



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Results of Periodic Reviews of Academic Programs

COMMITTEE: Education Policy

DATE OF COMMITTEE MEETING: January 25, 2012

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.

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.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

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2011 Periodic Review of Academic Programs

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Bowie State University		
Computer Technology (B)	2006-7: 179/27 2007-8: 158/28 2008-9: 149/20 2009-10: 144/26 2010-11: 163/19	<p>Internal and External Review Summary: The Computer Science program is currently accredited by the Computing Accreditation Commission of ABET. The reaccreditation review of the BS in Computer Science Program in AY 2009 – 2010 led to various recommendations for improvement. The primary issue was the lack of well-defined objectives, outcomes and assessment processes to adequately evaluate program success. Other issues were: 1) high teaching load of 12 semester hours, 2) lack of documented plan for regular replacement of older equipment. 3) need for an additional systems administrator for future growth, and, 4) travel funds for faculty.</p> <p>The Student Learning Assessment report for Middle States listed several assessment challenges for the Computer Science Department, including the need to: 1) streamline assessment efforts, 2) include better student degree progress tracking, 3) assess other program characteristics, specifically the emphasis on undergraduate research, 4) obtain more input from external stakeholders, and 5) develop academic assessment plans for the graduate programs.</p> <p>Action Plan: The self-study for Bowie State University's recent reaccreditation by the Middle States Commission on Higher Education, with its emphasis on assessment at all levels resulted in a University-wide focus on assessment. The University Student Learning Assessment Committee (USLAC), established in 2009, is now a permanent standing committee of the Faculty Senate, with a faculty representative from each academic department. The Office of Planning, Analysis and Accountability (OPAA) now conducts graduating senior exit surveys, in addition to the student course evaluations at the end of each semester. OPAA provides program enrollment, graduation, and retention rates, and course-level enrollment and success statistics. Requests to OPAA for data are fulfilled promptly, usually within one week.</p> <p>Regarding other issues identified in the reaccreditation review: 1) Bowie State University implemented a policy of a reduced teaching load of 9 to 10 credits for computer science faculty, beginning in fall 2011, and an additional full time faculty member will be hired for the Computer Science Department, 2) equipment has been updated for the fall 2011 semester and the University has committed to a regular replacement cycle with five phases (a 20% replacement rate) - the department's budget for equipment is \$50,000 for the 2012 fiscal year, 3) a second Systems Administrator was hired for fall 2011, and 4) the Computer Science Department will receive an additional \$8,000 from the College of Arts and Sciences to increase its travel funds for faculty to pursue professional development.</p>
Computer Science (B)	2006-7: 139/19 2007-8: 121/11 2008-9: 113/9 2009-10: 112/11 2010-11: 91/6	

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Bowie State University		
Mathematics (B, M)	<u>Bachelor's</u> 2005-6: 67/5 2006-7: 70/4 2007-8: 72/5 2008-9: 71/9 2009-10: 72/10 <u>Master's</u> 2005-6: 7/1 2006-7: 9/1 2007-8: 2/2 2008-9: 8/1 2009-10: 7/1	<p>Internal and External Review Summary: Overall, the reviewers found that the department is well-run, "...with a dedicated faculty and an exciting student body." Further, the reviewers noted that research is important in an undergraduate program and it is essential for a graduate program. They found that at the Department of Mathematics "...there is a lively interest in research with interaction among colleagues and that this leads to research papers published in respected journals."</p> <p>The reviewers noted that many graduate students were employed full-time and enrolled in one course at a time, affecting retention and time to degree. It was recommended that the University offer financial support to full time graduate students. The students would be expected to provide services such as tutoring, computational assistance, staffing of the computer lab, or similar effort that would draw on their skills to be directly useful to undergraduates.</p> <p>Other recommendations include, 1) the University should have a centrally located Advanced Computation Laboratory that serves the needs of Scientific Computation, the lab needs to be fully staffed and needs to have advanced packages including MATLAB and appropriate statistical software, 2) the hours of lab availability should be comparable to the hours of the main library, and 3) support the development of new courses emphasizing engineering applications and, eventually, consider the proposed new track in Engineering mathematics.</p> <p>Action Plan: Through a grant arranged by the office of the Interim Provost, space has been identified for a well-furnished computer lab including all standard software packages such as MATLAB, etc. The department will continue to work with the University to identify resources to support full-time graduate students.</p>
Nursing (BSN, RN-BSN, MSN)	<u>BSN</u> 2005-6: 108/41 2006-7: 130/39 2007-8: 172/27 2008-9: 212/25 2009-10: 226/32 2010-11: 215/64 <u>RN-BSN</u> 2005-6: 33/0 2006-7: 28/0 2007-8: 17/5 2008-9: 23/2 2009-10: 13/2 2010-11: 27/5	<p>Internal and External Review Summary: An initial review by the National League for Nursing Accrediting Commission (NLNAC) was conducted in 2007. The NLNAC has authority and accountability for carrying out the responsibilities inherent in the application of standards and criteria, accreditation processes, and the affairs, management, policy-making, and general administration of the NLNAC. A peer review process is conducted. All program evaluators are current faculty and/or administrators of NLNAC accredited programs, or nurse clinicians and are selected through mechanisms and criteria established by the NLNAC. The review takes place at the university and site visitors review documents, interview administration, faculty and students. A report is submitted to the NLNAC Board of Commissions for final actions. A letter is then sent to the university with commission recommendations and decision regarding accreditation. During the 2009 review, all recommendations were implemented. Final report was received in 2010. The program was reaccredited by the NLNAC for 5 years. In addition, the program was reviewed and reaccredited in 2010 by the State Board of Nursing and approval granted for 1 year.</p> <p>Due to the number of deficiencies, Bowie State University was granted accreditation with a follow up visit in 2 years. The deficiencies were adequately addressed and a visit is scheduled for 2012 for the Masters Program and 2014 for the baccalaureate program. During the initial visit, the following deficiencies were identified: 1) lack of currency or accuracy in the BSU catalog in reference to the nursing program, 2) one part-time faculty member does not meet the Maryland State Board for Nursing regulations since she does not hold a current Maryland nursing license., two part-time faculty hold a baccalaureate degree as their highest nursing credential, 3) licensure pass rates do not meet the state and national standards, 4) job placement data is available for one year only.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Bowie State University Nursing, continued	<u>MSN</u> 2005-6: 19/8 2006-7: 22/10 2007-8: 27/5 2008-9: 44/0 2009-10: 50/15 2010-11: 53/1	<p>Inconsistent reports of job placement rates, 5) no data regarding program satisfaction is available for generic and RN-BS students, and, 6) lack of systematic review of library holdings for retention or deletion.</p> <p>Action Plan: To address the above deficiencies, a Total Program Evaluation (TPE) committee was instituted within the department. This committee is responsible for monitoring NLNAC standards and assuring total compliance. In order to address the above mentioned deficiencies, the department implemented the following action plans:</p> <ol style="list-style-type: none"> 1. Published documents are current. Program progression plans, course syllabi, and the nursing student handbook are reviewed and updated annually. Updated and revised DON documents are submitted annually to be included in the University catalog. The catalog contains department of nursing goals, mission statement, policies (admission, progression, student health, and graduation requirements. A departmental committee reviews each document for currency and accuracy prior to publication or inclusion on the Department of Nursing's webpage. 2. All full-time and part-time faculty are prepared at the Masters or doctoral level. Attempts are made to assure all faculty are prepared at the advanced level. If a baccalaureate nurse must be hired for clinical supervision, a special request is made to the state board of nursing for approval prior to hiring the faculty. At such time, an advance degree faculty is also assigned to monitor the course or clinical experience. A system has been established to assure compliance with state licensure regulation prior to inviting a candidate to campus for an interview. All faculty are made aware of their date for licensure renewal. If a faculty member is not in compliance with state board regulations, Human Resources is notified, and the faculty member is not allowed to return to the clinical or classroom until in compliance with state board regulations. 3. Strategies have been implemented to improve the pass rate for first-time testers of the NCLEX-RN. The baccalaureate curriculum was revised to address the rigor of the curriculum in order to improve the NCLEX pass rate for first-time testers. Although the NCLEX pass rate has improved, there is still need for improvement. The Nursing Education Performance Enhancement Plan (NEPEP) was initiated during the 2007-2008 academic year to further enhance performance. The plan includes strategies that are comprehensive and begin in the first year of the program. In addition, beginning with the fall 2008 nursing program admissions, progressive testing with standardized exams are used to evaluate student competence. Students must achieve proficiency level in order to progress in the nursing program. Students are required to register for a comprehensive nursing examination course and successfully complete an exit exam during their last semester in order to graduate. They are also required to participate in small group activities in this course to identify weaknesses. Prior to certifying to take the licensure examination, each student must show proof of registration for a comprehensive review course. 4. In order to accurately collect job placement information, an employment history section was added to the graduate survey. The process for distribution of the graduate survey was changed from USPS to electronic mail. 5. Effective Fall 2007, the Exit survey contained questions related to program satisfaction. The expected level of achievement among graduates for program satisfaction is 85%. This expected level has been met for the RN to BS graduating cohorts for each year from 2006 to 2007. For the 2005 and 2006 traditional graduate cohorts, there was a low response rate and the data was deemed invalid. The expected level of achievement was met for the 2007 traditional graduating cohort.

