration is committed to providing the resources this program needs to flourish and looks forward to a time when the state budget situation will allow it to direct additional resources to this program. The social work program completed its self-study for renewal of its accreditation by the Council on Social Work. The team visited the campus in April of 2009, and reaffirmed its accreditation of the bachelor’s and master’s through June, 2017.</p>
<b>Theatre (B)</b>	2005-6: 33/7 2006-7: 34/5 2007-8: 28/9 2008-9: 33/11 2009-10: 32/5	<p><b>Internal and External Review Summary:</b> The Bachelor of Arts program in Theatre is offered in four tracks: Generalist, Design/Technical Production, Musical Theatre and Performance. While theatre has been part of campus life for some time, a bachelor’s degree in theatre emerged in 2002 shortly after the University received a generous donation to its endowment in support of theatre. Also in 2008 Theatre and Dance became its own department instead of being a program within the Communication Arts Department. The program prepares students for future work in theatre, and the production arm of the program serves as a regional theatre for the Peninsula. Indeed, as the outside reviewer noted, the program currently invites community involvement through their main stage performance productions, producing 3-5 different shows per year. These sometimes include post-show panels or discussions with faculty or community experts.</p> <p>In 2008 the theatre program was completely revised as part of the Fulton School’s move to a 4-credit to model for its entire curriculum and in response to this its assessment plan has been revised and is aligned with the new curriculum, assessment tools have been piloted and an assessment action plan is in place. Disturbingly, the external reviewer noted that while the program in general is academically strong it is suffering from lack of resources on several fronts; e.g., faculty lines, administrative staff, and production budget as well as teaching and production facilities, all of which are impacting student learning, recruitment, retention, graduation rates, etc. as well as the greater community at large.</p> <p><b>Action Plan:</b> To help increase the number of majors the department recognizes it must identify at-risk majors</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Salisbury University</b>		
		and take measures to retain them, make road trips to regional high school theatre programs to recruit locally, and work with Admissions to cast a broader net to ensure prospective and accepted students are aware of the program. However, the impact of the historically low state support for Salisbury University, the University's inability to raise tuition/fees coupled with the current economic downturn will affect how this highly visible program can be strengthened in the near future. As resources become available, the department will seek to implement the internal and external reviewers recommended action plan. (Details of the plan are on file at USM.)
Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<b>Art and Design (B)</b>	2004-5: 474/118 2005-6: 487/109 2006-7: 507/113 2007-8: 496/109 2008-9: 578/103	<p><b>Internal and External Review Summary:</b> The Art + Design program at Towson University is a regionally distinctive, increasingly visible and well-respected, professionally oriented, comprehensive program. Based in a drawing/design/art history tradition, the program embraces new fields, technologies, and ideas. Art + Design also contributes courses to the education of numerous Art Education and Art History (studio/research track) majors, as well as students in other departments of the university.</p> <p>Among the strengths noted in the review: the department offers a comprehensive program, balancing traditional and new disciplines, media, and technologies; the department remains student-focused, despite the large number of students compared to FT faculty and staff; most facilities are current and meet needs well; the new degree options, including a BFA, the professional degree in Art + Design; recent revisions to curriculum have resulted in a strong first-year foundation program; faculty use technology to facilitate collaboration and interaction with students beyond the classroom; the galleries offer professional programming and related speakers that enhance our students' education; and, the many instances of collaboration with people and organizations outside the university benefit students, faculty, the university, and the community.</p> <p>The following areas for improvement were noted: the exhaust and containment systems need to be assessed for adequacy; insufficient faculty/staff resources; faculty are overloaded with administrative and facilities tasks, including providing technical and safety support of labs, and unable to devote enough time to true student mentoring and their own research; insufficient operating budget to maintain facilities, equipment, and course offerings; departmental administrative support is not successful in carrying out the smaller tasks connected to individual students in a timely manner; insufficient number of support staff for a department this size; and, computing equipment and software need to be updated, particularly student labs.</p> <p><b>Action Plan:</b> The department will identify health and safety risks in program laboratory spaces and by December 2010, develop a plan that includes possible solutions; review effectiveness of curricular degree options offered by the department, including the BFA, by assessing the array and method of delivery of existing concentrations/tracks within the undergraduate programs, including resource requirements, productivity and demand; integrate adjunct, part-time faculty more fully in the department, including developing formal mentorship and evaluation processes as necessary; consider screening the entire major to cap or decrease numbers; examine reducing the number of courses offered for non-majors to conserve resources for majors; consider alternative advising programs and methods; free up faculty time for mentoring students (as distinct from advising); and</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
		increase revenue support by identifying existing resource requirements and exploring areas for possible efficiencies.

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<b>Art Education (B, M)</b>	BA-BS 2004-5: 112/21 2005-6: 106/24 2006-7: 102/22 2007-8: 104/21 2008-9: 126/16  Masters 2004-5: 32/7 2005-6: 37/3 2006-7: 33/12 2007-8: 33/7 2008-9: 38/4	<p><b>Internal and External Review Summary:</b> The Art Education programs work out of a set of principles that have developed through the culture of the Department of Art &amp; Design, Art History, Art Education, the individual strengths of present and past art education faculty, and state mandated requirements. The programs reflect these core beliefs and demonstrate their influence through curriculum development, department relations, and staffing decisions. However, the programs lack a clear mission statement that explicitly identifies their shared sense of purpose. Towson University's art education programming fills an essential need in the state for producing highly qualified art educators. Towson's status as a state school, paired with state certification requirements for art educators in PreK – 12 settings, makes for an integrated relation between program need and program development. The number of applicants to all programs appears to be robust. The undergraduate placement rate, at 100% in 2009, is exceptional. The undergraduate program also supports students who have already completed an undergraduate degree and are seeking state licensure as art education teachers. The master's program continues to service this need by supplying workforce opportunities to MD residents and professional development for teachers. Faculty are considering developing an M.A.T. degree in visual arts education. The development of the M.A.T. will clearly meet workforce demands. The impact of the program is less clear when considered in relation to the present art education program offerings and the departmental offerings in general. Careful planning should be initiated to consider its effects on other Towson University Art Education programs.</p> <p>The shape of the undergraduate program, with art education coursework placed within their last 3 semesters, leaves students to experience their art education identity until the end of their program. The benefit is they have time to take ownership of their art work first. As the program moves to consider the M.A.T., the usefulness of this curriculum may change. While the undergraduate program has a strong art history basis, the opportunities for coursework in art criticism, as a field, is underdeveloped. These opportunities are provided within methods courses, but critical theory is an important subject in its own right.</p> <p>The art education coursework in the graduate program is taught exclusively by a single faculty member. The department has two full-time faculty with terminal degrees who are qualified to teach graduate level coursework. However, one supports the undergraduate program and the other the graduate programs. It is unhelpful not to expose graduate students to the range of possible pedagogical perspectives held by the entire staff. A secondary concern is that neither member of the tenured faculty are clearly identified with high school and adolescent learners, which is reflected in the coursework. In addition, with 50-60 majors, additional coursework should be developed.</p> <p>The organization of the programs below the Department Chair level is not clear. While the undergraduate and graduate programs are each coordinated by a separate faculty member, each program or even track area in the department appears to have an independent voice. This leads to fragmentation in decision-making.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<b>Art Education, cont'd.</b>		<p><b>Action Plan:</b> Develop a mission statement that undergirds programming and decisions within the discipline; create programming opportunities to meet unmet interests of students and the needs of employers within Maryland; integrate program philosophy into the Graduate program through expanded electives taught by all art education faculty; expose students to multiple perspectives and approaches to the discipline; increase student exposure to coursework at the secondary level; create a more effective administrative structure at the program level; increase resource support for the programs, including support staff; and, provide updated computing resources to facilitate more efficient use of scarce operating resources.</p>
<p><b>Art History (B)</b> Prior to 2007, Art History was a concentration within Art.</p>	<p>2007-8: 31/9 2008-9: 34/12</p>	<p><b>Internal and External Review Summary:</b> Since the last program review in 2002, the art history concentration has become a major, increased the hours of the Visual Resources Librarian, and gained a fourth full-time faculty position. The 2007-2008 catalogue was the first to reflect the new status of major. There are two tracks in the major: research and studio/research. The research track requires no studio courses, while the studio track adds advanced art history course work to a strong studio foundation.</p> <p>The reviewer noted that the new Art History Major is enormously successful in the quality of its faculty, curriculum, and service to the department, the university, the profession, and the community. Campus and College-level administration demonstrate a clear understanding of the quality of the major and a willingness to solve problems and create opportunities for its ongoing growth and success. Art History in addition to its role as a strong and growing major within the university is a significant and integral part of the B.A./B.F.A. and M.F.A. studio art programs through the breadth and depth of its course offerings in art history and critical theory. Art History professors have been dynamic not only in establishing and anchoring the major and minor, but in devising three additional, excellent programs—Museum Studies Minor; Professional Studies (M.A.)—Art History, and the pending Graduate Certificate in Museum Studies.</p> <p>Many art history students take advantage of internship opportunities and travel and study abroad as a supplement to more traditional classroom learning. On the self-evaluation form, graduating seniors rated their achievement of all learning goals on a scale of 4-1 (4= excellent, 3= good, 2= fair, 1= poor). The average rating overall was 3.6, and in almost every case, students reported that their knowledge related to each learning goal had increased since entering the program. A very high concern is a need for two additional faculty positions in art history in the area of contemporary art/new media and modern art to accommodate the needs of the art history and the studio programs.</p> <p><b>Action Plan:</b> The department will continue to pursue a request for a tenure-track position in art history and criticism of contemporary art/new media to reflect the growth in this subject matter. In addition, the department will continue to lobby for an Instructor PIN in Modern Art and Design to reflect the growth in the numbers of studio art and art history majors. In 2010-11 the Department of Art+ Design, Art History, Art Education as a whole will evaluate staffing needs and address work load issues across program areas and create a comprehensive staffing plan to be implemented upon the availability of funding. The department will also seek to increase pay to adjunct faculty to reflect an adequate and fair salary. During AY 10-11 conduct an analysis of adjunct salaries within and outside of Towson as well as obtain data if available on the hire and retention rates. Communi-</p>



Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<i>Art History, cont'd.</i>		<p>cate results to Dean and Provost.</p> <p>During AY 10-11 conduct a cost analysis of immediate instructional supply needs as one-time purchases versus consumable purchases. As the art history budget also supports by necessity the University Art Galleries, there is a desperate need to increase the budget for the University Art Galleries by \$5000. This internal opportunity for learning and professional growth also creates a crucial cultural link to the larger community. Without additional funds, the University Galleries will play a minor role at best in support of the academic initiative afforded by the museum studies program.</p> <p>The department will create a mentor's program for transfer ARTH majors and minors to facilitate the transition to Towson and create a successful transfer experience through mentorship and advisement. During AY 10-11 the program will discuss the possibility of having a meeting the first week of each semester for transfer ARTH majors and minors; creating a mentor's program for them with current students, and work to involve the transfer students in the ARTH club.</p>
<b>Art Studio (M)</b>	2004-5: 21/7 2005-6: 23/3 2006-7: 26/12 2007-8: 22/7 2008-9: 27/4	<p><b>Internal and External Review Summary:</b> According to the external reviewer, "The MFA program is perceived by many as the crowning accomplishment within the Department, and justifiably so. The professionalism of the students, the standard of work that they produce and the overall reputation of the program in general, are not only competitive with regional peer institutions, but also growing. Graduate studios are well proportioned and above average in quality. The increased availability of assistantships to support the MFA Program has allowed the program to field a greater number of quality applicants. In order to maintain standards and continue to attract quality applications, this support should at the very minimum hold steady, but preferably increase. Recent graduates from the MFA program are professionally active and competitive in the Baltimore art scene and on a national level. The list of recent MFA accomplishments supports the perception that the program is on an upward trajectory. The graduate seminar series has provided an opportunity for students to make professional contacts and network within the Baltimore art scene before graduation."</p> <p>Areas for improvement cited, include: shortage of full-time faculty in some sub-disciplines areas, and no permanent funding source for hiring adjuncts to supplement FT faculty outside of a class structure; faculty workloads are heavy due to teaching assignments at both the undergraduate and graduate levels and administrative and facilities tasks required of them, leaving graduate students feeling that they are not getting enough contact with faculty; graduate students report not feeling fully integrated into the artistic and intellectual community of the department; given the importance of assistantships in attracting students and giving students practical preparation for careers in the field, more assistantships are needed; many policies of the program are not available in written form to faculty and students in the program; insufficient number of support staff for a department this size; and, graduate students need access to MFA faculty and visiting artists with strong research profiles.</p> <p><b>Action Plan:</b> The newly formed budget committee will consider reallocation of funds to support adjunct faculty teaching and visiting artists in the MFA program (through the committee structure, rather than a course structure); the Program will continue to develop the best opportunities in independent MFA course work and class</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<i>Art Studio, cont'd.</i>		<p>structured coursework. The department and MFA program will focus on studying two issues over the coming year - Can a majority of the coursework be class structured rather than independent studio? and, can areas of study be reconfigured on the basis of number of studio faculty available. The addition of a new track in Interactive Media Design presents yet another alternative in that much of the coursework in this area will be online. While faculty time and availability are still at issue, space is not. In addition, for this particular course of study, many of the courses are being run regardless of MFA students because of the IAMD certificate. The department will make a yearly effort to address this action item as part of the departmental self-assessment process. This will be governed by the assessment committee and all concentration faculty coordinators will be involved.</p> <p>Advocate for tenure-track faculty lines and staff positions as deemed necessary by the department to support graduate curriculum and specific MFA needs. The department will consider this issue as part of its strategic planning and 3 year staffing plan beginning this year. Assess the array of courses of study currently offered within the MFA program offered by the department, including resource requirements, productivity and demand. The three-year plan will include the immediate study of whether the 60-credit MFA option is necessary in all undergraduate concentrations and whether MFA courses of study might be altogether different in scope.</p>
<b>Counseling Psychology (CAS)</b>	2004-5: 30/4 2005-6: 5/0 2006-7: 16/1 2007-8: 15/0 2008-9: 10/0	<p><b>Internal and External Review Summary:</b> The Certificate of Advanced Study (CAS) program within Counseling Psychology was found to be a rigorous training program for individuals who have a Master's degree but are seeking additional coursework prior to becoming licensed as a professional counselor. This program serves an important need in the community, helping individuals bridge the academic gap between the MA degree and professional licensure. It maintains high standards for admissions, but also allows for maximum flexibility in meeting students' individual needs. The core and adjunct faculty affiliated with this program are committed to counselor training and provide a range of experience and perspectives. Students enrolled in the CAS program enhance the quality of education for the MA students within Counseling Psychology through their diversity and their professional perspectives, as they tend to have a greater degree of experience in the counseling profession.</p> <p>One area of the program that was identified as a challenge was the inability to receive formal recognition of completion of the CAS program unless a student completes 30 credit hours. Most students have fewer credits necessary to meet the licensure requirement after obtaining their MA degree. Communication of program policies, record-keeping, ongoing contact with students, and too few course offerings were identified as additional challenges that could be improved. Recommendations for the program included addressing the above challenges, maintaining at least three core faculty members committed to the program, and developing and communicating a policy of dismissal of impaired students.</p> <p><b>Action Plan:</b> First, the department will work with the College of Graduate Studies and Research to determine the possibility of awarding a Certificate to students who have completed 12 credit hours in the program. Should this become a possibility, the department will work toward instituting the change through the appropriate channels. Second, a manual will be developed communicating all program policies and procedures (e.g., academic requirements, registration, dismissal procedures, etc) that students will receive upon admission into</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<b>Counseling Psychology, cont'd.</b>		<p>the program. Students will be required to sign a confirmation letter stating they have read the manual and agree to abide by the program policies, which will be kept in their file. To continue to track yearly progress of CAS students, they will be required to complete a self-evaluation identifying their progress through their coursework, as well as their plan for future courses, completion of the program, and attainment of licensure. This form will be submitted annually to their primary advisor and kept in their student file. The results of this evaluation will be kept in a database to help program faculty track the entry, progress, and graduation of all students enrolled in the CAS program. These changes should greatly enhance the communication and ongoing tracking of student progress through the program. Additionally, at least three faculty members will remain dedicated to the implementation and success of the CAS program in Counseling Psychology. We will continue to work with the Psychology Department administration in utilizing adjunct faculty who can teach specialized classes in areas of interest, including online or hybrid courses, to aid CAS students in their timely completion of licensure requirements.</p>
<b>Dance (B)</b>	2004-5: 88/21 2005-6: 90/7 2006-7: 90/10 2007-8: 99/18 2008-9: 89/14	<p><b>Internal and External Review Summary:</b> Comparisons with similar programs at other institutions and/or with professional standards indicate that Towson's Dance program is one of few nationally accredited BFA programs in Dance Performance which also offers an option for K-12 certification. It fulfills a state and national need for dance performers, choreographers, and teachers. However, Towson's operational resources are in the 25<sup>th</sup> lowest percentile than those of its peer accredited national dance programs.</p> <p>The National Association of Schools of Dance reviewer was very positive and noted: (1) distinctive statement of purpose, (2) the artistic culture and educational environment of the program reflects the department's commitment to the NASD Handbook of expectations, (3) incorporating a comprehensive set of academic, creative and practical experiences constituting a highly developed education on the undergraduate level, (4) relationship between faculty/staff and the size and scope of the program appear to be healthy and dynamic, (5) democratic base of governance, (6) highly qualified and very active full-time faculty members developing academic and artistic careers, (7) faculty carrying maximum loads while deeply engaged in creative and scholarly projects, (8) high level of student satisfaction from a cross section of students (9) exciting exchange and future development in study abroad at the Palucca Schule in Dresden, (9) innovative electives including Aerial Dance and Dance for Men, (10) teaching observed was consistently excellent with students engaged and expected to articulate verbally the principles being addressed to build critical thinking skills and both verbal and non-verbal communication skills, and (11) impressive alumni outcomes over the last 15 years producing graduates resilient, productive, employable citizens.</p> <p>Areas for improvement noted, include the lack of music director and the low production budget in relation to national standards. It is recommended that faculty define proficiency standards for each level of modern and ballet so students are reaching the highest level of technique possible. The external reviewer recommends the Dance Executive and Faculty assess the student choreography in the Senior Concert in relation to how it might better reflect the principles and practices taught in the composition curriculum. This discussion might include ways of bridging the experiences. Other discussion might be about the possibility of individual faculty advisors for the Senior Projects. Faculty could also consider how music choices might be assessed and guided in faculty feedback processes. It is recommended the Institution explore the feasibility, educational value and the poten-</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<i>Dance, cont'd.</i>		<p>tial development and recruitment benefits of touring the Towson University Dance Company. The reviewer also recommends that faculty discussions of the Vision Statement continue with the idea expanding on how it can serve as an umbrella statement for all the unique elements of the program.</p> <p><b>Action Plan:</b> In response to the recommendations, the following steps have or will be taken: During 2010-2011 the full time dance faculty will define the proficiency standards for each level of modern dance and ballet technique classes. The members of the two standing subcommittees will define the standards, create a rubric, make the syllabus corrections for full faculty vote, and begin to implement the standards by fall 2011. In December 2011 the faculty will use the rubric to assess each student as to readiness to move to the next level of technical training.</p> <p>Dance Composition curriculum changes were passed by the department, the college and the university curriculum committees for implementation fall 2009. As students progress through the new curriculum, the dance faculty will assess how well the sequential curriculum builds skills to help train a dancer into a creative artist. This first pilot group will reach this capstone moment during December 2012 with a draft senior concert and February 2013 for the final senior project before their graduation spring 2013. The NASD site visitors will be visiting for a 10-year re-accreditation fall 2012 or spring 2013. This next external review will help us determine if the curriculum changes and implementation have indeed worked to make a successful BFA dance artist. If the COFAC Dean deems that Dance Company and all of the faculty research/creativity activities can be used to help “tell and sell” the wonderful arts at Towson, then the dance department will proceed to work with the COFAC Dean for long term Dance Company touring planning.</p>