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Coppin State University		
Alcohol and Substance Abuse Counseling (M)	2006-7: 28/4 2007-8: 36/4 2008-9: 45/6 2009-10: 51/6 2010-11: 51/10	<p>Internal and External Review Summary: The strengths identified include, 1) the existing undergraduate program in Applied Psychology provides a pipeline of students who wish to transition into the ALSA graduate program, 2) approximately ninety-five percent (95%) full-time and adjunct ALSA faculty are either certified, licensed or both, 3) the program aligns the requirements in the Alcohol and Substance Abuse Counseling fields requiring more licensed professionals to work with patients, 4) one hundred percent of students are fully prepared to pass certification examinations before or by graduation (depending upon the level of certification sought by the examinee); while gaining post master's experience to take the State Board licensure examination, 5) students are prepared to secure employment opportunities with various levels of certifications. The diversity of the certifications prepares students for various employment opportunities, 6) student stipends received through grant funding provides financial incentive for students and strengthens retention rates within the department, and, 7) student organizations enhance programmatic attractiveness.</p> <p>The challenges of the ALSA Program are: 1) one full time faculty member is responsible for coordinating the Master of Science Program in Alcohol and Substance Abuse Counseling, 2) student enrollments and recruitment is a challenge with little to no resources, 3) funding levels should be increased to enhance the program's viability and student stability - there is a lack of financial support via fellowships for graduate students and for student activities, 4) need to increase online/hybrid courses to attract the contemporary and/or nontraditional student, and, 5) lack of an undergraduate program in Alcohol and Substance Abuse Counseling Program threatens to filter students into programs at other institutions.</p> <p>Action Plan: In order to maintain programmatic strengths, the department will: 1) continue to implement a recruitment plan for prospective students via the undergraduate program in Applied Psychology, 2) maintain qualified full-time and adjunct faculty are either certified, licensed or both, 3) continue to prepare students to sit for the same certification and licensure examinations required of their instructors, 4) continue to prepare students to secure employment opportunities at various certification levels, 5) continue to seek funding to provide student incentive to stay in the ALSA program, and 6) continue student organizations to enhance programmatic attractiveness.</p> <p>To overcome challenges, the department will: 1) advocate for the hiring of additional full-time faculty, 2) develop a recruitment strategy via the Graduate Council, 3) seek funding to increase the program's viability and student stability, 4) develop online/hybrid courses to attract the contemporary and/or nontraditional student, and, 5) develop an undergraduate program in Alcohol and Substance Abuse Counseling Program.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Coppin State University		
Applied Psychology (B)	2006-7: 250/50 2007-8: 244/33 2008-9: 231/45 2009-10: 251/60 2010-11: 252/48	<p>Internal and External Review Summary: Strengths identified in the review include 1) program objectives are clearly stated and communicated across the department, 2) among the 28 bachelor's degrees that are offered at the University, the Applied Psychology program has consistently maintained the highest enrollment among the top 5 academic majors, 3) the program consistently ranks second in the number of degrees awarded by the University for several years, and in the past 2 years the dept. has ranked as number one in the number of graduates, 4) core faculty members teach approximately 50% of both Upper Division (UD) and Lower Division (LD) courses ensuring that students have access to full-time faculty throughout the undergraduate program, 5) on an annual basis, the program generates over 4500 credit hours at the upper division with only 7 full-time faculty members, 6) faculty spend a significant amount of time providing academic advising, one key aspect of promoting retention, 7) the undergraduate program provides a pipeline for CSU graduate programs with app. 30-40% continuing in these programs.</p> <p>Challenges identified include 1) the number of students that faculty advise often exceeds 50 resulting in a workload that is often difficult to balance and manage, 2) the lack of financial resources available to students often results in students dropping out of the University and the department lacks resources to offer scholarships or even to provide book vouchers, 3) there is a need for additional classroom space, and 4) there is a need for additional faculty to teach within the undergraduate program.</p> <p>Action Plan: The program will continue its efforts towards a syllabus of record for its GER_ PSYC 201 in light of the many sections that are offered and consistent with the University's mission to integrate learning outcomes and assessments. Three areas that will be addressed are information literacy and oral and written communication. In addition, there are plans to develop a 1- credit course in Ethics for students who select the alcohol and drug counseling option as this course is typically needed for certification as a Certified Addictions Counselor (CAC), and the department will continue to advocate for additional full-time faculty within the program.</p> <p>The program will also explore the need for full-time professional advisors within the department to offset the number of students that faculty advise thereby allowing more time to be spent for publication and research. With 13 full-time faculty within the department, the number of refereed articles was only 23 for the past year, averaging fewer than 2 articles per year. Efforts will also be made to identify resources to implement a mentoring program for core faculty to engage in more scholarly research, service and mentoring. Part-time faculty teaching at the undergraduate level will be paired with full-time faculty to ensure that part-time faculty have access to much needed resources and also to ensure consistency across the curriculum.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Coppin State University		
Rehabilitation Counseling (M)	2006-7: 97/21 2007-8: 97/21 2008-9: 78/20 2009-10: 79/20 2010-11: 106/16	<p>Internal and External Review Summary: Identified strengths of the program include, 1) the Institutional Mission Statement and Program Objectives for CSU represent philosophical statements regarding the purposes for which this program was established, 2) the program upholds excellence in teaching, research, and community engagement, 3) faculty members are thoroughly committed to assuring that all students in the program are knowledgeable and sensitively aware of its mission, and 4) objectives of the Program are clearly articulated throughout the curriculum.</p> <p>Challenges identified include, 1) as the program continues to experience growth, there will be a need for additional full-time faculty members, 2) there is a need for funding to develop the program image and branding (i.e. brochures, website enhancement, and other marketing literature and materials) to advertise the program, 3) additional resources are needed to purchase current technologies and supplies such as testing and counseling tools, and other resources for students, 4) for continued growth of the program, additional space will be required to accommodate increased enrollment and other academic activities.</p> <p>Strategies for Maintaining Strengths and Overcoming Challenges, include: 1) continued evaluation process, which is designed to provide program evaluation in the areas of rehabilitation planning, programming, practices, policy, administration, education and research, 2) advocate for additional faculty, and 3) regularly evaluate curriculum and program procedures to be in compliance with CORE standards and those required for Maryland counselor licenses.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Frostburg State University		
Accounting (B)	2005-6: 109/29 2006-7: 126/20 2007-8: 137/17 2008-9: 138/22 2009-10: 144/24	<p>Internal and External Review Summary: The College of Business was re-accredited by AACSB International [Association to Advance Collegiate Schools of Business International] in December 2010. The Department of Accounting offers an undergraduate major in Accounting and a combined BS/MBA Degree in Accounting.</p> <p>The number of Accounting majors has increased from 2006 (from 109 in 2006 to 144 in 2010). To study enrollment trends within the college, the College of Business created a Recruitment & Retention Committee which is studying ways to increase enrollments and retain a higher percentage of students in the College of Business. In the Department of Accounting, enrollment has increased considerably since 2006 which reflects national trends in accounting enrollments.</p> <p>The increase over time in the number of graduating seniors reflects the increase in enrollment over the period considering the normal time lag to graduation (29 graduates in 2006 and 24 in 2010 after a low of 17 in 07-08). University SAT scores have improved as have GPAs of graduating seniors. Further, the department has a Curriculum Review Committee which monitors curriculum in order to improve the quality of the accounting program. Assessment of student learning is on-going at the college and department levels. "Major Exit Exams" are administered each semester to all graduating seniors in the capstone course, MGMT 485, for assessment purposes.</p> <p>Alumni surveys completed through EBI support the conclusion that most alumni have secured employment in their discipline-field of study or are pursuing/have pursued graduate degrees. Alumni report a high satisfaction with their business education, including the accounting major. The Department of Accounting maintains excellent ties with its accounting alumni through various avenues. These relationships provide faculty with feedback for assessment and provide students with potential internships and employment.</p> <p>The Department of Accounting currently has 8 full-time tenured faculty members, 1 full-time tenure-track faculty member, and 1 full-time contractual faculty member. All faculty members in the department have professional certifications (Certified Public Accountant, Certified Fraud Examiner, and/or Certified Management Accountant). All faculty members are aware of the College of Business commitment to scholarly research.</p> <p>Action Plan: Work to increase Accounting enrollments by strengthening ties with community colleges; encourage faculty to increase journal publications; and enhance placement opportunities for all College of Business graduates by networking with recruiters and through better communication of opportunities.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Frostburg State University		
Business Administration (B, MBA)	<u>Bachelor's</u> 2005-6: 595/94 2006-7: 552/116 2007-8: 618/113 2008-9: 575/102 2009-10: 485/116	<p>Internal and External Review Summary: The College of Business was re-accredited by AACSB International [AACSB: Association to Advance Collegiate Schools of Business] in December 2010. The Department of Management <i>shares</i> the Business Administration major in the College of Business. The number of Business Administration majors has averaged 565 with a range from 618 to 485. To study this, the College of Business created a Recruitment & Retention Committee. However, while the Human Resources concentration remained stable, both Small Business and General Management's enrollments peaked in 2008 and are now in decline. The Dept has 3 active student groups- Society for the Advancement of Management (SAM), Society for Human Resource Management (SHRM) and the Entrepreneurship Club who invite speakers to campus, take trips to businesses and perform community service to foster student engagement. Monitoring program enrollments is continuous. University SAT scores have improved as have GPAs of graduating seniors. Further, the department has members on the Assurance of Learning committee and Curriculum committee. Assessment of student learning is on-going at the college and department levels. "Major Exit Exams" are administered each semester to all graduating seniors in our "common" capstone course, MGMT 485, for assessment purposes.</p> <p>The MBA program continued to experience a significant decline in enrollment in 2006 and 2007; however that trend has been reversed. Working in conjunction with the Office of Graduate Services, Open Houses were conducted in regional locations and a modest advertising program was implemented. These activities met with modest success. In the Fall of 2010 the College of Business received approval to offer the MBA program entirely online. This has increased enrollments significantly and the program continues to grow. Monitoring program enrollments is continuous. Surveys of alumni via EBI have indicated a high degree of satisfaction with the program.</p> <p>The AACSB visit team indicated that 1) the mission statements of the College of Business and Department of Management were appropriate as guides for programs, 2) the curriculum for the General Management, Human Resource Management and Small Business/Entrepreneurship concentrations and the MBA appear more than adequate and offer solid foundations in the required courses and many elective options in-and-out of the College of Business, 3) the faculty in the Department of Management is appropriate for its mission and faculty intellectual contributions are improving and each faculty participates in some research, 4) the student learning goals for all programs are appropriate. In addition, the team considered assessment goals, objectives, and tools for each concentration to be appropriate, and the curriculum was considered to be well-defined and offered broad choices. The team recommended that the department work to enhance enrollment in the General Management, Human Resources and Small Business/Entrepreneurship concentrations., consider increasing admission standards to the MBA program, develop systems to ensure integrity of online tests and assignments, and review graduate faculty qualifications.</p> <p>Action Plan: The department will work to increase enrollment in the concentrations by speaking at student clubs and in management classes, increase MBA admissions requirements and assess impact on enrollment, and develop procedures to enhance test integrity for online programs.</p>
	<u>MBA</u> 2005-6: 126/62 2006-7: 106/56 2007-8: 109/35 2008-9: 115/42 2009-10: 144/31	

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
Frostburg State University		
Computer Science (B, M)	<u>Bachelor's</u> 2005-6: 149/15 2006-7: 146/7 2007-8: 163/5 2008-9: 132/7 2009-10: 117/14	<p>Internal and External Review Summary: The number of students electing to major in Computer Science generally has remained fairly constant over the last 5 years. The drop of enrollment in 2009 and 2010 was anticipated with the establishment of the new Computer Information Systems degree and Information Technology degree. The Computer Science department enrollment profile is typical of colleges and universities in the State and nationally as well. The graduate program enrollment has increased by 100% over the last two years, while the number graduating has shown a marked increase during the same time period. Computer Science graduates score 5% above the mean on the national Educational Testing Service Major Field Test; Information Systems graduates score about 6% below the mean on the same test. The following tools were added in 2009 to help in the assessment of student learning outcomes: programming test, student questionnaire and SIR questionnaire.</p> <p>Responses from postgraduate surveys indicate almost all quickly find work in the field and earn competitive salaries. The majority of alumni rate the five skills assessed for preparation for employment as highly or substantially confident in preparing them for employment. Their narrative informs the department of needed curricular changes. The Computer Science department will strive to obtain national accreditation from the professional organization within three years. The delivery of the Graduate Program will transition to one that is online. The department plans to develop a bioinformatics interdisciplinary minor, cyber security tract or degree, Software Engineering tract in Masters program and an Information Technology Masters program.</p> <p>The external reviewer was very pleased with the current state of the program. The reviewer's concerns were the number of preparations for the faculty, salaries of the faculty, need for more faculty, student access to labs, and location of graduate student offices. The department agrees with the external reviewer concerns but realizes that these concerns cannot be fully addressed until the economy improves. We have hired a new member in the Information Technology program, which helps, but further hires in Information Technology and Computer Science are needed.</p> <p>The major concern for the Graduate program was the low number of students in the program and that the majority of them were local. The enrollment in the program has doubled over the last two years, but the department continues recruiting to increase the current numbers. There has been an increase in enrollment from institutions outside of Frostburg.</p> <p>Action Plan: Over the next five years, the department will seek ABET accreditation, transition to the new CCT building, increase recruitment and retention efforts, increase the number of partnerships to support workforce development, explore development of new programs such as cyber security, continue to increase the number of graduate students, and develop a fully online pathway for the graduate program.</p>
	<u>Master's</u> 2005-6: 29/3 2006-7: 39/12 2007-8: 14/0 2008-9: 24/2 2009-10: 19/5	