<b>Humanities (M)</b>	2004-5: 12/1 2005-6: 17/2 2006-7: 16//4 2007-8: 12/2 2008-9: 16/3	<p><b>Internal and External Review Summary:</b> The external review commended Towson University’s M.A. in Humanities. Her recommendations support the findings of the internal self-study. Strengths of the program include: carefully planned curricular structure that eschews selection of random courses for a plan that requires both close advising of individual students on course choices and four common historical periods in each seminar; study of texts of the classical, medieval, Renaissance, and modern eras.</p> <p>To strengthen each seminar yet more, the Humanities Board has reduced the seminal texts from eight to six enabling deeper and longer examination each text; the breadth of research opportunity within this four-era structure; the 12-member ceiling for each seminar because it allows longer analysis by each member and more careful judgment by the professor of each member’s ability, allows for closer and longer advising of the 25-page research paper required in every seminar, and, encourages greater communal scholarship among members themselves, a quality often lost in larger graduate programs with higher enrollment seminars. From her separate meetings with students and faculty, the reviewer concluded that “the 12-student seminar [is] the lynchpin of the program’s strengths.”</p> <p>The reviewer identified several areas for improvement/future consideration, including: greater monetary resources should be made available for student travel to conferences; the program may want to explore creating a concentration outside of the Western Humanities focus; compared to other similar graduate programs, students</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<i>Humanities, cont'd.</i>		<p>have limited teaching opportunities for its talented graduate students.</p> <p><b>Action Plan:</b> In response to the review, the department will Identify funds for designated students to read papers at scholarly conferences; provide students the opportunity to teach lower-division in cooperation with and under the supervision of full-time faculty; and, provide additional opportunities for non-western focus in existing classes.</p> <p>The Humanities Board will be responsible for following-up and assessing the progress on each strategy beginning in Fall 2010.</p>
<b>International Studies (B)</b>	2004-5: 78/17 2005-6: 96/25 2006-7: 74/19 2007-8: 93/31 2008-9: 118/26	<p><b>Internal and External Review Summary:</b> As it currently stands the Interdisciplinary Studies (INST) major is unwieldy with too many credit hours, hidden credits and a lack of strategic planning to compensate for various 'international oriented courses both within the College of Liberal Arts (CLA) and throughout Towson University (TU). By their very nature, interdisciplinary programs and majors suffer from pulling on so many different departments for courses for the major without being able to control when various courses are scheduled to be taught and their overall availability. The lack of administrative staff due to its free-floating existence within the college should be remedied by moving INST under IDIS within the CLA in order to provide better staffing and resources.</p> <p>The external reviewer cited several strengths of INST including a strong faculty and increasing student enrollment as well as a robust curriculum that matches national standards for INST programs. The reviewer also recognized several weaknesses including overloading of responsibilities on faculty and a need to clarify with students the different orientations within the field of INST.</p> <p><b>Action Plan:</b> Many of the recommendations made by the self-study process and the external reviewer are already in motion. Larger institutional issues in terms of salary, number of faculty and department curriculum programming are not in the immediate purview of the director of the program. Therefore, initiatives will attempt to work within the institutional framework that exists in the university and college.</p> <p>High priority initiatives completed, in progress and not dependent upon funds, include: identification of a new program director, outside of political science to decouple the program from the Political science/international relations focus where it has been located for the past decade; move INST under Interdisciplinary Studies in order to assist many of the staff and administrative issues that currently exist, and continue to bolster the interdisciplinary nature and identity of INST; restructure the curriculum in order to compensate for the number of hidden credit hours currently in the major due to the changing prerequisite courses of departments affiliated with the program and to decrease the number of credit hours to fall in line with both national and institutional trends; create an advising formula that incorporates more faculty from various disciplines as advisors for INST in order to match interdisciplinary interests of students with various programs; and, provide a means for INST to work more fluidly with interdisciplinary programs already in place within the IDIS major including Latin American Studies and Asian Studies (in progress); and, insure representation of every department/discipline represented in the curriculum of the INST major on the INST committee in order to ensure more fluid information exchange.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<b>Nursing (M)</b>	2004-5: 22/9 2005-6: 51/10 2006-7: 61/16 2007-8: 68/12 2008-9: 74/25	<p><b>Internal and External Review Summary:</b> Strengths identified in the review include: increasing program enrollments; programming is congruent with university and college mission, goals, objectives and strategic planning; graduate students are involved in governance; committed to program expansion; qualified, expert faculty, including teaching practicum and community-based practicum faculty; faculty involved in scholarship and service; faculty/student ratios are conducive to adult learners; committed to partnership philosophy; excellent technology resources for faculty and students; flexibility in course delivery; curriculum is easy to navigate and complete in a timely fashion; community-based projects are evidence-based and reflected in individual student practice; excellent grant support; distance education programming based on Quality Matters rubric, evaluation component focused on distance learning; improved program progression due to sequential scheduling of courses; and, program is culturally diverse.</p> <p>Areas for improvement that need to be addressed, include: need to expand and increase percent of graduates responding to surveys; need to update Nursing Website; increase student participation on committees; address technology support which is limited after 5 pm, key issue for evening classes, insufficient administrative staff, faculty vacancies which are difficult to fill as academic salaries not competitive with area clinical practice salaries, limited marketing support available at the university level, limited number of advisors, limited interest in thesis option and limited resource support for numerous assessment activities and reporting requirements.</p> <p><b>Action Plan:</b> To address the low response on post-graduation surveys of master's level graduates, the program evaluation committee will evaluate mechanisms employed to improve communication with alumni, including collection of current home email contact information; review of survey instrument and delivery mechanism (part of regular assessment process). The department will evaluate current use of existing departmental personnel and re-structure processes used to update information on the webpage; and continue to encourage student participation on committees; develop campaign to introduce and encourage participation.</p> <p>To address the limited campus-based technology support after 5 pm when most graduate programs are delivered, the department will advocate for additional technology support personnel between 5-10 pm within the University structure to increase availability of technology after hours. Issue to be presented at the Dean's Council and Provost Council for strategic planning.</p> <p>The existing administrative staffing in student response services is insufficient for current enrollment (enrollment growth) – Faculty are currently responding to student inquiries and the faculty workload is too heavy to address in a timely fashion. Two alternatives have been identified to address this issue: alternative 1 (existing &amp; new resources) - continue current 60% administrative support (grant-funded to AY 2012) for the graduate program. Define financial strategies to continue current hours and expand hours as possible, beyond AY 2012. Dept. Chair will propose recommendations to the Dean, and, alternative 2 (no new resources) – assess re-allocation of administrative support using existing resources for undergraduate and graduate program needs. Continue to use faculty to respond to graduate student needs. Chair will assess impact on faculty workloads to ensure limited negative impact on teaching, scholarship, and service for graduate program faculty. Graduate</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<b>Nursing, cont'd.</b>		<p>Program Evaluation Committee will collect student feedback from terminal evaluations (student service questions).</p> <p>To address the need to recruit and retain qualified faculty, two alternatives have been identified: (Alternative 1) -advocate for competitive salaries both to hire and retain qualified doctorally-prepared faculty by sharing annual AACN data on salaries at the local/regional level with Towson University Administration, and (Alternative 2) - limit enrollment growth to use existing faculty resources and offset vacancies with adjunct faculty.</p> <p>Competition with other nursing programs limits the availability of partnerships and preceptor sites. To address this issue, the Chair and Graduate Program Director will expand linkages to “community of interest parties,” including the Maryland Hospital Association, community health agencies, and the Maryland Department of Health and Mental Hygiene, as community of interest parties, invite key leaders from targeted community/medical/educational agencies to affiliate with TUDON as partners in community of interest, and invite participants to regular meetings and department of nursing events.</p>
<b>Philosophy (B)</b>	2004-5: 34/9 2005-6: 69/18 2006-7: 71/14 2007-8: 68/18 2008-9: 53/13	<p><b>Internal and External Review Summary:</b> The external reviewer confirmed that the academic excellence of the curriculum and the outstanding quality of the faculty’s teaching and scholarship are the most important strengths. He found that the faculty, teaching and research reinforce each other. He noted that some of the faculty involve students in research and encourage students to publish their work and present papers at the yearly colloquium. The department has two endowed speaker’s series that foster philosophical dialogue within the community and for which program graduates return to campus.</p> <p>The department provides effective advising, has a fine advising segment in the program website, and are proactive in the approach to advising. Students are invited to meet with faculty well before registration, meet as a group in the context of the philosophy forum, and the chairperson meets with all students whose GPA falls either above 3.5 or below 1.9. The first group learns about distinguished scholarships and the latter about strategies for improving their academic performance.</p> <p>A weakness identified during the internal review concerns the lack of a specialist in theory of knowledge, philosophy of language and/or metaphysics. Although we teach some aspect of all three in our other courses, the absence of a specialist prevents us from collaborative research in this area and from developing additional courses that we need for supporting our applied philosophy approach.</p> <p><b>Action Plan:</b> Given that at least six of nine professors have expertise in Ethics, Social Political Philosophy, and/or some application of philosophy, the department considers it worthwhile to focus the major on ethics and the application of philosophy. The department’s goal is to become the best undergraduate program in the east coast offering such expertise. To reach the aforementioned goal, the department will formally request funding and a slot for one additional full-time tenure line to fill the gap in analytical philosophy (Metaphysics, Philosophy of Language, and Epistemology) and to support the applied/practical aspect.</p> <p>Programs in applied philosophy that have failed did not provide a strong background in philosophy per se and</p>



Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<i>Philosophy, cont'd.</i>		<p>rushed to apply without properly knowing. The program's emphasis would allow students to experience philosophy at work in the physical and medical sciences, psychology, fine arts, business and economics, education, computer science and the like. Majors would share some classes with students from the various areas mentioned and would achieve a truly interdisciplinary understanding of contemporary issues and values.</p> <p>To address this need in the short term, the department plans to offer a course on Theory of Knowledge taught by an ethicist. In addition, the department will continue to support an adjunct to teach Metaphysics. While not ideal, these measures can suffice through the difficult economic years, but in the long term are not supportive of the excellence sought.</p> <p>Assessment Plan: The effectiveness of either approach will be assessed (1) in the assessment of students' outcomes (2) in the assessment of alumni success and (3) in the next periodic review. There should be a marked improvement in the quality of the work produced by the program's students.</p>
<b>Physics (B)</b>	2004-5: 59/8 2005-6: 58/6 2006-7: 70/8 2007-8: 62/7 2008-9: 63/6	<p><b>Internal and External Review Summary:</b> The reviewer found that the undergraduate physics program is characterized by "vitality, innovation and creativity." Faculty are professionally competent and are engaged in significant scholarship and service activities which reinforce as well as extend what they do in the classroom. Faculty and majors alike are enthusiastic about the program. Graduates are admitted to the best graduate programs and to technical employment, and they generally do very well in their chosen pursuits. Results from the most recent survey of graduates indicate graduates are positive about their undergraduate education and with the background it has given them to pursue their vocations.</p> <p>All basic courses offered are taught by full-time faculty, however, there is little flexibility within teaching loads to accommodate a large number of electives. This includes the Special Topics courses which faculty create and offer occasionally to present some topic, often connected with their research, which is not covered by the existing curriculum. One difficulty in trying to teach such courses regularly is that the very large amount of undergraduate research on which the program prides itself is done mostly through courses like Independent Study, Directed Research, and Capstone. These are always taught "off-load," and there is only so much off-load time available. The program will need to explore various staffing alternatives to ensure both depth and breadth in course delivery.</p> <p>After the 2003 program review, the department made a conscious decision to emphasize undergraduate research. This objective has been spectacularly successful, and any undergraduate entering the program today can expect to be engaged in meaningful, professional scientific research before graduation. The increase in research requires reexamination of the grading associated with these experiences. Additional discussion of student accountability and assessment is required, as these experiences traditionally have not included exams. Program faculty are exploring the development of a portfolio documenting the efforts which went into the project. The compilation of such a portfolio might help address a need identified by program graduates, to develop increased communication skills.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<i>Physics, cont'd.</i>		<p>Program faculty need to explore methods of increasing these skills throughout the curriculum and these skills are included as one of the program's major learning outcomes. In addition to formal written laboratory reports in the advanced laboratory courses and summary reports in the Capstone courses, the junior seminar course provides an avenue for students to present an oral report. Student mastery of these objectives and assessment will be an increased focus of the program assessment.</p> <p>One of the few areas in which our alumni survey gave less than an excellent rating was in career counseling. In the fall of 2006 the University introduced a more comprehensive form of intentional advising. This goes beyond guidance for the successful navigation of the curriculum through the major, and is intended to include counseling for the successful achievement of all learning outcomes, including the post-TU aspirations of the student. Future surveys will need to facilitate disaggregation of data to provide valid responses related to the change in the advising process. The department will also explore other program level strategies to address this concern.</p> <p>The implementation of the newly approved graduate program should be a strength of the physics program and the department. The possibility of continuing at Towson beyond the baccalaureate level may bring in additional students, especially if the program develops a "4+1" option. The presence of graduate students could facilitate expansion of some research programs. However, the department will need to monitor both programs to ensure that the new graduate program is a complement to, not a deterrent to, the continuing growth of the outstanding undergraduate program.</p> <p><b>Action Plan:</b> The department will work to reassess and refine the current assessment plan and procedures for the undergraduate program. This plan will be performed in collaboration with the TU Assessment office and will incorporate more direct measures of assessment. The department will look to draw from current physics education research to implement assessment tools at the classroom and program level. A plan will be developed by the end of Fall 2010. The plan will directly address, among others, issues related to undergraduate research and internships, retention and recruitment of majors, and student mentoring.</p> <p>The department will continue to pursue a vigorous program of undergraduate research, one of the successful goals of the 2003 Program Review and one of the strengths of the Physics Program. Because of the success, the program is faced with increasing numbers of students engaged in undergraduate research in the form of Directed Readings, Independent Study, and Capstone type courses. These are free-form courses in the sense that there are usually no written examinations or other graded assignments. Yet the courses receive a grade. As part of the new assessment program, program-wide criteria for justifying grades in these courses will be established. One possibility is the compilation of some form of portfolio showing the work done. This would have the additional advantage that future students could look at them and perhaps be inspired to further the research begun by a previous student. Another possibility to explore is that Capstone students might present their work in a seminar to which faculty and other undergraduates would be invited. The learning outcomes, goals, and assessment strategies will be defined by the end of the Fall 2010 semester.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<i>Physics, cont'd.</i>		<p>A long term hiring plan for the physics program will be developed to address anticipated retirements and additional hires associated with enrollment growth of the university. This hiring plan will be formulated based on the current and future curriculum needs, research programs, and space availability. This plan is particularly relevant given the renovation and expansion of Smith Hall that is to be completed in 6 years. The hiring plan should be completed by Fall 2011.</p> <p>A plan will be devised and implemented to better track physics majors, both those active in the program and those who leave the program. For those active in the program, this will allow the department to anticipate needs for elective courses in advance and will help improve advising for suggested course sequencing. Assessment measures will be developed as part of the overall assessment plan and will be initiated in Spring 2010. A plan for tracking students who have left the program will be developed by the end of the Fall 2010 semester. Finally, a plan for tracking dual degree students will be developed by the end of the Fall 2010 semester. Assessment measures will be developed as part of the overall assessment plan and will be initiated in Spring 2010. A faculty member will be assigned to work with the alumni office to maintain contact with graduates. Finally, the department will keep closer contact with majors who transfer to UMCP as part of the dual degree program. A faculty member will be designated as the dual degree coordinator and will maintain communication with UMCP related to this program.</p> <p>The department will continue to develop and expand the department's academic/advisory board. The advisory board will be used for advisement related to curriculum issues, jobs for graduates, and staffing of both undergraduate and graduate courses. Additionally, through the board, internship programs will be developed and formalized with local companies. Paid and unpaid internships will be formed for summer undergraduate studies and for graduate students participating in the PSM in Applied Physics program. Initiation of the internship program will begin in Spring 2012. An assessment plan for students participating in internships will be developed as part of the overall assessment plan. This will be completed by the end of the Fall 2010 semester.</p>
<b>Political Science (B)</b>	2004-5: 2005-6: 2006-7: 2007-8: 2008-9:	<p><b>Internal and External Review Summary:</b> The political science curriculum and structure is similar to peer institutions. While the ratio of majors to tenured and tenure-track faculty is on average lower than other institutions, a majority requires a research methods course and half require a capstone or senior seminar. A notable difference is that only Towson and Northern Iowa do not offer graduate programs.</p> <p><b>Strengths and opportunities:</b> The political science curriculum was revised based on the results of the 2003 program review. Full implementation of the new program began with the 2009-10 year. All majors must complete 39 units including a required senior seminar in which they must write a substantial paper reporting on original research. This revision included a realignment of course learning objectives to better assess student-learning outcomes. The political science faculty is comprised of seasoned teachers and scholars who play active roles in all aspects of the university community. The departmental move to the new Liberal Arts building where all classrooms will be smart classrooms will give faculty an opportunity to integrate state-of-art technology into their teaching pedagogy.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<i>Political Science, cont'd.</i>		<p>Limitations: While support for scholarship has improved since the last program review, funding remains low. Funding limitations are especially hard on new faculty who need to attend professional conferences as an important step in their dissemination of scholarly research. The high teaching load and inability to fill faculty slots are also issues that limit the faculty's ability to offer needed courses in some areas especially comparative government. The need to obtain external funding for research and teaching is important for both the department and the university as a whole.</p> <p>Summary of External Review: The external reviewer generally concurred with the self-study conclusion noting that, "faculty members are highly productive scholars in spite of heavy undergraduate teaching and advising loads." He recommended: 1) because funding is a major limitation to program expansion, that the department appoint a faculty member to oversee external funding initiatives, that the department be given a more direct role in fund-raising; 2) the research methods course be reviewed with an eye towards having it focus on questions about politics rather than as discrete techniques for research; 3) appoint an assistant chairperson to alleviate some of the burdens generated by three additional multi-disciplinary programs that are administratively housed in the political science department; 4) that a graduate program be offered at the new Towson University Campus in Harford County and that the graduate program also encompass Baltimore County government where an estimated 14 percent of country employees already have a degree from Towson; 5) that the department should consider less time-consuming portfolio assessment to determine critical student outcomes, and that it should work with the university's Office of Assessment to collect data; and, 6) that the standards for promotion and tenure be clarified.</p> <p><b>Action Plan:</b> The faculty will: 1) initiate an internal review of the political science methods class to determine how structured research techniques can be incorporated into upper level courses and especially the senior seminar. Timeline: 2011. Priority: High, 2) identify a faculty member to fill position of Assistant Chair. Timeline: 2010-2011. Priority: High, 3) create a position of Assistant Chair. Timeline: Contingent on University budgetary approval. Priority: High, 4) increase external support for research by working with the TU Office of Research Services to develop proposals for external funding. Timeline: Contingent on University budgetary approval. Priority: High, 5) add full-time tenure-track faculty in Comparative Politics- Latin America to support current departmental offerings. This position also supports courses for the International Studies Program and the Latin American Studies track. Timeline: Contingent on University budgetary approval. Priority: High, 6) develop a Masters program in Public policy or public administration to be offered through the TU Harford site. Timeline 2011-2014: Contingent on University budgetary approval. Priority: Medium, and, 7) add full-time tenure-track faculty member in Public Policy area to support the implementation of MA in Harford County. Timeline: Contingent on University budgetary approval. Priority: Medium.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<b>Theatre Arts (B, M)</b>	Bachelor's 2004-5: 161/33 2005-6: 165/37 2006-7: 164/21 2007-8: 171/28 2008-9: 202/38 Master's 2004-5: 18/5 2005-6: 22/14 2006-7: 20/7 2007-8: 17/2 2008-9: 18/1	<p><b>Internal and External Review Summary:</b> The Department of Theatre Arts is healthy and has the potential for becoming even stronger by raising standards and engaging in more focused recruiting. The programs have a strong reputation for high quality training and a dedicated faculty. Since the last accreditation cycle, one new faculty position has been added in Theatre Studies, one to support the MFA program, and a full time staff member has been added to the scenic shop. In addition, the department has moved into renovated facilities with new performance, lecture and design classrooms, one new black box theatre, an MFA studio with lighting and sound support and two renovated venues.