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Frostburg State University		
Economics (B)	2005-6: 38/18 2006-7: 32/10 2007-8: 31/15 2008-9: 29/12 2009-10: 25/7	<p>Internal and External Review Summary: The College of Business, which includes the Department of Economics, was re-accredited by AACSB International [Association to Advance Collegiate Schools of Business] in December 2010.</p> <p>The number of economics majors has declined somewhat over the past five years—along with enrollment in the University and the College—but the number of majors has also tended to be cyclical. The department has increased its efforts to recruit majors—Learning Community sections of ECON 201, in particular, have been a source of new majors—and the number of majors in Spring 2011 reached 36.</p> <p>Perhaps the biggest challenge facing the department during the last five years—one which undoubtedly had an impact on the number of majors—was the inability to hire a tenure-track faculty member and a reliance on contractual instructors, with the result that not all faculty were always “teaching to their strength.” Fortunately, the department was authorized to hire a tenure-track faculty member, who will join the department in Fall 2011. We anticipate that she will be able to attract and mentor potential majors. With her arrival, the department will contain 7 full-time tenured and one full-time tenure-track faculty. All have doctoral degrees in economics from nationally-recognized institutions.</p> <p>Statements from graduates of the program and other evidence support the proposition that students receive a high quality education in economics. Of the 61 graduates since AY 2005-06, at least two obtained an MBA; one, an MA in economics from UMBC; one, a law degree from George Mason University. One student is nearing completion of her coursework for the PhD in economics from Clemson University.</p> <p>The AACSB review team indicated that the mission statements of the College of Business and Department of Economics to be appropriate as guides for programs, the curriculum for the Economics major appears more than adequate, the student learning goals for the program are appropriate, the composition of the faculty is appropriate for its mission, faculty intellectual contributions are improving, but all academically-qualified faculty must strive to increase publications in refereed journals. The team recommended that the department work to increase the number of economics majors and that the faculty continue to increase intellectual contributions.</p> <p>Action Plan: Over the next year, the department will focus recruitment efforts on top students in introductory courses, encourage faculty to increase journal publications, and seek input from potential employers in business and government on ways to enhance placement opportunities for all College of Business graduates.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Frostburg State University		
Ethnobotany (B)	2005-6: 0/0 2006-7: 4/0 2007-8: 6/0 2008-9: 9/0 2009-10: 14/1	<p>Internal and External Review Summary: The ethnobotany program is thriving with the student profile featuring substantial growth in the number of majors. The program is one of only two programs in the United States, the other being the University of Hawaii, Manoa. The program serves a nationwide need and enjoys the advantage of easy access to a diverse natural environment and highly productive faculty engaged in research in environmental and natural resource science.</p> <p>The program's student groups and projects highlight the University's commitments to active learning and environmental sustainability. Students have received local, regional, and international awards for their research projects. The program is benefited by graduate and complementary majors. Current student perception of the program is highly favorable based on survey responses.</p> <p>Challenges include, 1) the need for improvement of research greenhouse facilities, and as the program grows a need for additional staffing support, and 2) students do not have access to diverse faculty members with backgrounds in the social sciences aspects of Natural Resource Management including Ethnobotany.</p> <p>The external reviewer found that training within the degree program emphasizes hands-on, active learning, development of a sense of place (primarily focusing on Appalachia), real research, internships, and field experiences. This is being done within a mix of courses, some of which are employing more modern pedagogy, but most that are delivered traditionally and with traditional summative assessments. Formative assessments are intuitively happening within smaller courses because of the highly interactive nature of student-teacher interactions, but it is not clear that this is intentionally planned. One notable exception is iterative development of scientific process thinking as students generate individual or group projects within courses. The FSU educational physical facilities and class sizes in the BS in Ethnobotany core courses are ideal. Resources available for teaching are limiting the ability of instructors to develop creative courses. The FSU instructors are doing an excellent job of delivering STEM content to students who often are the first in their families to attend college. Dr. Brosi is highly qualified to develop and teach the curriculum, however, students largely learn their core content from one instructor.</p> <p>Action Plan: By June 2012, the department chair and dean will provide reassigned time for the program coordinator and a summer stipend; host the 2012 Society for Economic Botany Conference, and seek professional accreditation. By June 2016, the program committee will seek funding for research greenhouse facilities, and further refine and implement program assessment.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Frostburg State University		
Exercise and Sports Science (B)	2005-6: 70/22 2006-7: 78/13 2007-8: 86/31 2008-9: 104/18 2009-10: 111/20	<p>Internal and External Review Summary: The Exercise and Sport Science (EXSS) major was developed ten years ago and has grown from 5 full time students to 111. The curriculum has undergone significant improvements since it was first developed and many of the courses are now aligned with national standards tied to professional certification (e.g., ACE, ACSM, NATA, & NSCA). There is no single national organization appropriate to serve as the accrediting agency due to the diversity of employment options after graduation. However, the closest alternative is recognition by the American College of Sports Medicine. This designation would help future planning yet maintain course alignment to national standards. Surveys have been conducted with graduates from the program, faculty teaching in the program, and faculty teaching in similar programs in the region. Results indicate that the program meets student needs very well. The strongest component of the program identified was the dedication and commitment of the faculty to provide quality educational experiences. Faculty follow professional standards in each course and the knowledge, skills, and attitudes (KSA's) required for professional certifications are clearly identified in course materials. Educational resources include an extensive research database including professional journals and electronic access to the USM's library holdings, and all classrooms are equipped with Internet portals, laptops, white boards, and data projectors. Application of content knowledge occurs throughout the program within extensive labs, on and off-site field experiences, and internships. Since the last program evaluation, several improvements have occurred in facilities on campus. Along with these new additions to support the EXSS major, the department continues to utilize the community at large for experiential learning opportunities. Future expansion and continued excellence of the EXSS major will require additional human resources in the form of highly qualified full-time faculty. The number of full-time tenured or tenure-track faculty has declined while the number of students has increased producing overloads for every member of the faculty. This burden to the department reduces the opportunities for faculty to conduct research and participate in professional conferences. Ultimately this negatively impacts the overall quality of the educational experience.</p> <p>Action Plan: Over the next two years, the chair and dean will establish an advisory board, a committee to work toward involving faculty and students in research, involve students in professional organizations, increase full-time faculty, and conduct a feasibility study for the development of a graduate program.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Frostburg State University		
International Studies (B)	2005-6: 38/4 2006-7: 56/8 2007-8: 50/7 2008-9: 45/12 2009-10: 40/10	<p>Internal and External Review Summary: The curriculum is under continued review and revision by the International Studies Steering Committee, the membership of which represents the Departments of History, Geography, Foreign Languages and Literature, Political Science, Economics and Marketing/Finance. Student learning outcomes are assessed regularly in the entry and exit courses, both of which are web enhanced and require student research using internet and library sources. The program has continued to show relatively stable enrollments and graduation rates and to attract a diverse student population; moreover, alumni survey results indicate an overall positive experience for program graduates. However, recruitment and retention of majors has been impeded by the lack of reassigned time for the coordinator prior to spring 2011, a lack of designated office space for the program, and the absence of a budget allocation for library materials.</p> <p>Program strengths identified by the reviewer include, 1) dedication of the coordinator, 2) good enrollments, 3) true interdisciplinarity, 4) diversity of the International Studies student body, and 5) articulate International Studies students. Program challenges identified include, 1) inadequate funding, 2) decentralized management structure due to no physical home, inadequate staffing, and unequal responsibilities across colleges, and 3) curricular issues, including the limited number of INST courses offered and limitations in study abroad.</p> <p>The reviewer's recommendations include, 1) better resourcing for the program, such as a shared PIN position and office space on campus, 2) structural changes, such as increased participation by the College of Business, and 3) curricular changes, such as the offering of an INST midlevel course.</p> <p>Action Plan: The program will seek to fill a full-time position for a coordinator shared with the political science program, create a midlevel international studies course, institute an honor society, explore potential linkages with an academic department, and assess the role that the College of Business will play in the International Studies program.</p>
Law & Society (B)	2005-6: 215/28 2006-7: 227/42 2007-8: 239/46 2008-9: 241/49 2009-10: 251/39	<p>The Law and Society program serves the University's mission by offering major concentrations in the areas of criminal justice and legal studies. The program seeks to improve students' skills in the areas of writing ability, oral communication, critical skills, analytical reasoning, research, and confidence level. The results of the alumni survey bear out the fact that students who have graduated with a degree in Law & Society from Frostburg State University are confident that the educational experience at FSU improved their abilities in all of the areas listed above. Faculty within the Law & Society program emphasize teaching and advising and also use research and scholarly materials to assist students in gaining an understanding of the methods and paradigms associated with the contributing disciplines of an interdisciplinary minor. Faculty within the program provide excellent educational experiences through classroom learning, online courses, distance-learning courses, speakers from the legal and criminal justice professions, internships, and extra-curricular programs. The program continues to maintain a large number of majors relative to other programs and majors at FSU. The program has diversified in terms of the type of student majoring in Law & Society through a significant increase in the number of women and minorities enrolling from 2006 through 2010. The number of FSU graduates admitted to law schools has also increased over the past five years, and the number of</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Frostbury State University Law & Society, cont'd.		<p>students reporting through the alumni survey that they are employed stands at 91%.</p> <p>A number of significant changes were made in order to improve the major over the last five years: 1) the program has added a Capstone course whereby students prepare a portfolio of their work in order to demonstrate their acquisition of research, analytical, and oral communication skills, 2) the curriculum was revised to allow students more flexibility in choosing electives that suit their career goals, 3) the Criminal Justice concentration has added Forensic Psychology and Spanish courses in order to assist students when they enter the employment sector within the fields of criminal justice and/or corrections, and 4) the program has instituted a D or better requirement (replacing the C or better rule) so marginal students, particularly in the Criminal Justice concentration, are not forced to repeat difficult courses in the pursuit of the degree. Students are still required to achieve a 2.0 GPA in the major in order to graduate.</p> <p>The external review is positive in light of existing and likely student enrollment trends, basic curriculum choices, efforts to increase diversity, ongoing assessment protocols, the synergy between learning objectives and University mission, as well as extant library and faculty resources. A number of suggestions were made by the reviewer to strengthen the program: 1) Consider making appropriate structural revisions to bolster the Criminal Justice and Political Science elements of the program, if possible. Hiring more Criminal Justice faculty would enhance the program and take some of the strain off of the program's faculty, which perform over and beyond normal expectations, perhaps especially in relation to Political Science non-LSP faculty. A single political science major, with specific concentrations in prelaw/pre-professional legal studies, criminal justice, and of course traditional political science areas (American politics and the like), makes sense; provided, the program would institutionally benefit from more POSC resources, and the duplicative aspects of the offered courses are eliminated and/or merged into relevant areas, 2) add a Judicial Process course to both concentrations and bolster research methods' training, 3) revisit the change to the D or better requirement by collecting data on the actual number of students that re-take courses, 4) institute a Moot Court program, 5) distribute advisees equally among faculty, 6) internships should be mandatory within the two concentrations, 7) continue to develop assessment strategies, 8) develop a Law and Society website to recruit students, 9) spend money to upgrade classroom facilities, particularly Old Main classrooms.</p> <p>Action Plan: The coordinating committee will continue to discuss the possibility of absorbing the program into the Political Science major as a concentration to secure more resources, the program will seek to secure new courses and instructors trained in the area of Criminal Justice, the program will continue to develop its learning goals and assessment mechanism through data collection in its Constitutional Law courses, Data will be analyzed on past students who repeated courses in the program to justify the change to the D or better requirement. The Coordinator of the program will begin to distribute advisees more equally among faculty beginning in the fall semester 2011. The program will attempt to develop more fully the Law and Society website. The program will discuss possibly adding a Judicial Process course and a Moot Court program. Because the internship program for Law and Society students works in collaboration with the Political Science department, the decision to make internships mandatory will have to be discussed with the department members and the internship coordinator.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Frostburg State University		
Political Science (B)	2005-6: 96/42 2006-7: 98/29 2007-8: 84/35 2008-9: 100/22 2009-10: 91/24	<p>Internal and External Review Summary: The Department of Political Science continues to serve the mission of Frostburg State University by providing FSU undergraduates with excellent classroom instruction in the study of politics, and by providing students with significant experiential learning opportunities. The department also continues to engage in significant community outreach activities. The department made significant changes to its curriculum during the review period by converting the research methods course into a 200 level gateway course for the major, and by building more flexibility into the curriculum for majors. The department also created a capstone course to comply with the requirements of the Undergraduate Education Initiative.</p> <p>The department began operating a robust assessment program during the review period, with regular assessment of all learning goals culminating in curricular adjustments to facilitate more effective achievement of learning goals. Within budget constraints the department has expanded its use of technology in the classroom. Political science is one of the leading programs in the university in terms of the range and frequency of its on-line course offerings. The department has offered 49 online and blended format courses during the review period. Over the past five years, the number of political science majors has fluctuated between 80 and 100. The department continues to attract a diverse student population. Alumni perception of the department was favorable overall, although the response rate was fairly low. High percentages of respondents indicated that the program helped them develop writing, oral communication, and critical thinking skills.</p> <p>Overall the reviewer complimented the department for its strong teaching faculty and overall commitment to pedagogy and student success. She also lauded the department's commitment to service at all levels and to excellence in experiential learning. One of the biggest challenges noted by the reviewer was the chronic staffing shortage in the department, which makes it difficult to offer the full range of courses needed by majors in a timely fashion and prevents the department from developing new experiential learning opportunities for students in the curriculum. Another major shortcoming identified was the lack of program level assessment exercises (i.e. opportunities to assess all students in identical exercises in gateway and capstone courses). She encouraged the department to complete its efforts to create common rubrics for all of its learning objectives. She recommended that the department streamline its vision and mission statements to better reflect the type of graduate the program is trying to produce, and that the department should redo the department website in order to reflect this streamlined vision and mission. She also recommended that the department seriously explore the option of creating an experiential capstone for the program pending the additional staffing that would be required to make this a reality. She noted the need for a clear course offering matrix to ensure that each course in the program is offered at least once every other year, but she acknowledged that this would be impossible without additional faculty.</p> <p>Action Plan: Over the next 5 years, the Assessment Committee will create assessment exercises, common rubrics for all learning objectives, and the department will create an experiential capstone.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Frostburg State University		
Social Work (BSW)	2005-6: 66/17 2006-7: 87/23 2007-8: 77/31 2008-9: 88/21 2009-10: 84/24	<p>Internal and External Review Summary: The Department of Social Work is fully accredited by the Council on Social Work Education (CSWE). The department operates with 3.5 FTE faculty members (3 with Ph.D.s and 1 ABD with UMB School of Social Work) serving, as of Fall 2010, 84 students counting both pre-majors and majors (1:24). This falls very near the CSWE recommended ratio for social work programs (1:25). Assessment indicators include multiple nationally standardized measures, which generally indicate outcomes at or slightly above national averages for social work. Areas of concern identified in the self-study are included in the action plan below. Although no major problems or critical recommendations for change were identified, the department found the self-study and external review a useful opportunity to review the program and found ways to make incremental improvements that would improve the student's experience as a social work major, and continue to qualify the department as a fully accredited CSWE program.</p> <p>The external reviewer found "...the explicit curriculum, that is the courses, course objectives, content, assignments, and assessments of student learning to be of high quality as reflected in student learning outcome measures. The faculty is to be commended for making an early effort toward the next BSW accreditation that is three years in the future." (p. 9). "Most respondents [Alumni Survey 2010] reported employment in social work positions and over half were admitted to MSW programs. Overall, ratings of 'Very Good' support the value of knowledge, skills, and values learned in the social work program at FSU"(p. 7). "Areas for development ... include offering social work elective courses ... [and] developing a freshman pre-social work course (p. 9). "Finally, resources for more space for faculty offices are desirable. ... Improvement of physical area and furnishings can bring the image of the Department closer to the rest of the campus" (p. 9). "A community-based steering committee, provision for meeting space for community agencies, and occasional events involving campus and community are suggestions for future consideration" (p. 9).</p> <p>Action Plan: Within 1-5 years, the chair, in cooperation with the dean and provost, will seek to replace one faculty following an anticipated retirement. The department will consider more flexibility in meeting requirements for human biology and diversity, seek improvements in facilities, develop a community-based steering committee, and increase opportunities for experiential learning.</p>
Sociology (B)	2005-6: 54/21 2006-7: 66/19 2007-8: 88/19 2008-9: 116/30 2009-10: 120/35	<p>Internal and External Review Summary: Strengths - The Department's Strategic Plan supports the University's and College of Liberal Arts and Sciences' Strategic Plan. Students can major in sociology at the main campus in Frostburg or at the Hagerstown Center. The Department, over a four year period, will graduate an above average number of majors and generate an above average number of credit hours compared to other departments and programs in the College of Liberal Arts and Sciences. Members of the department continue to work closely on curriculum issues with other departments and programs. Members of the Department place emphasis on using cutting edge technology by routinely offering blended, distance learning, online, and online intensive courses. The department's curriculum flexibility continues to make possible an increasing number of students to major in the discipline, both traditional and non-traditional students. The department has implemented a significant assessment plan.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Frostburg State University <i>Sociology, cont'd.</i>		<p>Challenges - Key faculty positions within the department remain staffed by non-tenure or tenure track personnel. The department, because of budgetary constraints, has not been able to adequately replace three senior faculty members who retired within the past five years. The two recent hires show substantial commitment to the new cultural anthropology minor created within the past five years and Women' Studies leaving core sociology classes staffed by contractual employees. The department should continue assessment efforts, specifically measurement of the six department learning goals.</p> <p>Action Plan: The chair and faculty will continue to refine the assessment process, implement a practicum, incorporate experiential learning modalities throughout the curriculum, and increase the number of students who major in sociology.</p>
Salisbury University		
Art (BA, BFA)	2005-6: 206/57 2006-7: 229/52 2007-8: 247/61 2008-9: 243/60 2009-10: 252/54	<p>Internal and External Review Summary: The most significant change in the program since the last review has been a concerted shift from the BA degree to the BFA as the department has actively encouraged its majors to pursue the BFA (BA majors dropped by 53% in the last four years, while the BFA majors have increased by 114%). All art majors face a rigorous assessment before graduation, including the submission of a portfolio and participation in the Senior Art show. New facilities in the TETC building include an Electronic Gallery and an Integrated Media Center with equipment of significant value for many Art majors. The faculty work closely with their students on projects.</p> <p>The external review noted several concerns with facilities, particularly those involving the glass studio and 3-D studios. While space certainly is limited, SU does regularly inspect the facilities to ensure compliance with OSHA standards.</p> <p>Action Plan: The department will continue to ensure that the studio space remains in compliance with standards and that the space is adequate to the needs of the students.</p>
Athletic Training (B)	2005-6: 106/9 2006-7: 129/11 2007-8: 124/6 2008-9: 108/10 2009-10: 107/9	<p>Internal and External Review Summary: The Athletic Training program completed its application for reaccreditation and the visiting team granted accreditation through 2020. This accreditation notes that the program has met all national standards for the discipline. The visiting team commended the program for its comprehensive curriculum outcome assessment, and the peer-assisted training that was cited as a highlight of the curriculum. The problem-based pedagogy was also noted for fostering critical thinking to determine patient outcomes. Overall, the site team found the program to be rigorous and engaging. The team found, however, that the program relied too heavily on graduate assistants for on-campus clinical instructors, and suggested that the university look to hire longer term instructors to provide more consistency. They also recommended that the program look to establish a reliable source of funds to replace or repair equipment on a regular basis. The faculty were recognized for their willingness to work with students inside and outside the classroom and for the collegial atmosphere in the department.</p> <p>Action Plan: The program will work to maintain its accreditation and meet the high standards of the Commission on Accreditation of Athletic Training.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Salisbury University		
Chemistry (B)	2005-6: 69/8 2006-7: 95/9 2007-8: 86/12 2008-9: 82/10 2009-10: 84/10	<p>Internal and External Review Summary: The program is noted for having a student-centered approach to its students, both majors and non-majors. With two of its 7 tracks certified by the American Chemical Society, the department offers a rigorous curriculum that meets the standards of the discipline. Chemistry courses are also required for many other majors, placing a significant burden on the department to serve students in STEM disciplines in particular. The reviewer noted that current demand for introductory courses and potential changes in the Biology major might necessitate hiring an additional chemistry professor, especially since the university is currently engaged in an effort to increase the overall number of STEM majors. The dean of the Henson school emphasized the importance of a university commitment to grant scholarships to attract high achieving students in challenging majors such as Chemistry.</p> <p>A significant concern expressed in the department's review, the external report, and the dean's response is the lack of a well defined budget to replace or repair instrumentation vital to the department's operation. While grant money may be pursued for extraordinary purchases, grants rarely support routine maintenance or instruments of moderate expense. The external reviewer suggested that these costs ought to be borne by the university outside the regular department budget, and that the Chemistry department should develop a clear list of priorities for instrumentation replacement and acquisition. Further, the department has an assessment plan in place, though the external reviewer and the dean suggested that a standardized exam might be an appropriate and effective tool.</p> <p>Action Plan: The department has created a committee to prioritize instrumentation needs, and will work with the dean to develop a clear budget. The department's curriculum committee has been charged with looking into standardized assessments, while also developing internal assessment tools. The university has recently hired a STEM coordinator who can play a role in helping the growth of STEM programs such as Chemistry.</p>
Exercise Science (B)	2005-6: 150/43 2006-7: 207/45 2007-8: 232/68 2008-9: 239/50 2009-10: 303/80	<p>Internal and External Review Summary: The program completed its application for reaccreditation in 2011 and the Committee on Accreditation for the Exercise Sciences granted accreditation through 2020. This accreditation notes that the program has met all standards for the discipline.</p> <p>The visiting team noted significant growth in the number of faculty since the last visit (3 new tenure-track faculty), strong administrative support, improved facilities, and an especially strong internship program. This major is one of the fastest growing at the university, and the department's ability to manage a dramatic increase from 37 majors in 2002 to 370 majors in 2010 is remarkable. The department has an extensive assessment program in place, and has begun systematically tracking its graduates, as recommended by the visiting team. Even as the program enjoys significant growth, the department is looking to expand its reach to Shady Grove. The department is finalizing an articulation agreement with Montgomery College, and expects to be able to offer the program at USG in Fall 2013.</p> <p>Action Plan: The program will work to maintain its accreditation and meet the high standards of the Commission.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Salisbury University		
Environmental Science (B)	2005-6: 10/1 2006-7: 18/4 2007-8: 35/3 2008-9: 50/6 2009-10: 72/17	<p>Internal and External Review Summary: The program is one of the fastest growing majors at SU, with an increased enrollment of over 600% since Fall 2006. With the support of the dean, in Fall 2011 the program's steering committee began working on a plan to create a separate department, to be in place in Fall 2012. This interdisciplinary major involves outstanding faculty from across the university, and its curriculum reflects a desire to have students incorporate knowledge and skills from a variety of fields. All of the faculty emphasize the importance of experiential learning, and students are required to leave the classroom for field studies in numerous courses.. The university hopes to acquire the Nassawango Nature Conservancy Site, which will be a valuable asset for field studies. With rapidly increasing numbers but no separate budget or faculty, the program has largely had to rely on other departments to provide courses for its students. These courses often are filled to capacity, making it difficult for ENVR students to meet their requirements. In addition, reliance on courses from many different departments has resulted in a curriculum that does not fully integrate the interdisciplinary nature of the major, as both the internal and external review noted. Most of these problems will be alleviated when the program becomes a separate department, with a newly proposed curriculum and faculty and staff of its own.</p> <p>The external reviewer found the program to be intellectually rigorous and noted the strong sense of community shared by students and faculty alike. Environmental Studies has a popular Living Learning Community that helps students form academic and social connections. Students have won several prestigious awards, including two nationally competitive fellowships at the Environmental Protection Agency. In short, the Environmental Studies program is a dynamic major with a highly respected faculty and engaged students, poised to become an independent department in the near future.</p> <p>Action Plan: The program has an assessment plan in place, which will have to be modified when it becomes a separate department. The program steering committee has developed a new curriculum proposal which it will take to the appropriate committees for review AY 2011-12.</p>
French (B)	2005-6: 6/2 2006-7: 5/1 2007-8: 8/3 2008-9: 9/2 2009-10: 8/1	<p>Internal and External Review Summary: The department is well known for being student-centered, and the faculty work collaboratively to deliver the courses required for the majors, as well as general education. All majors are also required to have a study abroad experience. Both the external reviewer and the department acknowledged that a weakness of the major is that it leaves few elective options for students. In part this is due to the small size of the department; the reviewer also suggested that the curriculum be revisited to offer greater flexibility. In particular, the review suggested that some courses could be combined and that introductory courses should be taught less frequently to free up faculty to teach more upper-level courses. The department is engaged in continual assessment, though the reviewer noted that some of the tools are outdated or less effective than others currently available.</p> <p>While the department graduates few majors, its faculty and the dean are currently engaged in discussions about significant changes that may result in an increase of the number of students in all foreign language programs at the university. One suggestion in the dean's report and the external review is that SU explore</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Salisbury University		