</p> <p>Program strengths include: the core of liberal arts and skill-based classes take an integrated approach to theatre education at both the undergraduate and graduate levels; faculty members are available and willing to instruct and mentor students; faculty expertise extends beyond specific teaching responsibilities to include various types of theatre; they include students in their personal research when possible through studio productions, independent studies and internships; the curriculum is well structured to provide students opportunities to develop their skills beyond the required classes and electives generally offered; small faculty/student ratio allows for a great deal of individualized attention and mentoring; departmental and college programs provide in-depth opportunities to explore areas of individual interest; assessment of a student's progress is conducted every year by the entire performance faculty; students undertake intercultural and/or interdisciplinary, non-traditional projects; the department attracts and fosters ongoing relationships with guest artists to match students' interests and needs; the programs are gaining an international reputation among professional theatre artists for innovation; and, focus is on the development of the students' individual artistic visions.</p> <p>Areas for improvement identified, include: ambiguity in the type of undergraduate programs available -While curricular structures and program learning goals address NAST expectations for liberal arts programming, student selection of courses via open electives reflects a practice more in keeping with professional programming. Program faculty need to clarify the curricular focus of the undergraduate programs. Based on the direction identified by faculty, address the NAST standards pertaining to the type of program; inadequate storage space for scenery and production; limited information available regarding faculty/staff support for the design production track; and, insufficient evidence on how students in the MFA program are meeting learning outcomes.</p> <p><b>Action Plan:</b> The department will clarify the curricular focus of the existing BA/BS program and address appropriate NAST standards. Strategies to be employed include the development of a program proposal for a BFA in Acting; clarification of the curricular requirements associated with electives in the existing BA/BS program; and, preparation of a response for NAST clarifying program expectations, demonstration of compliance to appropriate standards, revised curricular charts, and learning objectives. Other areas to be included in response to NAST include: additional space suitable storage of properties and scenery will be requested; and documentation regarding the workload assignments of both full- and part-time faculty associated with the design and production track, specifically in the area of sound design. In addition, the department will Clarify learning outcomes associated with the MFA program and develop assessment processes to ensure learning outcomes are addressed.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<b>Women's Studies (B, M, PBC)</b>	<p>Bachelor's 2004-5: 18/3 2005-6: 18/5 2006-7: 18/4 2007-8: 19/4 2008-9: 15/4</p> <p>Master's 2004-5: 28/5 2005-6: 24/14 2006-7: 11/7 2007-8: 8/5 2008-9: 16/1</p> <p>PBC 2004-5: 1/0 2005-6: 1/3 2006-7: 1/2 2007-8: 1/0 2008-9: 1/0</p>	<p><b>Internal and External Review Summary:</b> The Department of Women's Studies excels in the inclusivity of its curriculum and faculty, having a strong international/global focus and an emphasis on the intersection of race, class, gender, sexuality and nation. All of the curricula compare quite favorably to other Maryland colleges and universities and are models of that recommended by the National Women's Studies Association, providing students with both breadth and depth in the field. Another area of strength is the department's commitment to experiential and engaged learning that brings multiple perspectives to bear on the issues addressed. Lastly, the graduate programs have been experiencing a steady increase in enrollment and the programs are expanding. While recently there has been a slight increase in the number of undergraduate majors, the department seeks further growth.</p> <p>The Department largely succeeds at producing both graduate and undergraduate students with an astute comprehension of diversity and global issues; however, fewer undergraduate majors than the department feels is acceptable can convey in writing, at a sophisticated level, the complex and contradictory nature of the issues being investigated. This is particularly the case with regard to using evidence to build or support an argument. There is also an absence of attention to quantitative analysis in the curricula at both levels. The tradeoffs demanded by maintaining a commitment to the general education curriculum, developing new graduate courses to meet the demands of expanding enrollment, and creating new courses for the undergraduate programs, are problematic and require further attention. Both undergraduate and graduate students expressed dissatisfaction with 300/500 level courses, the former believing them too challenging and the latter not sufficiently challenging.</p> <p><b>Action Plan:</b> The department will: 1) increase the critical/analytical writing skills and quantitative literacy of undergraduate majors and graduate students by: reviewing key courses in the two curricula to examine current writing practices/assignments and identifying potential changes to improve student writing skills; developing guidelines and model assignments for the inclusion of such writing practices and assignments into selected courses; identifying courses into which scientific/quantitative reasoning may be integrated and develop guidelines for the inclusion of such material; exploring the integration of quantitative reasoning and analysis in the graduate level methods course; and exploring the feasibility of offering an undergraduate methods course. Assessment of the success of increasing the critical/analytical writing skills and quantitative literacy of undergraduate majors and graduate students will be accomplished through the WMST regular assessment process wherein data on these learning outcomes are collected yearly, and reported every 3<sup>rd</sup> year. Modifications in assignments/the curriculum will be made on an ongoing basis as warranted by the yearly collection of assessment data, 2) enhance graduate curriculum by: reassessing 300/500 level course offerings and identifying which courses could profitably be converted into 600 level offerings while balancing the competing demands of the undergraduate program, 3) seek out the addition of new affiliate faculty/courses to enhance offerings in the undergraduate curriculum, perhaps by drawing on the support of the Institute for Teaching and Research on Women to provide stipends for the creation of such courses, 4) increase the number of undergraduate majors by: pursuing an articulation agreement with the Community Colleges of Baltimore County; developing a Three/Two combined undergraduate/graduate program; and, engaging in outreach activities to minors and to students who have taken three or more WMST courses, and, 5) develop an assessment plan for the graduate programs.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Baltimore</b>		
<b>Community Studies and Civic Engagement (B)</b>	2004-5: 17/2 2005-6: 15/5 2006-7: 24/4 2007-8: 17/5 2008-9: 29/3	<p><b>Internal and External Review Summary:</b> Both the program and external reviewers identified as main strengths the strong interdisciplinary nature of the program; wise use of practitioners as adjunct faculty with expertise in various areas pertinent to the curriculum; a strong commitment to student internships and attempts to find funding to support students during them; a process of ongoing curriculum development; recent strong efforts to publicize courses available across the curriculum.</p> <p>Under discussion for further improvement or change are: ways to recruit students and market a program that has struggled with low enrollments; determine the vision and mission of the program and locate it in the division of the college most suited to supporting that purpose; determination of which disciplines comprise the program; a name change that might be used to put an identity on the program; consideration of whether or not all students should be required to complete the 240-hour internship program; endorsement to the program by providing it with at least one core faculty member.</p> <p><b>Action Plan:</b> The program fluctuates between a degree in non-profit management and a degree in social science with an emphasis on community. This is true despite the sincere efforts of the current director to give it focus through a variety of curriculum changes and administrative improvements. Questions to be explored include, "Is the program name creating the conflict or is the lack of clarity reflected in the program name? Is the apparent confusion related to the location of the program in a division whose faculty members are primarily schooled in the humanities?" The action recommended is a wider discussion across the various schools and colleges of the university about the value of and need for a degree program in the area of non-profit management at the undergraduate level. If an undergraduate non-profit management degree is supported, then this B.A. in Community Studies and Civic Engagement program could be further refocused and redesigned to become that program. If that is not supported or if it is determined that a non-profit management degree is more properly housed in another school, then the possibility exists to redefine this program and give it a new identity. Possibilities for a different design might be found by giving the program a social science orientation, perhaps in connection with urban sociology, urban anthropology, or some other academic area. This would capitalize on one</p>

Degree Codes: (B) Bachelor's; (M) Master's; (D) Doctorate; (CAS) Certificate of Advanced Study, (PBC) Post-baccalaureate Certificate



Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Baltimore</b>		
		<p>of its current assets – its strong interdisciplinary nature. The continuing low enrollments of the program, the fact that the audience does seem to be primarily of non-traditional college age, the fact that our recruiters seem to be having difficulty in explaining this program – all suggest the need for this broader sort of examination.</p> <p>It is recommended that a committee of current faculty and administrators qualified in the various academic areas relevant to the options be appointed to undertake this study. Whatever the decision regarding focus of the degree, it is suggested that the institution give support at the outset by hiring a new faculty member in that academic area to complete the redesign and to direct the program.</p>
<p><b>Corporate Communication (B)</b></p> <p><i>Corporate Communication, cont'd.</i></p>	<p>2004-5: 86/19 2005-6: 91/24 2006-7: 100/22 2007-8: 115/20 2008-9: 117/30</p>	<p><b>Internal and External Review Summary:</b> Both the program and the external reviewers identified as main strengths: the combination of theory and practice as evidenced in the curriculum and the faculty strengths; the program's support of general education and provision of media literacy courses for many UB undergraduates; the state-of-the-art facilities since the move into the Liberal Arts and Policy building.</p> <p>Under discussion for further improvement or change are: a decision to be generalist v. specialist in redesigning the curriculum; Involvement of students in real world projects; increasing the diversity of the faculty to better prepare students for the markets of future clients; a need for making evident the role of assessment in the ongoing improvement of the program.</p> <p><b>Action Plan:</b> The college proposes that emphasis be placed on the preparation of students for the diverse, multicultural world of the 21<sup>st</sup> century. This could be addressed in a course that prepares students for work with clients or across various core courses as appropriate. In addition, when opportunity for future faculty hires arises, specific recruitment efforts to attract qualified minority faculty members should be employed. Incorporating this into program goals and evaluating that outcome would provide assessment of the progress. The program has been consistent in conducting assessment of its learning outcomes based on available resources for assessment. The college asks that the School of Communications Design review and synthesize all of the prior assessments of the program goals for the B.S. in Corporate Communication as part of its response to the USM Program Review process. A report of this synthesis would comprise the assessment report for fall 2010. The program should compile and publish these results (as part of its marketing material) – as a way of promoting its success.</p>
<p><b>Criminal Justice (B, M)</b></p>	<p><u>Bachelor</u> 2004-5: 215/58 2005-6: 233/62 2006-7: 259/55 2007-8: 255/64 2008-9: 295/55 <u>Master</u> 2004-5: 73/11 2005-6: 72/14 2006-7: 75/21</p>	<p><b>Internal and External Review Summary:</b> The University of Baltimore's M.S. in Criminal Justice and B.S. in Criminal Justice made a first application for certification and received certification from the Academy of Criminal Justice Sciences (ACJS). At that time UB was the first university in the US to have two programs certified. These programs originated together and are coordinated in their implementation. The programs meet national standards that call for a curriculum with at least one course in each of the following areas: law enforcements, corrections, courts, theory, and administration of justice. Program learning outcomes are clearly defined and have been assessed regularly over time using both direct and indirect methods of assessment.</p> <p>In recent years new faculty members have been hired and the program now meets the required 30-to-1ACJS student-faculty ratio. The graduate and undergraduate program directors have been exemplary in delivering a</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Baltimore</b>		