<i>French, cont'd.</i>		<p>requiring a foreign language for BA students. As the reviewer noted, SU's mission statement includes emphases on diversity, interdependence, and international experiences, each of which would be considerably enhanced with a foreign language requirement. Making this change would, of course, involve significant commitment of resources to the MDFL program.</p> <p>Action Plan: The department has created an assessment action plan, which includes a thorough review of existing entrance and exit exams. The dean has also included a detailed plan to review the program's assessment, curriculum, recruitment strategies, and overall structure. The department and the dean have agreed that changing to a single Modern Languages degree, with tracks in specific languages, is appropriate; the department will begin the process of making this change during AY 2011-12. In addition, the dean and the department have created a task force to explore the possibility of making foreign language a requirement for the BA degree.</p>
International Studies (B)	2005-6: 44/8 2006-7: 46/10 2007-8: 55/13 2008-9: 63/11 2009-10: 86/12	<p>Internal and External Review Summary: The program has experienced significant growth in its eight years of existence. All majors are required to demonstrate competency in a foreign language, and must have a study abroad experience. Since IS relies on other departments to deliver its curriculum, it is somewhat at the mercy of forces beyond the program director's control. Both the external and internal reviews noted the importance of offering more diverse language options for IS majors, particularly in Arabic, Mandarin, and Farsi. The major is also thin in political science courses dealing with Latin America, South Asia, and Africa. Filling these gaps would require a new hire. The external reviewer and the dean suggested that the program consider adding either a gateway or capstone course to provide a common intellectual experience.</p> <p>Students reported being very satisfied with the program, and were particularly enthusiastic about the area studies programs in Estonia, Ecuador, and China. They also expressed interest in expanding programs to other regions to increase the flexibility of their options.</p> <p>Action Plan: The department has created an assessment action plan; the dean has identified hiring faculty with international specialties as a school-wide priority.</p>
Spanish (B)	2005-6: 2006-7: 2007-8: 2008-9: 2009-10:	<p>Internal and External Review Summary: As the internal and external reviews noted, the study of a foreign language is often an integral component of a liberal arts curriculum, though it is not a requirement at SU. Still, the reviewer found the faculty and students to be highly engaged despite the relatively small size of the program. All majors are required to have a study abroad experience, and all full-time faculty have led study abroad trips.</p> <p>The program has experienced a significant decline in the number of majors in the last five years. The internal review suggests that this may be due, in part, to personnel issues: faculty reassignments for administrative duties combined with the decision to not renew a faculty contract created a situation where the department offered a severely limited set of courses. In addition, the small size of the faculty makes it difficult for professors to offer electives that match their research interests, as they are bound to teach required courses for their majors. Both students and faculty cited the restrictive curriculum as having a negative impact on the</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Salisbury University		
<i>Spanish, cont'd.</i>		<p>program. Along with their colleagues in French, the Spanish faculty are currently engaged in discussions with the dean about significant changes that may result in an increase of the number of students in all foreign language programs at the university. One suggestion in the dean's report and the external review is that SU explore requiring a foreign language for BA students. As the reviewer noted, SU's mission statement includes emphases on diversity, interdependence, and international experiences, each of which would be considerably enhanced with a foreign language requirement. The dean has also suggested that SU should consider developing a single Modern Languages programs which could be fulfilled through the study of French, Spanish, or other languages. Making these changes would, of course, involve significant commitment of resources to the MDFL program.</p> <p>Action Plan: The department has created an assessment action plan that includes a thorough review of existing entrance and exit exams. The dean has included a detailed plan to review the program's assessment, curriculum, recruitment strategies, and overall structure. The department and the dean have agreed that changing to a single Modern Languages degree, with tracks in specific languages, is appropriate; the department will begin the process of making this change during AY 2011-12. In addition, the dean and the department have created a task force to explore the possibility of making foreign language a requirement for the BA degree.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Towson University		
Communication Studies (B)	2006-7: 213/47 2007-8: 264/39 2008-9: 328/50 2009-10: 341/83 2010-11: 385/123	<p>Internal and External Review Summary: The Communication Studies program is housed in the Department of Mass Communication and Communication Studies that focuses on the study of the structure, processes, aesthetics, functions, ethics and criticism of mass media and human communication. Students gain knowledge in theory and research as well as practical skills that are applicable to a wide range of careers. It is the mission of the department to help provide students with the tools needed to navigate the communication challenges of the 21st century. The curriculum has a sound rationale that achieves a nice balance between theory, research and practice/performance. The program courses are sequenced well, allowing for students to build on knowledge from previous courses as they progress through the program. However, the department is exploring integrating additional research requirements into the curriculum, including adding additional research methodology coursework. While student activities including NCA's national honor society, Lambda Pi Eta and a well-respected debate team, additional opportunities should be developed. General education courses are robust and course sizes fit within the range that NCA recommends. The department may want to explore providing more opportunities for student research, perhaps by attending/presenting at state and regional conventions or holding a research day/event on campus. The program has engaged in limited assessment of student learning in recent years. However, an assessment plan has recently been developed designed to address student-learning outcomes. Implementation of the plan is underway and assessment data are being collected following a period of limited program assessment. The external reviewer recommends continuation of this effort.</p> <p>As noted by the external reviewer, the unit's percent of courses taught by adjunct instructors is well above the norm of Communication Studies program nationwide. In addition, because of the limited number of full-time faculty, the existing faculty have heavy service and advising loads. The department hosts more than two-dozen committees and advising loads run as high as 75 students. These requirements negatively impact their time for teaching, service and scholarship requirements.</p> <p>Action Plan: An extensive plan to address the following issues is on file in the USM Office of Academic Affairs. Overreliance on adjunct faculty: Discuss with college Dean the prospects for increasing the number of full-time faculty teaching in the programs, within the structure of college priorities, 2) Heavy teaching/service/advising responsibilities, 3) Modernization of Curriculum/Course Revisions, 4) Rapid Growth, 5) Enhance Opportunities for Student Involvement, and 6) Support On-going Assessment of Student Learning.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Towson University		
Forensic Chemistry (B, M)	<u>Bachelor's</u> 2006-7: 75/6 2007-8: 80/6 2008-9: 109/6 2009-10: 109/6 2010-11: 125/3 <u>Master's</u> 2006-7: 7/0 2007-8: 18/3 2008-9: 24/11 2009-10: 40/12 2010-11: 48/19	<p>The undergraduate forensic chemistry and graduate forensic science programs achieved full accreditation by the Forensic Science Education Programs Accreditation Commission in January 2011. Both programs met all required standards and have been fully accredited for a five-year period. According to the site team, both the undergraduate and graduate programs provide appropriate and sufficient course work to prepare students for employment or further education. Both programs address the specific requirements for accreditation at their respective levels that include rigorous educational experiences with a basis in a strong science curriculum coupled with legal components and a focus on developing effective written or oral communication skills. Both programs ensure students have applied real-life experiences. In addition, the programs provide students with mentorship opportunities through their strong science-focused partnerships with organizations representing the forensic chemistry and forensic biology areas of study. Personal attention from professional forensic practitioners received through internships, research and coursework is a cornerstone of both programs. Such involvement includes professionals serving as internship supervisors, as adjunct faculty, and on the Program's Academic Advisory Board. The professional relationships that exist between the program and local laboratories offer a unique exposure to forensic casework and forensic laboratory quality assurance requirements.</p> <p>A major strength of the programs comes from the highly-qualified and enthusiastic faculty. The full-time faculty consists of two Ph.D. tenure track assistant professors with forensic science backgrounds (one of whom will be tenured in August, 2011). Part-time adjunct faculty comprise six individuals who currently work in the forensic workforce. The new program director previously served 35 years with the Baltimore City Police Crime Laboratory in a variety of roles and held several teaching positions in higher education.</p> <p>While the current resource structure is sufficient, additional resources will be necessary if enrollments continue to increase. For example, the equipment used is currently sufficient for class laboratories as well as the number of shared analytical instruments used for laboratory exercises and research by all undergraduate and graduate chemistry students. A replacement cycle plan needs to be established to replace current equipment. However, with enrollment trends and increased interest of students to engage in research projects, the overall resources will soon be taxed. Planning is already underway to add 100,000 square feet to the building that houses the college and acquire the necessary equipment with expected completion dates spanning 2016-2018. Additional faculty resources will also be required to support any new equipment. However, the external reviewers note that much has already been done- hiring new faculty, purchasing equipment and increasing the supply budget. It is also important to note that successful partnerships with crime laboratories such as the one with the Baltimore City Police Department have resulted not only in prime internship placements, but students' access to state-of-the-art laboratory equipment. While both programs have assessment plans and have evidence data are used to inform program improvement, additional measures need to be developed to address employer, graduate and student satisfaction. The programs should continue the processes already in place to make changes in the measures, process, or curriculum.</p> <p>Action Plan: An extensive plan to address the following issues is on file in the USM Office of Academic Affairs 1) Sustainability, 2) Assessment Process</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Towson University		
History (B)	2006-7: 333/66 2007-8: 330/60 2008-9: 357/58 2009-10: 357/90 2010-11: 342/87	<p>Internal and External Review Summary: According to the reviewer: "Students and administration at Towson University are served by an energetic and dedicated faculty who provide a challenging curriculum consistent with best practices recommended for the discipline. It is a popular major with strong institutional support and a skilled faculty who support the university and its mission. Faculty members are accessible to students, highly regarded by their majors, and well respected by their peers. Collectively, they are excellent mentors. The chairperson offers an inclusive, participatory style of leadership. Incoming chair has a firm foundation to build upon, broad-based support, and is well prepared to lead the program into the next phase of its evolution. In short, the program is well positioned to thrive in the coming years."</p> <p>One of the greatest strengths of the program is the dedicated faculty who provide a challenging curriculum consistent with best practices recommended for the discipline. Instructors meet all appropriate standards set by the history profession in relation to their academic credentials, scholarly productivity, teaching excellence, and service. Faculty has authored nearly 20 monographs over the previous decade and dozens of articles in refereed journals. They have designed and have curricular approval for 19 new courses. Departmental faculty members continue to be instrumental in service work at the department, college and University level. Finally, faculty have been exceptionally creative and resourceful in developing programs, both on-campus and in the surrounding community, that provide opportunities for students, serve as resources for the community, and highlight faculty areas of expertise.</p> <p>The department has updated the curriculum with the addition and/or modification of 19 courses. The major is now much more global and comprehensive in terms of coverage and provides students with a much richer and much broader overview of history. It has resulted in a more diverse and demanding major. In addition, the department offers a wide range of opportunities for both students to learn and to develop professionally. The department's Phi Alpha Theta is well supported and capably advised. There is a student-edited journal featuring their work (<i>The History Journal</i>) and numerous other opportunities to participate in extra-curricular activities directly related to history (history internships, undergraduate research conferences, and regional Phi Alpha Theta conferences).</p> <p>The external reviewer states that the program comfortably meets best practice curriculum standards as suggested by the American Historical Association. Data reveal that there are sufficient sections of each survey course to accommodate student demand, including those enrolled in the History Secondary Education concentration. There is a good variety of options each term and the courses offer broad surveys of regions, time periods, or themes, with a number of upper level courses that are global or transnational in scope.</p> <p>In terms of the student population, ten years ago a majority of history majors pursued a teaching career as an initial emphasis. Today, the department's majors are much more diverse in their expressed career choices. Public history and non-history related fields (library science, business, and the military) have emerged as significant career pathways. Today's history major affords students multiple options in attaining their educational and pre-professional goals.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Towson University <i>History, cont'd.</i>		<p>Areas for Improvement:</p> <p>The external reviewer identified assessment as the single greatest concern, a conclusion that reinforced the findings, and recommendations, of the departmental Self Study. While proposing a series of very specific components of a more robust assessment program (portfolio review, on-line surveys, exit interviews), the external reviewer endorsed the department's Program Improvement Plan (PIP), which outlines in great detail the strategies, mechanisms, and timeline for addressing assessment issues and implementing changes. It is critical to note, however, that the department must find some reasonable middle ground between the external reviewer's specific proposals and the department's developing plan for assessment and implementation process. Given that the department is at an early stage of implementing the new assessment plan and resource-challenged, success on the subsequent program review depends upon finding the right mix of strategies as suggested in both the Self Study and the External Review Report. Furthermore, the department's communication and outreach efforts to prospective students, to current students, and to alumni are on-going and under review. Adjustments have already begun, including a review of web site, advising documents, and promotional materials.</p> <p>Finally, regarding curricular issues, the revision of catalog courses is underway and will continue over the next two years. Additionally, per the PIP, the department curriculum committee will review the department's courses and programs with an eye toward greater consistency in support of the assessment program. As the external reviewer noted, the department's PIP outlines the path forward in detail and the department is committed to working in support and pursuit of the established objectives.</p> <p>The external reviewer noted, "The department seems to understand its place in the university and to have a realistic knowledge of its strengths and limits. Its Program Improvement Plan is comprehensive. It defines specific charges, outlines strategies, and sets realistic timetables for implementation. The plan has broad support among the faculty and the backing of administration. Its goals are ambitious, but they are achievable. Working toward them in a collegial manner should yield rich results for faculty and students. To succeed, there must be a sustained partnership with consistent administrative support."</p> <p>Action Plan: The department will: 1) continue the adaptation and implementation of the departmental major, 2) continue implementation of the department's assessment program as approved in 2009 and specified in the Towson University Catalog, 2009-2010. 3) improve and monitor the alignment and integration of the major within the university's PeopleSoft student records management system in supported of improved advising processes, 4) within the limits of time and opportunity, the department will set priorities a) for its growing numbers of scholarships, b) for its Towson University Foundation Accounts, and c) its Annual Operating Budget (OOE), 5) Improve communication of its activities and accomplishments..</p>