<i>Criminal Justice, con'td.</i>	2007-8: 70/21 2008-9: 67/14	<p>comprehensive student-advisement program that contains significant retention practices. However, the large undergraduate program is clearly in need of an academic program coordinator (adviser) to better meet the needs of the students.</p> <p>The division is purposefully developing new courses and certificate programs related to victimology study, what one might term a 'softer' side of criminology and criminal justice; this initiative offers opportunity to work with the psychology and human services programs at UB. This emphasis also includes directing and establishing curriculum for the State Victim Assistance Training Academy housed at UB. Other possible areas for programmatic development include:</p> <p>crisis intervention/critical response and intelligence analysis/security administration. As part of the self-study the programs identified other ways to promote growth that involve adaptation to the needs of most current students for convenience and access; these suggest developing new pedagogies such as online instruction and other uses of technology in program delivery.</p> <p><b>Action Plan:</b> The College asks that both programs seriously examine ways to expand pedagogy and create additional opportunities for student access. For police officers and security personnel (who often work shift work) options to take classes online or partially online provide improved access. In the past some consideration had been given to offering weekend classes; this possibility might be reviewed again in an effort to expand to a different market. New areas of security should be examined for development of program offerings. The information age has created a need for cyber and computer security that is not reflected in the curriculum offerings. Further study of criminology and criminal justice needs for the 21<sup>st</sup> century should reveal a whole new set of possibilities for program development. The college encourages the program to examine other potential areas of study that might attract a new student market, particularly at the graduate level.</p>
<b>Human Services Administration (B)</b>	2004-5: 43/6 2005-6: 61/10 2006-7: 73/15 2007-8: 82/9 2008-9: 100/16	<p><b>Internal and External Review Summary:</b> Findings and recommendations focused on the transitions that are in process and those that are proposed for the immediate future. In the separation of the College of Liberal Arts into the College of Arts and Sciences and the College of Public Affairs, the B.A. in Human Services administration will be part of the College of Public Affairs, School of Health and Human Services. This is a positive move for the program. The program will be developing a 120-credit degree program during the coming academic year. This will address two concerns: (1) it has remained an upper-division transfer program even though the University of</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Baltimore</b>		
		<p>Baltimore has been admitting freshmen since fall 2007 and (2) the curriculum has not undergone significant revision since the inception of the program, despite the fact that requirements for successfully administering human services organizations have undergone significant change.</p> <p>External reviewers recommended some additional considerations and reinforced the necessity for the program to establish its own subject code and to have better control over the content of courses than has been permitted with all subject matter coming from other disciplines. This will also better enable closing the assessment loop when evaluating learning outcomes. There is a need to develop and maintain information about graduates and alumni – for the benefit of current students and the networking useful to internship placement and as an added assessment tool – is also noted. The self-study and the external reviews expressed satisfaction that an additional faculty member had been hired for the program.</p> <p><b>Action Plan:</b> The college asks that curriculum development and revision be the primary response to this program review in the coming year. This is a significant revision and includes increasing the program to a 120-credit full baccalaureate program. Expectations are that the new program requirements will be reviewed through the curriculum process in time to take effect for fall 2012.</p> <p>Recommendations and requirements of the Council Standards in Human Service Education should be used in this revision. The program should continue to work with the College of Arts and Sciences, Division of Applied Behavioral Sciences, in the revision of the sociology courses.</p>
<b>Interaction Design and Information Architecture (M)</b>	2004-5: 25/3 2005-6: 36/1 2006-7: 33/5 2007-8: 38/2 2008-9: 35/5	<p><b>Internal and External Review Summary:</b> Both the program and external reviewers identified as main strengths: a strong core curriculum, collaboration with the external community in service and research partnerships, and successful graduates.</p> <p>Under discussion for further improvement or change are: the competing advantages of a specialist program (narrow, deep focus on sub-specialty) or a generalist program (broad survey program with greater opportunity for students with various backgrounds), the number of credits required in the program and the appropriateness of a 6-credit thesis or final project given the institution’s mission, formal methods of assessment of student learning outcomes, and showcasing of student work on the website.</p> <p><b>Action Plan:</b> The program’s response to the self-study is quite thorough in indicating what actions it will take and within what time frame. The plan to showcase student work on the departmental website is applauded; the college will assist in making this happen on the college website when the new design and content management system are in place.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Baltimore</b>		
		In light of the apparently low graduation rates and the knowledge that the admissions funnel for this program is very modest, the college asks the program to focus on these areas for program improvement in the following areas: examination of the generalist v. specialist approaches to the degree given the institution's mission and the program resources, the pros and cons for the student regarding the 6-credit thesis/project and examination of alternative capstone experiences, and the appropriateness of the number of credits required for graduation given program learning goals. This should be done in this academic year and a report made to the Dean and Provost by April 2011.

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, Baltimore</b>		
<b>Nursing (B, M, D)</b>	Bachelor's 2004-5: 727/395 2005-6: 674/393 2006-7: 660/310 2007-8: 702/394 2008-9: 697/282  Master's 2004-5: 576/180 2005-6: 704/136 2006-7: 837/214 2007-8: 958/226 2008-9: 1058/264  DNP 2005-6: 19/0 2006-7: 45/0 2007-8: 62/5 2008-9: 74/11	<p><b>Internal and External Review Summary:</b> CCNE is the accrediting body devoted exclusively to the evaluation of baccalaureate and graduate degree programs in nursing. Assessments of programs are made regarding compliance with the CCNE <i>Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs</i>. The four key standards are: 1) Program Quality: Mission and Governance - "The mission, goals, and expected aggregate student and faculty outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality." 2) Program Quality: Institutional Commitment and Resources-"The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected aggregate student and faculty outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes." 3) Program Quality: Curriculum, Teaching-Learning practices, and Individual Student Learning outcomes-"The curriculum is developed in accordance with the mission, goals, and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected individual student learning outcomes and expected aggregate student outcomes. The environment for teaching-learning fosters achievement of individual student learning outcomes." 4) Program Effectiveness: Aggregate Student Performance and Faculty Accomplishments-"The program is effective in fulfilling its mission, goals, and expected aggregate student and faculty outcomes. Actual aggregate student outcomes are consistent with the mission, goals and expected student outcomes. Actual alumni satisfaction data and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual aggregate faculty outcomes are consistent with the mission, goals, and expected faculty outcomes. Data on program effectiveness are used to foster ongoing program improvement."</p> <p>Program congruence with CCNE standards was analyzed by the evaluation team during their visit in November 2009. At that time the evaluation team had an opportunity to interview school and university officials; program faculty, students, and alumni; and community representatives. The team reviewed information in the self-study</p>
<b>Nursing, cont'd.</b>		

Degree Codes: (B) Bachelor's; (M) Master's; (D) Doctorate; (CAS) Certificate of Advanced Study, (PBC) Post-baccalaureate Certificate



Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, Baltimore</b>		
		dents focusing on Biopharmaceutics & Drug Delivery Technology; and, collaborations and training activities have recently been developed with the Office of Clinical Pharmacology at the FDA for students focusing on translational research.
<b>Physical Rehabilitation Sciences (D)</b>	2005-6: 10/1 2006-7: 7/0 2007-8: 7/1 2008-9: 6/2 2009-10: 8/1	<p><b>Internal and External Review Summary:</b> The following strengths were identified: ideal location on a health science campus with clinical facilities; faculty are a good mix of highly regarded senior faculty, emerging mid-career investigators and promising junior faculty; and, students are highly qualified and motivated; graduates attain faculty positions and postdoctoral fellowships at premier institutions.</p> <p>The reviewers cited the following weaknesses: poorly structured curriculum after first year core courses; student benchmarks are too late in the curriculum to identify poor progression; research faculty are not organized into centers or groups; and, students have difficulty accessing technical, engineering and statistical services. Recommendations made by the reviewers include: develop a strategic plan for the program consistent with including newly organized research centers or groups and increase the number of PhD training slots within each; increase opportunities for student teaching assistantships and NRSA applications; revise titles of sub-concentrations to focus on targets of the research areas; increase marketing and recruitment efforts; establish a steering committee to implement changes; and, establish benchmarks to measure student progression by the end of the first year.</p> <p><b>Action Plan:</b> In response to the reviewers' recommendations, the research faculty have been reorganized into research clusters matching expertise, for example, one research focus is Neuromotor Control and Rehabilitation; a new proposal outlines a plan to restructure and explicitly identify key milestones for evaluating student progress; titles of sub-concentrations have been updated to reflect research areas; a new training grant will be submitted to provide additional graduate student stipends; a new strategic marketing plan aims to recruit top applications and increase number of students; and, a steering committee including a student representative will be formed for AY 2010-2011.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, Baltimore County</b>		
<b>Biological Sciences/Biochemistry &amp; Molecular Biology (B, M, D)</b>	BS 2004-5: 783/119 2005-6: 794/134 2006-7: 840/194 2007-8: 890/163 2008-9: 916/170 BA 2004-5: 56/16 2005-6: 64/10 2006-7: 90/14 2007-8: 96/10	<p><b>Programs reviewed:</b></p> <p>B.A. in Biological Sciences M.S. in Biological Sciences Ph.D. in Biological Sciences B.S. in Biochemistry and Molecular Biology M.S. in Marine, Estuarine and Environmental Science Ph.D. in Marine, Estuarine and Environmental Science Master of Science in Applied Molecular Biology Five Year Combined Degree Program: B.S. in Biochemistry and Molecular Biology – M.S. in Applied Molecular Biology Ph.D. in Molecular and Cellular Biology</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, Baltimore County</b>		
	2008-9: 99/14 MS 2004-5: 9/1 2005-6: 12/8 2006-7: 10/1 2007-8: 8/4 2008-9: 11/6 Ph.D. 2004-5: 35/5 2005-6: 42/5 2006-7: 42/5 2007-8: 42/8 2008-9: 41/1	B.S. in Biological Sciences M.S. in Molecular and Cellular Biology Ph.D. in Neurosciences and Cognitive Sciences B.S. in Bioinformatics/Computational Biology Masters in Professional Studies: Biotechnology  <b>Internal and External Review Summary:</b> The self-study indicated that the Biological Sciences program has been a mainstay of UMBC for many years, providing a cornerstone in the STEM area and for the university's mission. The undergraduate program has grown by almost 50% since the last review, and many of its graduates go on to highly respected graduate and medical school programs. The undergraduate curriculum was revised in the past three years to include enhanced active learning strategies and quantitative content. The combined graduate programs have implemented enhanced advising and mentoring, which have lowered the attrition rate. Two-thirds of graduate students are domestic, with about 15% from underrepresented minorities. Faculty research yielded 45 publications last year, with \$3-3.5 M per year in extramural research funding, and \$1.5 M in training funds. The chair identified the need for an evaluation of the department's infrastructure.
<b>Applied Molecular Biology (M)</b>	2004-5: 12/9 2005-6: 10/7 2006-7: 9/9 2007-8: 9/6 2008-9: 12/9	The external report noted the well-deserved national reputation of the department and the university in providing undergraduate research opportunities for students. In response to the request for evaluation of infrastructure, a space audit was recommended, to align space assignments with departmental priorities. Development of connections with alumni who have gone to medical school was recommended to enhance donor pool. Refining the focus of faculty research areas was recommended.
<b>Marine Estuarine Environmental Science (M, D)</b>	2004-5: 2/1 2005-6: 3/1 2006-7: 4/2 2007-8: 4/1 2008-9: 2/2 Ph.D. 2004-5: 6/2 2005-6: 6/0 2006-7: 9/0 2007-8: 9/1 2008-9: 7/1	<b>Action Plan:</b> The chair, dean and faculty will focus on enhancing the graduate program and research areas and codifying use of space. The chair and dean will formulate a time line and plans for future faculty hires, space renovations, and retention of faculty. The self-study and the external review report, along with the Dean's report, will be submitted for review and comment to the Undergraduate Council, the Graduate Council, and the Academic Planning and Budget Committee before forwarding to the Faculty Senate. Progress on plans will be reviewed in a chair's report to the provost in three years, which will also be shared in the faculty governance process.
<b>Molecular &amp; Cell Biology (D)</b>	2004-5: 22/5 2005-6: 23/2 2006-7: 22/2 2007-8: 24/5 2008-9: 18/1	
<b>Neuroscience &amp; Cognitive Sciences (D)</b>	2004-5: 5/0 2005-6: 5/1 2006-7: 5/1 2007-8: 5/1 2008-9: 5/1	



Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, Baltimore County</b>		
<p><b>Chemical and Biochemical Engineering (M, D)</b></p> <p>Master's 2004-5: 2/6 2005-6: 10/6 2006-7: 10/6 2007-8: 9/4 2008-9: 4/10</p> <p>Ph.D. 2004-5: 22/2 2005-6: 23/2 2006-7: 26/1 2007-8: 32/8 2008-9: 24/3</p> <p><i>Chemical and Biochemical Engineering, cont'd.</i></p>		<p><b>Internal and External Review Summary:</b> The self-study highlighted the six "Cs" of the educational goals of the program: competency in the broad discipline; critical thinking; cooperation in team research; communication skills; capacity for life-long learning; and creation of new knowledge. Both MS and PhD students do very well in terms of job placement, with many PhD students moving directly into desirable industrial positions without post-doctoral experience. All faculty members in the department are research active, and the funding level per faculty member is among the highest at UMBC. In FY 2009, research expenditures totaled \$320,270 per tenure track faculty member.</p> <p>External reviewers praised the faculty's research productivity and their collegial flexibility in adapting to meet the teaching needs. They recommended having program alumni participate in the graduate seminar program, for added guidance and career support for students; the addition of faculty lines to build this small department, shortening the time to degree for PhD students, increasing the production of PhDs, dropping the written qualifying exam; gathering recommendations from a student committee on the oral qualifier and thesis proposal timeline. Reviewers encouraged development of a five-year strategic plan for the department, including enrollment growth, space, and metrics to evaluate progress.</p> <p><b>Action Plan:</b> The provost, dean, and chair are committed to a long-range goal of increasing the size of the department; time to degree will be shortened to five years; more students will be recruited; the self-study and the external review report, and the Dean's report, will be submitted for review and comment to the Graduate Council and the Academic Planning and Budget Committee before forwarding to the Faculty Senate. Progress on plans will be reviewed in a report to the provost, which will also be shared in the faculty governance process.</p>
<p><b>Computer Science (M, D)</b></p>	<p>2004-5: 82/34 2005-6: 60/26 2006-7: 61/27 2007-8: 59/23 2008-9: 63/19</p> <p>Ph.D. 2004-5: 82/10 2005-6: 74/6 2006-7: 69/7 2007-8: 67/8 2008-9: 64/12</p>	<p><b>Programs reviewed:</b></p> <p>M.S., Ph.D. Computer Science M.S., Ph.D. Electrical Engineering Ph.D. Electrical Engineering M.S. Computer Engineering Ph.D. Computer Engineering</p> <p><b>Internal and External Review Summary:</b> The self-study noted that research productivity and grant funding are on the rise. Job placements for MS and PhD graduate are very strong. The external review noted the national reputation of the EE faculty in photonics. They noted that having three areas within the department presents several challenges. Development of a strategic plan with clearly-defined short and long term goals was recommended, as was appointment of an associate chair. Hiring of additional junior faculty was recommended, along with a staff position to assist with grant proposal submission. A distinguished speaker series would benefit the</p>
<p><b>Electrical Engineering (M, D)</b></p>	<p>2004-5: 38/13 2005-6: 34//11 2006-7: 29/7 2007-8: 37/12</p>	

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, Baltimore County</b>		
	2008-9: 20/11 Ph.D. 2004-5: 47/5 2005-6: 41/10 2006-7: 40/4 2007-8: 38/4 2008-9: 31/9	students. Consideration of a professional masters in CS was recommended.  <b>Action Plan:</b> Development of a brief strategic plan is the first priority. An associate chair will be identified. The department will review options for increasing course offerings in special sessions. The self-study and the external review report, along with the Dean's report, will be submitted for review and comment to the Graduate Council and the Academic Planning and Budget Committee before forwarding to the Faculty Senate. Progress on plans will be reviewed in a chair's report to the provost in three years, which will also be shared in the faculty governance process.
<b>Computer Engineering (M, D)</b>	2004-5: 19/6 2005-6: 24/2 2006-7: 23/14 2007-8: 16/4 2008-9: 19/8 Ph.D. 2004-5: 10/1 2005-6: 15/1 2006-7: 11/0 2007-8: 11/2 2008-9: 13/3	

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, Baltimore County</b>		
<b>Emergency Health Services (B, M)</b>	Bachelor's 2004-5: 122/18 2005-6: 91/22 2006-7: 76/19 2007-8: 73/16 2008-9: 86/19 Master's 2004-5: 48/16 2005-6: 34/4 2006-7: 35/10 2007-8: 33/11	<p><b>Internal and External Review Summary:</b> The self-study highlighted the leadership roles assumed in the field by graduates of the bachelors and masters programs. Plans are underway for offering the undergraduate management track online, as well as in person. Exploration has begun for offering a professional master's. Data from assessment activities are used to enhance pedagogy in the program. Recruitment activities include working closely with community colleges. Additional space is needed for graduate assistants and funds are needed for part time faculty. Department goals are to increase external awareness of the program, increase graduate and undergraduate enrollment, enhance research by faculty and students, and continue to deliver professional education.</p> <p>The external review noted the national (and international) reputation of the department. The need to update equipment and online offerings were also noted. The high degree of satisfaction of the students, and of employers with the graduates, was noted by reviewers. The weekly seminar for graduate students was noted as very positive. Reviewers endorsed use of the professional masters model and recommended administrative support for the graduate and undergraduate program directors.</p> <p><b>Action Plan:</b> The undergraduate management track is going online and will be integrated with the face-to-face program without duplication. Implementation of an MPS will be explored. One-time funds will be provided to support priorities identified by the chair and dean. Efforts are underway to address space needs and updated equipment was purchased. Updating of online courses has been completed. The self-study and the external review report, along with the Dean's report, will be submitted for review and comment to the Graduate Council, the Undergraduate Council, and the Academic Planning and Budget Committee before forwarding to the Faculty Senate. Progress on plans will be reviewed in a chair's report to the provost in three years, which will also be shared in the faculty governance process.</p>
<b>Music (B, PBC)</b>	2004-5: 62/14 2005-6: 71/10 2006-7: 88/14 2007-8: 99/11 2008-9: 121/25	<p><b>Internal and External Review Summary:</b> The self-study was prepared as part of an accreditation application to the National Association of Schools of Music. The self-study described highlights of the program, including its focus on contemporary music and scholarship. The department is known internationally as the home of "Music of Japan Today." Since 2000, the number of music majors has grown from 40 to 160. Recent additions to the program include an emphasis on "musicians as entrepreneurs," offered through courses, outside speakers, and internship opportunities and collaborations supported in part by the Kauffman Foundation. Future goals include the development of a "Center for the Performance and Creation of New Music/Institute for Contemporary Music" to serve as an umbrella for several current faculty research initiatives and support collaborations with students. A variety of ensembles are open to the campus community: UMBC Symphony, Camerata, Jubilee Singers, Wind Ensemble, Percussion Ensemble, Chamber Players, New Music Ensemble, Vocal Arts Ensemble, Collegium musicum, Jazz Ensemble (Big Band) and Small Jazz Ensembles.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, Baltimore County</b>		
<i>Music, cont'd.</i>		<p>The external review team from the National Association of Schools of Music noted the “superbly qualified and productive faculty” and the future-oriented B.A. curriculum appropriate to the campus environment and needs. An admirable student/faculty ratio, dedicated office staff, very effective department leadership, a creative post-baccalaureate certificate, and bright, enthusiastic students were also noted by the reviewers. They also encouraged the campus to ensure completion of the second phase of the Performing Arts and Humanities Building.</p> <p><b>Action Plan:</b> A search has been authorized for the department to fill the music technology position. The department will continue to grow revenues from special sessions by increasing course offerings for summer and winter programs. Campus leadership will seek ways to enhance recognition of the UMBC name and the post-baccalaureate in Korea. Funds have been allocated to support staffing in the new building and infrastructure improvements to support the music technology program. The self-study and the external review report, along with the Dean’s report, will be submitted for review and comment to the Undergraduate Council and the Academic Planning and Budget Committee before forwarding to the Faculty Senate. Progress on plans will be reviewed in a chair’s report to the provost in three years, which will also be shared in the faculty governance process.</p>
<b>Mechanical Engineering (M, D)</b>	<p>Master’s 2004-5: 39/10 2005-6: 45/9 2006-7: 40/11 2007-8: 35/16 2008-9: 32/11</p> <p>Ph.D. 2004-5: 32/0 2005-6: 39/3 2006-7: 40/5 2007-8: 45/6 2008-9: 44/7</p>	<p><b>Internal and External Review Summary:</b> The self-study highlighted the four thematic areas within the department: Biomechanical Engineering; Design, Manufacturing, and Systems; Solid Mechanics and Materials Engineering; and Thermal-Fluid Sciences. External expenditures averaged over \$4 M in the past five years. The faculty plans to initiate new graduate recruiting projects to enhance the quality of graduate students, as well to expanding the number and frequency of offerings for graduate program electives.</p> <p>The external report encouraged the faculty to increase the number of program applicants so it could be more selective in admissions, suggesting the use of GRE for all applicants. The particular strength of the biomechanics area was noted, and development of a certificate was suggested, since all courses are in place. The nationally-recognized activity of Dr. Anne Spence in pioneering engineering activities, as well as the exchange program with the University of Porto, was noted. The reviewers encouraged greater collaboration with potential industry partners in the area. Succession planning for a permanent chair of the department was noted as very important.</p> <p><b>Action Plan:</b> The department is currently undergoing a transition in leadership with the appointment of an interim department chair for the academic year followed by the appointment of a permanent chair in late Spring 2011. The provost and the dean will continue working with the department to identify implementation steps that will enhance the department's academic program. The self-study and the external review report, along with the Dean’s report, will be submitted for review and comment to the Graduate Council and the Academic Planning and Budget Committee before forwarding to the Faculty Senate. Progress on plans will be reviewed in a chair’s report to the provost in three years, which will also be shared in the faculty governance process.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, College Park</b>		