Information Systems (B)	2006-7: 212/43 2007-8: 223/42 2008-9: 257/55 2009-10: 301/59 2010-11:282/79	<p>Internal and External Review Summary: The external reviewer noted major improvement since the last program review done in 2003-04. The program has been successful in hiring additional, well-qualified faculty for several years, and is actively recruiting this year. The number of tenure/tenure-track faculty positions with primary responsibility in the Information Systems (IS) program increased from 4 to 8. The faculty is active in research, and is successful both in publishing and in acquiring research funding. Interviews with students indicate one of the major strengths of the program is the faculty in both its quality and commitment to the program.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<p>Towson University Information Systems, <i>cont'd.</i></p>		<p>There has also been marked improvement in assessment practices as the program received “best practice” ratings by the University Assessment Committee in 2008-09. Compared to findings in the 2003-04 review, program objectives are clearer and the program is demonstrating that student learning goals are being met. The assessment data, analysis, and use of findings as explained in the last five assessment reports indicate that continuous program improvements are being made. The faculty is continuously proactive in their efforts to assist students in achieving the learning goals. The faculty have introduced improvements in teaching methods, changed curriculum in response to recent advancements in technology, and ensured quality in course content and instruction.</p> <p>One of the program’s strengths has been its stable student enrollment at a time when IS enrollments have dropped nationally. The IS program offers the advantage of being housed in the computer and information sciences department, allowing students exposure to fields beyond business administration. Faculty are actively involved in developing research projects motivated to prepare undergraduate students for workplace environments that are complex, monitor faculty workloads particularly if student enrollments increase. In that case, additional faculty support will be necessary to continue to provide high quality instructional programs as well as research.</p> <p>The external reviewer noted that the Towson University’s salary scale is below market for IS faculty (who are commonly housed in higher salary Business schools) and that there is a risk that faculty will seek to move to other institutions. Continued attention will be necessary to ensure the department remains competitive in hiring and retention of high quality faculty.</p> <p>The self-study process and the external reviewer identified a need for research or curriculum development support for faculty during the summer. The program was encouraged to explore all possible internal and external sources of summer support.</p> <p>Finally, the reviewer noted that the high student advising workload. Each faculty member is responsible for advising between 30 and 40 undergraduate students. In addition, program faculty provide support for students at the graduate level, including thesis and dissertation support.</p> <p>Action Plan: In order to address the need to balance teaching loads (including advising responsibilities) and research expectations, the department will continue to implement its workload policy to assign teaching loads that promote both student achievement, as measured through the assessment process, and research productivity, and explore creative, new, efficient and high quality advising techniques. The department will also seek to enhance summer support for faculty by working with the Research Office to identify possible sources of grant funding, and prepare and submit grant proposals.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Towson University		
Mass Communication (B)	2006-7: 824/217 2007-8: 922/228 2008-9: 1022/285 2009-10: 969/264 2010-11: 902/250	<p>Internal and External Review Summary: Over the past ten years, the Department has continued to strengthen programmatic goals to insure the development of knowledge, skills and values in students. It uses the results of the required university-wide teaching evaluations to provide an assessment of teaching. Assessment of student learning occurs in two key courses: MCOM 407 (Media Writing) and MCOM 490, a core course (Mass Comm Research). Assessment has been conducted within the last two years and is still in its evolutionary phase. In Advertising and Public Relations, multiple courses were being assessed for student learning skills. The curriculum is directly tied to the program's mission: "Students gain knowledge in theory and research as well as practical skills that are applicable to a wide range of careers." Students have campus media outlets to provide co-curricular experience; they have student chapters of professional organizations (AAF, SPJ, PRSSA) to give them additional real-world experience. Faculty partnership programs also add credibility to the curriculum. Internships are plentiful in the Baltimore metropolitan area; students are able to gain experience year-round locally, domestically or internationally.</p> <p>While the <i>Towson University Faculty Handbook</i> clearly articulates policies, faculty indicate there is a lack of clarity about the third-year review and promotion process. By being in a College of Fine Arts and Communication, there may be great latitude in interpretation of the achievements required for promotion and tenure. Increased mentoring of junior faculty would also be useful to help alleviate expressed concerns. There were concerns expressed at both the Department and College level about faculty mentoring; there was a strong desire for additional clarification about unit and College expectations. The Department of Mass Communication and Communication Studies has an impressive full-time faculty educated at top-tier institutions. They are widely published and have creative activities of note. They have broad-based research interests and strong higher education and media/communications experience. However, there is need to expand the number of full-time faculty. Based on statistics from spring and fall 2009 and spring 2010, the average percent of courses being taught by adjunct faculty was 38 percent in Advertising, 15.3 percent in Public Relations and Integrated Communications and 45 percent in Journalism/New Media. Because of the popularity and enrollment in the MCOM program, the advising load each faculty member carries is heavy. Faculty members report from 31-83 student advisees at any given time. Because of the industry talent available in the Baltimore-Washington corridor, there is no lack of availability of part-time faculty. The Department has a rich list of available part-time talent. Where part-time faculty members instruct one of multiple sections or core courses, there is supervision from a full-time faculty member, a unit coordinator or the Department chair.</p> <p>The Media Center has adequate space and facilities; the equipment is well maintained. Smart classrooms are upgraded every three years. Faculty offices are functional, located across three buildings (Media Center, Van Bokkelen and Stephens); however more space is needed as full-time faculty are hired. Faculty and students expressed the need for more shared space.</p> <p>Action Plan: An extensive plan to address the following issues is on file at the USM Office of Academic Affairs: 1) communications regarding tenure and promotion expectations, 2) maintenance of departmental computer labs, 3) insufficient full-time faculty supporting the journalism and new media concentration, 4) ongoing review of the curriculum, and 5) enhancement of student advising,</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Towson University		
Physician Assistant Studies (M)	2006-7: 60/33 2007-8: 67/29 2008-9: 69/26 2009-10: 60/34 2010-11: 58/30	<p>Internal and External Review Summary: ARC-PA site visitors conducted an onsite program review in April 2010. They identified a series of concerns regarding adherence to accreditation standards, and submitted their report to the full Commission, who reviewed the report and supporting documentation in September 2010. The Commission found sufficient compliance with standards to award Continuing Accreditation status to the program, with an approximate date for the next full review in September 2013.</p> <p>While awarding continuing accreditation, the full review process also resulted in the issuance of 10 citations to the program. An ensuing requirement called for a narrative response to each citation, along with any necessary supporting documentation, which was due and delivered by July 1, 2011. The report contained an overarching programmatic comment, as follows:</p> <p>“The Commission remains concerned about the commitment of the program to a robust and ongoing self-assessment process. The expectation while not different from the 3rd Edition maybe clearer in the 4th Edition of the Standards, in C1.01 which follows. A well designed self-assessment process reflects the ability of the program in collecting and interpreting evidence of student learning, as well as program administrative functions and outcomes. The process incorporates the study of both quantitative and qualitative performance data collected and critically analyzed by the program. The process provides evidence that the program gives careful thought to data collection, management and interpretation. It shows that outcome measures are used in concert with thoughtful evaluation about the results, the relevance of the data and the potential for improvement or change.</p> <p>It is noted that five of the Citations were the same as the previous ARC-PA comprehensive review. The relatively short interval until the next comprehensive review reflects the commission’s concern. The program and institution must demonstrate that it can manage the program without frequent external reviews.</p> <p>Failure to respond satisfactorily to the above requested information may result in a reconsideration of the program’s accreditation status or an earlier scheduling of the next comprehensive review.”</p> <p>Each of the 10 citations are detailed in the program review report, along with the specific accreditation standard to which it refers, followed by the program’s response and action plan.</p> <p>Action Plan: An extensive plan to address the 10 citations is on file at the USM Office of Academic Affairs. The University should provide the Chancellor with a report on the outcomes of the next site visit scheduled for September 2013.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Baltimore		
English (B)	2006-7: 66/11 2007-8: 81/15 2008-9: 77/14 2009-10: 97/17 2010-11: 108/18	<p>Internal and External Review Summary: The areas which came to the surface for possible action in the near future included:</p> <ol style="list-style-type: none"> 1. Related to the literature specialization, the faculty should consider a review of the curriculum that examines what might best be retained or discarded in order to provide majors – only a few of whom pursue further degrees in literature – with what is critical for them to know. 2. Related to the literature specialization, a number of graduates are interested in teaching. What are the essential courses that they need for secondary certification and how might UB's program cooperate with another institution for an easy transition to this sort of preparation (if UB cannot consider a M.A. in Teaching that might serve both English and History, among other traditional programs whose graduates are pursuing teaching careers)? 3. Related to the discourse & technology specialization, how is this clearly different from professional writing; how might this dovetail with the current corporate communication program (or its anticipated revision as digital communication)? 4. General education offerings in literature are few; are there additional courses that should be considered? There was a suggestion that broad-based literature courses (world, American, British, other national literature reviews) might be useful. 5. Assessment is done in the capstone course that serves all specializations. This delays the feedback into improving the program until the students have almost completed it. Other questions relative to this are whether or not the capstone course should be move specifically specialization related. Finally, the specificity of the results could be improved. <p>Action Plan: In the School of Communications Design there is considerable similarity of undergraduate programs (or programs and specializations within other programs) so that offerings appear to be duplicative. The division recognized the potential overlap of the specialization in discourse & technology (part of the BA in English) with the BS in Corporate Communication. In light of the reviewers' comments, it is essential for the program to reassess the viability of its academic model. Consideration must be given to how to fold the discourse & technology specialization into the new BA in Digital Communication or the professional writing specialization of the BA in English. Discussion must consider the student perspective – what does the student face in viewing all these options? - Are the options truly distinguishable and therefore justifiable? Discussion must consider currently available faculty resources and the role of the program in the future of the college.</p> <p>The comments of external reviewers about confining assessment to the capstone course are helpful. The program should examine a way to distribute assessment over the four years of the program. Curriculum mapping and a solid assessment strategy will help to address some of these concerns, especially with respect to the improvement loop in learning and teaching.</p> <p>The record of how many students are pursuing each specialization is unclear, primarily because students are not forced to select a specialization early in the program. Advisers are requested to work with students to determine the specialization as early as possible and have this be part of the official student record. This will also enable study of the relative popularity of the specializations. This will also be useful in future programmatic planning.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Baltimore		