<b>Agricultural and Resource Economics (B, M, D)</b>	Bachelor's 2004-5: 49/9 2005-6: 74/16 2006-7: 82/17 2007-8: 133/27 2008-9: 138/37  Enrolled/MS/Ph.D. 2004-5: 66/7/3 2005-6: 70/4/7 2006-7: 74/6/6 2007-8: 69/8/10 2008-9: 66/11/6	<p><b>Internal and External Review Summary:</b> The AREC B.S. program is growing rapidly in enrollment. The department should work to increase its class sizes at the lower levels, and to raise its enrollment limits in the upper levels to accommodate more majors.</p> <p>The graduate program is nationally regarded for its exceptionally strong research and scholarship in agricultural policy, natural resource economics, production economics and international development. The graduate program is very strong, but has a longer than desirable time to degree for its Ph.D. candidates. Faculty should develop a more coherent and research-focused environment for graduate students, and the department should also work to secure more external funding to support graduate students, both of which would decrease the time to Ph.D.</p> <p><b>Action Plan:</b> The department has committed to providing more graduate TA resources to help with undergraduate instruction, and allow for higher enrollment in the lower-level courses. In AY2010-2011, the department is enhancing its contribution to campus-wide undergraduate instruction by offering new introductory courses in the new General Education program.</p> <p>The AREC department has already taken steps to provide a more research focused, coherent, graduate experience. These include a new professional development course in the 3<sup>rd</sup> year, department-wide seminars and workshops, and increased efforts to place Ph.D. graduates into top academic, public and private research organizations. As a result of recent departures, the AREC department is currently understaffed. Efforts are now underway to hire new faculty who have a strong focus on research productivity and scholarship. Such efforts, if successful, will also enhance research opportunities for graduate students.</p>
<b>Astronomy (B, M, D)</b>	Bachelor's 2004-5: 56/6 2005-6: 50/9 2006-7: 51/15 2007-8: 67/8 2008-9: 71/7  Enrolled/MS/Ph.D. 2004-5: 41/8/5 2005-6: 39/7/3 2006-7: 37/8/3 2007-8: 33/5/8 2008-9: 35/0/3	<p><b>Internal and External Review Summary:</b> The external review team had high praise for the program. The B.S. program in Astronomy is one of the largest in the country and the students are thriving. They have many opportunities for research. The Astronomy faculty receive a disproportionately high number of teaching awards given the relatively small size of the department.</p> <p>Graduate students are well supported with research assistantships, and this will now only increase with the new partnership with NASA's Goddard Space Flight Center. However, the time to degree is rather long (although lower than the national average for Astronomy), at 6.9 years for observational astronomers and 6.2 years for theorists. The external review team recommended decreasing the number of required courses, and providing more active oversight to transition students to thesis research. The Provost encourages the department to grow the size of its Ph.D. program because of the excellent opportunities for research.</p> <p><b>Action Plan:</b> The department continues to provide outstanding instruction, and is actively contributing exciting</p>

Degree Codes: (B) Bachelor's; (M) Master's; (D) Doctorate; (CAS) Certificate of Advanced Study, (PBC) Post-baccalaureate Certificate

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, College Park</b>		
		<p>new courses for General Education program.</p> <p>The ASTR department has already taken steps to decrease time to Ph.D. by reducing the number of required courses from 10 to 8, and to provide mentoring to students to transition them from class work to research.</p>
<p><b>Sustainable Development and Conservation Biology (M)</b>  <i>Also reviewed: dual-degree w/Public Policy, and Master's Int'l program w/Peace Corps</i></p>	<p>2004-5: 39/15  2005-6: 37/16  2006-7: 24/16  2007-8: 30/15  2008-9: 27/15</p>	<p><b>Internal and External Review Summary:</b> The program is recognized as an outstanding “gem” with exceptionally high quality students, but it is not as well advertised on campus as it could be. Because this is a highly interdisciplinary program it relies on courses from several departments. Involvement of additional faculty from more programs would strengthen the program both in terms of its visibility and in developing more opportunities for other units to contribute to the curriculum.</p> <p><b>Action Plan:</b> The program is, in fact, at a crossroads due to the hiring of a new director, Prof. Karen Lips. Under active discussion is a possibility of merging this program with the Environmental Science track of the Marine Estuarine and Environmental Science (MEES) program. This would strengthen the MEES Ph.D. program by providing a pipeline of very strong M.S. students from CONS, would facilitate and streamline administrative processes common to both programs, would strengthen the technical side of the CONS program, and may eventually lead to a new opportunity for a Ph.D. program in Conservation Biology. This development will be reviewed annually as plans move forward.</p>
<p><b>Counseling (M, D)</b></p>	<p>Enrolled/M/Ph.D.  2004-5: 208/64/10  2005-6: 190/57/13  2006-7: 176/44/6  2007-8: 193/32/20  2008-9: 177/24/15</p>	<p><b>Internal and External Review Summary:</b> This program has been ranked #1 nationally by U.S. News and World Report for 11 successive years. Its faculty has a strong record of scholarly productivity and an excellent reputation both nationally and internationally for substantial professional service, on editorial boards or as officers in their professional organizations. The graduate programs attract strong students. However, the small faculty size and large number of course offerings with relatively small enrollments is a substantial structural issue. Closer cooperation with like-minded disciplines across campus should be pursued. More use should be made of technology-enhanced instruction, and additional opportunities for external funding should be sought in order to increase support for graduate students.</p> <p><b>Action Plan:</b> The department is actively engaged in streamlining the curriculum, consolidating offerings that have overlap, and seeking opportunities to strengthen interactions across program areas. While the department is interested in developing an undergraduate major program, efforts will first be focused on increasing support for graduate students. Increased opportunities for teaching, required as part of the graduate program, will be sought through the University's new General Education Program and through the department's minor in Leadership Studies. The Provost has requested annual progress reports on these efforts.</p>
<p><b>Environmental Science and Policy (B)</b></p>	<p>2004-5: 197/49  2005-6: 241/53  2006-7: 220/48  2007-8: 267/40  2008-9: 311/60</p>	<p><b>Internal and External Review Summary:</b> The Environmental Science and Policy (ENSP) program is an interdisciplinary undergraduate major in which students study the environment from a number of science and policy perspectives. The program has an excellent core sequence that prepares students for subsequent study, followed by opportunities for students to choose from 12 different concentrations that address environmental issues from the perspective of different disciplines. Students often have internships or other activities outside the classroom in activities related to environmental issues. A significant number of graduates take environment-related jobs upon graduation. It is jointly sponsored by four colleges, which provide finance and instruction. The program is 13 years</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, College Park</b>		
<b>Environmental Science and Policy, cont'd.</b>		<p>old, and has grown rapidly in recent years, but and is now at a crossroads. Recommendations from the internal review include a thorough review and possible revision of the 12 concentrations, an expansion of the upper-level course offering including common interdisciplinary courses that enroll students from many concentrations, and an expansion of ties and internship offerings with the environmental research and policy community in the region.</p> <p><b>Action Plan:</b> The program is developing new 300-level courses, relevant to all 12 concentrations, which examine current and emerging environmental issues. These include courses in environmental law, the science, ethics and law of water, and on energy and land use. The program is also increasing its ties to local alumni, who often provide excellent contacts for internships and job placement in the region. Students coming from this program are in high demand.</p>
<b>Mathematics (B, M, D)</b>	<p>Bachelor's 2004-5: 411/92 2005-6: 445/96 2006-7: 463/97 2007-8: 449/119 2008-9: 455/107</p> <p>Enrolled/M/D 2004-5: 158/13/11 2005-6: 145/11/14 2006-7: 145/11/15 2007-8: 146/6/12 2008-9: 122/9/14</p>	<p><b>Internal and External Review Summary:</b> The undergraduate major has grown substantially in recent years, with new tracks added in statistics and in Math education. The gender and ethnic diversity of the program is notable. The department was congratulated by the external review team for experimenting with new programs to reach out to high school teachers and tailor instruction across campus. The department has collaborated with the College of Education to develop programs to train high quality K-12 STEM teachers and in encouraged to continue these efforts. A recent new effort is a calculus sequence tailored to students in the Life Sciences.</p> <p>The graduate program's biggest challenge is the large number of faculty expected to retire in the near future, with 30% of the faculty over age 65.</p> <p><b>Action Plan:</b> Because of the department's important role to provide math instruction across campus, the department is actively engaged in efforts to improve undergraduate success in math. These include tutoring mentors for calculus, a tutoring clinic for algebra, and continued outreach efforts in regional middle schools. The Provost has committed resources to achieving these goals and has requested annual progress reports for the next several years. In the graduate program, the department is taking a focused approach to its hiring to develop strategic areas of strength. These include developing a strong program in Biostatistics, in collaboration with the School of Public Health.</p>
<b>Women's Studies (B, M, D)</b>	<p>Bachelor's 2004-5: 98/8 2005-6: 87/9 2006-7: 58/14 2007-8: 32/10 2008-9: 32/10</p> <p>Enrolled/M/D 2004-5: 26/4/0 2005-6: 28/2/0 2006-7: 26/2/2 2007-8: 26/7/3 2008-9: 27/5/2</p>	<p><b>Internal and External Review Summary:</b> The undergraduate curriculum is due for a revision, in order to promote more interdisciplinarity and to reduce the boundaries between the social science aspects of the program and the humanities aspects. Opportunities for internships for students should also be pursued.</p> <p>The Ph.D. program is now one decade old and is seen as very strong; however, the curriculum should be reviewed to consider overlap with the existing expertise and interests of the faculty. Graduate student stipends are low relative to peers, although placement of graduates in academic and other positions is very good.</p> <p><b>Action Plan:</b> A revision of the undergraduate curriculum is currently underway, with a particular focus to align the undergraduate offerings with the new General Education program. Revisions include a strengthening of the Honors program, establishment of a National Honors Society chapter, and a new Study Abroad Program in Trinidad. Also under development is a new distance-learning program in collaboration with a global consortium in Women's</p>



Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Maryland, College Park		
		<p>Studies.</p> <p>Changes to the graduate program will not be implemented immediately rather, the faculty will focus on seeking new opportunities for external funding in order to better support graduate students.</p>