Forensic Studies (B)	2006-7: 45/16 2007-8: 43/13 2008-9: 43/20 2009-10: 52/5 2010-11: 57/23	<p>Internal and External Review Summary: The major areas identified for examination towards action revolve around the following: 1) replacement of the program director, 2) additional full-time faculty as related to further development of the curriculum, ongoing assessment and possible preparation for accreditation, 3) development of new courses within the academic program and for continuing education of forensic professionals, 4) consideration of the interplay between forensic science, police science, drug and alcohol analysis – extent to which these can be integrated, highlighted, marketed – implications related to program modifications and name change, 5) pursuit of accreditation from Forensic Education Programs Accreditation Commission (FEPAC) of the American Academy of Forensic Science – need and value vs. internal resource capacity.</p> <p>The program has built a pool of adjunct faculty who are recognized and highly qualified professionals and who continue to mentor students and provide them with internship opportunities. On the other hand the program enrollments do not support additional resources for full-time faculty, essential in providing stability for the curriculum, assessment and course offerings. How best to balance these two valuable contributions with the right deployment of resources and, hence, mix of faculty must be examined. In addition, this balance must be examined in light of the requirements for accreditation – something recommended by both external reviewers for the visibility and recognition of the program and for its ability to continue to attract students (and faculty) and to place graduates in the marketplace. The balance of numbers in the two tracks must also be considered when making this determination.</p> <p>Action Plan: The program has instituted a search to replace the program director, a schedule has been developed to assess the core courses over a two-year period, modifications to the core course content are in progress to better define the ethical components of the tracks, two new courses within the curriculum have been developed, and meetings and curriculum discussions are planned with all staff.</p>
History (B)	2006-7: 56/10 2007-8: 73/9 2008-9: 62/12 2009-10: 64/10 2010-11: 30/12	<p>Internal and External Review Summary: The self-study and external reviewers identified three major areas for which action is considered important.</p> <p>1. Curriculum: The program has been supportive of general education by developing and offering 9 new courses. A plan to incorporate certain of these lower-division courses into major requirements, perhaps via scaffolding, seems useful – since majors can benefit from earlier introduction into how history is done. This also permits offerings of basic history courses to meet the needs of two audiences (majors and non-majors). It may also be important for the program to consider paring down the course offerings based on what faculty can realistically offer to offer fewer courses more consistently. Creation of a capstone course could help with programmatic assessment and provide a useful exit experience for students. The capstone conversations should incorporate information about what students are doing when they graduate so that it does not become an “introduction to graduate study in history” if most of the graduates are not going to graduate programs and so that it does adequately prepare students for the types of jobs that they are assuming.</p> <p>2. Faculty: The faculty is stretched thin and is having difficulty meeting all of the demands put upon it. In addition to the history major, history courses directly support the community studies and civic engagement, jurisprudence, and interdisciplinary studies majors as well as the general education needs of the university. There is need for at least one faculty member specializing in African, Latin American, Middle Eastern or Asian history to broaden the</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Baltimore History, cont'd.		<p>offerings beyond Europe and America and to create a more marketable program. The current (and perhaps future) limitations on the number of full time faculty may suggest the need for a cleaner programmatic focus in the design of the curriculum for majors.</p> <p>3. Public History Specialization: This should be promoted not just via faculty/student involvement in local projects, but in the curriculum. Collaboration with the external community and use of service learning are also ways in which this can be emphasized. Both reviewers suggested the National Council on Public History as a source of curriculum and training information for this specialization. In addition, the new University of Baltimore Web site will provide a way to highlight how the program is involved in the community and the opportunities for public history that exist.</p> <p>Action Plan: The history program must be examined taking into account several issues raised by the review.</p> <p>1. In light of globalization of the world economy and culture, UB needs to develop courses in African American, African, Latin American, Asian, and Middle Eastern history. In addition, a survey World History course that emphasizes and integrates global developments post World War II is important for all undergraduates (for general education). Similarly an examination of the post-colonial era and study of emerging nations and regions in a historical context is critical in preparing students for a global economy and providing a broad knowledge base for understanding the current and future world in which they will participate.</p> <p>2. In AY 2012 the history faculty will review the entire curriculum in light of the external reviewers' comments. A core curriculum will be designed – one to which the public history specialization and another specialization focus could be attached. A set of history courses for those who wish to prepare for teaching should be examined in light of certification requirements. A program whose requirements are easy to follow should be the end result. This should be completed by June 2012 and ready for curriculum review in fall 2012.</p> <p>3. The public history specialization should be further developed and emphasized; its curriculum should focus on applications that will serve and contribute to the local community. The recommendations of the National Council on Public History should be heeded for this work.</p> <p>4. The curriculum should include a capstone course that supports current students' ambitions in light of "knowledge that works". The capstone course must support the public history specialization and any other specialization that may be developed. In addition, a robust assessment plan would enable the program to enhance its retention and graduate rates.</p> <p>5. A faculty position is anticipated for AY 2013. The position will support these goals of increasing globalization of the curriculum and also the goals of public history.</p>
Psychology (B)	2006-7: 76/17 2007-8: 103/15 2008-9: 129/10 2009-10: 156/16 2010-11: 175/10	<p>Internal and External Review Summary: There are three areas that the self-study and the external review revealed as action areas for the upcoming years. These are not isolated, but interconnected.</p> <p>1. The curriculum: There is recognition that the applied focus of the curriculum is a strength and a distinguishing feature. This is also a curriculum with the depth and rigor recommended by the American Psychological Association and one that includes an emphasis on critical thinking. Nonetheless it is recognized that the number and variety of courses is quite difficult to deliver with such a limited number of faculty.</p> <p>2. The faculty: The use of about 50% adjunct faculty and the turnover in faculty for the undergraduate program is apparent. The faculty probably cannot address many of the concerns of the review until faculty needs for the undergraduate program are addressed.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Baltimore Psychology, cont'd.		<p>3. Student Learning Outcomes Assessment: Although the program has embraced the recommended APA goals for undergraduate psychological education, there has been no mapping of the goals to courses, there is a paucity of data regarding the attainment of the objectives and even broader indirect assessment (alumni opinion, job placement, graduate school education) has not been obtained.</p> <p>The self-study included a survey of faculty (although the response rate was low) about the curriculum and made some suggestions. The reviewers suggest that a more in-depth review of the curriculum must be conducted in relation to faculty resources and the perceived program focus and direction. In addition, it should be informed by information about what paths students are taking after graduation. This seems like an integrated way to approach planning the curriculum of the future (including the type of capstone experience) and tying resource requests with mission and capability.</p> <p>In addition, connected with the above are needs to examine retention (the number of graduates seems low even if many students are part-time), involve alumni in mentoring students, try to stabilize the position of undergraduate program director, and consider internships and practica to provide the research and/or applied experience that graduates need to be competitive for both jobs and graduate school.</p> <p>Action Plan: Within AY 2011-12 (by June 2012), the program should aim to accomplish the following and implement these recommendations so that assessment data is available by June 2013:</p> <ol style="list-style-type: none"> 1. Review the program curriculum in context of the bio-demo data. Work to make program more attractive to a broader market. Consider the UB audience, 21st century needs, faculty strengths, review findings, and available resources. 2. Use APA guidelines as a basis for learning outcomes while developing the curriculum; these are broad and extensive guidelines and the focus should be turned to those specific to the uniqueness of the UB program (which may need to be clarified). Map the learning outcomes to curriculum. Invite Dr. Bensley (or some comparable external assessment expert in psychology) to help design instruments for assessment. <p>By October 31, 2011:</p> <ol style="list-style-type: none"> 3. Examine graduation rates and typical paths of each student to graduation. <p>Regarding a new undergraduate faculty hire, the program should plan for an assistant professor who can support the basic core curriculum of the redesigned undergraduate program and who can contribute to the teaching of multicultural and community psychology in the division's programs.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Baltimore		
Public Administration (M)	2006-7: 223/48 2007-8: 263/49 2008-9: 301/44 2009-10: 320/63 2010-11: 295/81	<p>Internal and External Review Summary: The review was conducted in conjunction with renewal of accreditation with the National Association of Schools of Public Affairs and Administration (NASPAA). The self-study was conducted in 2010 and the NASPAA Commission on Peer Review and Accreditation (COPRA) interim report was filed in fall 2010. The site visit was conducted in spring 2011 and the team's report was received.</p> <p>NASPAA indicates that faculty should be commended for balancing a heavy teaching load with scholarly activities and for the quality and effectiveness of its diversity approach. The commendations include mention of the faculty involvement in program governance and the student focus of the faculty. The connection between the program and the Schaeffer Center is noted as strong, contributing to outreach and research on community issues. The team noted that the program successfully employs three modes of delivery of courses: residential, online and intensive weekend. They recommend that within the curriculum review the importance of including assessment as a major component of course design be taken into consideration.</p> <p>The team saw the Washington market available at USG to be an opportunity and suggests that as resources become available, the program reconsider being there only on a weekend intensive basis. They further recommend that there be greater faculty involvement in career placement as suggested by full-time students with they met during the site visit. In addition, the changes in the demographics of the students warrant an examination of the internship requirement as it is currently being applied. The program seems adequately staffed in advising but lacks other critical support staff.</p> <p>Most importantly, they suggest that the faculty plan for revision of courses and curriculum to meet new NASPAA standards, which may of necessity include consideration of alternatives to the currently very structured core curriculum.</p> <p>Action Plan: The program recommends a comprehensive curriculum review to occur within the next two years. They suggest a three-pronged approach: 1) Review of program structure in fall 2011 – examining the 33-credit core requirement existing within a 42-credit program. The relative balance of core requirements vs. specialization opportunities will be examined. 2) Review of core curriculum for relevancy and currency in calendar year 2012 – seeking to assure universal competencies of the NASPAA standards, topical areas such as collaboration and network, and new areas critical to contemporary administrators. 3) Review of specialization areas in calendar year 2012 – incorporating new faculty expertise, ensuring competency in various sub-fields, designing specific courses for these areas.</p> <p>The program also suggests that it will re-examine the internship program, make stronger connections with career and placement offices on campus, and build a curriculum that can provide students more socialization into the profession.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Maryland, Baltimore County		
History (B, M)	<u>Bachelor's</u>	<p>Internal and External Review Summary: The internal review noted the long history of a climate within the department that is welcoming and supportive. The current full-time members of the History faculty continue to make their mark as outstanding teachers, scholars, and university leaders. Members of the department serve in leadership roles and on numerous prize and policy committees for national and international professional societies (such as the American Historical Association). In addition to the UMBC and USM awards in research and teaching won since the department's founding, in just the last six years History faculty won no fewer than 60 fellowships, grants, and prizes from both inside and outside the university. The funders include many of the most prestigious organizations supporting history scholarship and teaching such as Fulbright Foundation, Guggenheim Foundation, National Endowment for the Humanities, National Science Foundation, Social Science Research Council, Newberry Library, Huntington Library, John Carter Brown Library, Marguerite Casey Foundation, Wellcome Foundation, the Woodrow Wilson Center, California Wellness Foundation, the Council of Graduate Schools and the Ford Foundation. In the same period History faculty published no less than 30 books and 100 essays, articles, and book chapters, and gave numerous presentations at regional, national, and international Conferences, as well as other prestigious venues.</p> <p>The Department of History remains committed to undergraduate teaching and exceptional instruction and mentoring of graduate students. Teaching evaluation scores (SCEQs) in History consistently rank among the highest at UMBC. High quality and effective teaching is a cornerstone of the Department of History's identity. Tenure-track and tenured faculty teach all levels of undergraduate and graduate courses. Overall, History courses and seminars emphasize skills focused on critical thinking, analysis, research, and effective writing. Other contributions to the university's community outreach and public service mission is evidenced in Department of History partnerships with various agencies in the Maryland state government, the Maryland State Archives, Maryland Historical Society, National Archives, National Park Service, and various other public history institutions throughout the region.</p> <p>There has been some progress in the salary compression problems mentioned in the last department program review. However, some inequities still remain and the success of the department's faculty makes them attractive targets for recruitment by other universities. The department is grateful for the help it receives in retaining faculty.</p> <p>The external review noted that the department is considered by many to be one of the strongest at UMBC. It noted the high level of scholarly and pedagogical distinction among the faculty and their contributions in leadership roles on campus. Both the graduate and undergraduate programs were seen as strong. The Public History track in the MA program, the Center for History Education, and the Martha Ross Center for Oral History were noted as excellent. The faculty were commended for being intentional in deciding what skills will be taught at each level in the undergraduate program and for mapping the curriculum to match these decisions and monitoring the progress of students in it. Collaborations with other departments were noted as excellent. A suggested area for improvement was curricular mapping for the graduate program, particularly with regard to 400-600</p>
	2005-6: 244/72	
	2006-7: 257/61	
	2007-8: 275/79	
	2008-9: 285/76	
	2009-10: 299/86	
	<u>Master's</u>	
	2005-6: 56/14	
	2006-7: 58/10	
	2007-8: 65/14	
	2008-9: 65/13	
	2009-10: 77/17	

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

University of Maryland, Baltimore County		
History, cont'd.		<p>level courses. Another recommendation was to add a departmentally-offered half-day workshop for all TAs. The suggestion was made to develop a newsletter to engage the alumni.</p> <p>Action Plan: The department has mapped out skill levels and courses for graduate students and is presently exploring an additional training program for TAs. The department is collaborating with the Office of Institutional Advancement to reach out to alumni, develop a few projects for fund-raising, and institute a newsletter for alumni. A faculty search is underway. The chair will work with the Graduate School to market the M.A. in Historical Studies.</p> <p>A report on this APR will be shared with faculty governance committees, and at the end of three years a formal follow-up report will be made by the chair, discussed with senior administration, and shared with faculty governance committees.</p>
Information Systems (B, M, D) Business Technology Administration (B) Human Centered Computing [HCC] (M, D)	<p><u>BS</u> 2005-6: 566/162 2006-7: 518/172 2007-8: 497/148 2008-9: 482/114 2009-10: 531/131</p> <p><u>BA</u> 2005-6: 86/55 2006-7: 68/46 2007-8: 39/15 2008-9: 14/1 2009-10: 9/0</p> <p><u>BA Bus. Tech. Adm.</u> 2005-6: 58/15 2006-7: 112/16 2007-8: 145/38 2008-9: 152/31 2009-10: 244/</p> <p><u>MS</u> 2005-6: 110/40 2006-7: 103/32 2007-8: 107/42 2008-9: 102/39 2009-10: 129/42</p>	<p>Internal and External Review Summary: The internal review noted that in keeping with the mission of UMBC, the goal of the IS Department is to establish itself as a center of excellence in undergraduate and graduate education as well as research. Some of the notable achievements of the IS department include its ranking as 8th in the nation for scholarly productivity in IT/IS as reported in the Chronicle of Higher Education, the success of alumni in holding significant positions such as University President (at West Virginia University), CIO (at Johns Hopkins University), and various leadership positions in the IT industry. The IS department has established a successful and the largest on-line MS program in the university. Students in the IS department constitute the largest student body in the College of Engineering and IT in terms of participation in internship opportunities.</p> <p>The IS Department offers two undergraduate and four graduate programs with a total enrollment of nearly 1,200 students. The goal is to develop the technical, problem solving, and communication abilities of its undergraduate and graduate students, through well thought-out state-of-the art curricula. Through this process, IS prepares its graduates to enter the workforce as IT professionals in a competitive environment that also has one of the highest prospects for job growths in the future, even in the current challenging economy. In addition, IS provides its PhD students with the necessary training to perform rigorous research so as to be able to make significant and novel contributions in their fields of specialization. In order to achieve these goals, IS continuously monitor, update, and assess its curricula, reach out to our students, alumni and employers for feedback, and incorporate changes as necessary.</p> <p>The faculty of the IS Department is committed to the conduct of high quality research and dissemination of research results through peer-reviewed publications in various national and international conferences, journals, books, and book chapters. Most research within the IS Department fits within five core areas: Artificial Intelligence/Knowledge Management, Database/Data Mining, Decision Making Support Systems, Human-Centered Computing, and Software Engineering. Most of its research support comes from the National Science Foundation (NSF), while we also receive funding from other government agencies such as the US Department of Education, The National Institutes of Health, US Department of Veterans Affairs, Maryland State Highway Administration, National Institute of Standards and Technology, corporations such as Google, IBM, Xerox, and Motorola, and foundations including the Verizon Foundation. IS involves its graduate and undergraduate students in state</p>

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Continuation: Information Systems (B, M, D) Business Technology Administration (B) Human Centered Computing [HCC] (M, D)	<u>MS-Online</u> 2005-6: 212/33 2006-7: 223/44 2007-8: 237/56 2008-9: 239/48 2009-10: 276/56 <u>Ph.D.</u> 2005-6: 50/4 2006-7: 54/5 2007-8: 52/7 2008-9: 53/4 2009-10: 58/8 <u>MS-HCC</u> 2007-8: 5/0 2008-9: 19/2 2009-10: 23/5 <u>Ph.D. - HCC</u> 2007-8: 3/0 2008-9: 4/0 2009-10: 6/0	<p>of the art research conducted and supervised by its faculty. The IS goal is to increase its research visibility by continuing to publish in top quality journals, increasing external funding, and hiring tenure-track faculty from high quality doctoral programs to fill vacant positions.</p> <p>The external review included a recommendation that the department be renamed as a School of Information or Information Sciences. It recommended the addition of 4-6 faculty lines. Development of a student leadership council within the department was recommended. It noted that the adjunct faculty in the department are a rich resource and should be brought together at least once a year. It recommended that the efforts of individual faculty to advance pedagogical approaches be brought together in a department-wide initiative. It recommended changes in emphases on the website. It complimented the scholarly productivity of the faculty and noted areas for advancing sponsored research.</p> <p>Action Plan: The chair and the dean will develop and implement strategies to support faculty development of an increased number of successful proposals for external funding. The possibility of renaming the department a school is being explored. A process is underway to identify a permanent chair for the department.</p> <p>A report on this APR will be shared with faculty governance committees, and at the end of three years a formal follow-up report will be made by the chair, discussed with senior administration, and shared with faculty governance committees.</p>
Interdisciplinary Studies (B)	<u>BA</u> 2005-6: 97/15 2006-7: 101/24 2007-8: 125/28 2008-9: 123/17 2009-10: 141/23 <u>BS</u> 2005-6: 16/2 2006-7: 33/7 2007-8: 26/8 2008-9: 37/5 2009-10: 33/0	<p>Internal and External Review Summary: The internal review noted that Interdisciplinary Studies (INDS) at UMBC is one of the longest-standing individualized degree programs in the country. INDS has been instrumental in the incubation of many new UMBC majors, minors, and certificates. With over 1100 alumni, including five UMBC Distinguished Alumni, INDS graduates are working in a variety of professions. With 180 current students, each with a unique degree design and capstone project, Interdisciplinary Studies makes a significant contribution to the University's mission. Offering both the B.A. and B.S. degree, INDS has a 90+% retention rate of students with approved degree proposals. Since 2004, 39% of majors graduated with Summa, Magna or Cum Laude honors. Interdisciplinary Studies students are frequent participants in Undergraduate Research and Creative Achievement Day (URCAD) and have published and presented papers nationally and internationally.</p> <p>INDS has four full-time and one part-time staff and its core curriculum is taught by INDS staff and adjunct faculty. Chaired by the INDS Director, the volunteer Interdisciplinary Studies Committee (ISC) reviews proposals and consults on Interdisciplinary Studies policy. At the core of the process are two key factors: 1) the innovative ideas and the commitment of students who want to work at the intersections of disciplinary thinking and are willing to complete a six-part proposal that undergoes a rigorous review process; and 2) the high quality of developmental advising for which INDS is known. INDS advisors make considerable effort to help students clarify their learning and career goals. Since 2000, an average of 33 proposals per year have been approved by the ISC.</p>

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<i>Interdisciplinary Studies, cont'd.</i>		<p>The average number of credits in INDS majors has increased from 54 credits to 62 credits (2004-2010). Although degree proposals span a wide range of themes, recent clusters fall into the fields of healthcare, the arts, and international affairs. The major change since the 2004 Academic Program Review is the adoption of a core curriculum approved by the Undergraduate Council. This curriculum includes four required courses and a highly recommended internship. These courses include: the writing intensive course INDS 330, Ways of Knowing, which introduces disciplinary, interdisciplinary, and integrative studies; INDS 430, a special topics interdisciplinary studies seminar; INDS 480, a one-credit preparation for the Capstone Project; and INDS 490, the Capstone Project, which is conducted as an independent study under the supervision of the two faculty mentors and the INDS advisor. As a result of the extra instruction and support offered in INDS 480, the overall quality of the Capstone Projects has improved significantly. Planning is underway for recruitment and selection of a new director for the program.</p> <p>The external review noted that there may be no institution better situated to cultivate an interdisciplinary program than UMBC. It noted the admissions and advising processes of the program as state of the art. It commended the program as exemplifying UMBC's moniker of "An Honors University in Maryland." In particular, it noted that the intensity of the advising experience for INDS students is at the vanguard of UMBC advising. The review noted the unanimous praise of the students for the faculty and staff of the program, and it noted that the capstone experience provides excellent training in itself, as well as strong preparation for graduate school or employment. The review recommended beginning to track the program in terms of some of the more usual measures, i.e., degrees granted, etc., as well as development of metrics of program progress, and encouraged the programs to cultivate relationships with its alumni. Strengthening ties to other units, such as through cross-listed courses, was also recommended.</p> <p>Action Plan: The current director will work with the director of the Faculty Development Center to identify methods for increasing the number of faculty willing to serve as mentors of INDS students. The current director will also collaborate with the Office of Undergraduate Education to explore additional interdisciplinary initiatives. The current director will explore with other campus colleagues how the new director and future initiatives of the INDS program can best meet campus needs. The search for a new director of the program will aim to have the person in place for AY 2012-13.</p> <p>A report on this APR will be shared with faculty governance committees, and at the end of three years a formal follow-up report will be made by the chair, discussed with senior administration, and shared with faculty governance committees.</p>
Public Policy (M, D)	<u>MPP</u> 2005-6: 45/6 2006-7: 42/13 2007-8: 47/14 2008-9: 41/12 2009-10: 56/20	<p>Summary of the Internal and External Review: The internal review noted that the department has particular strengths in educational policy, evaluation and analytic methods, health policy, public management and urban policy. It is an institutional member of the two major professional organizations in the field, the Association for Public Policy Analysis and Management (APPAM) and the National Association of Schools of Public Affairs and Administration (NASPAA). The department's master's program has been accredited by NASPAA since 1988. NASPAA reaccreditation was last renewed in 2009.</p>

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Public Policy, cont'd.	<p><u>Ph.D.</u></p> <p>2005-6: 111/18</p> <p>2006-7: 114/30</p> <p>2007-8: 109/20</p> <p>2008-9: 110/17</p> <p>2009-10: 119/8</p>	<p>The educational mission of the program is to provide quality interdisciplinary education for a diverse range of high-quality students (both full time and part time) with a variety of aspirations and career goals related to public policy. Students in the Department of Public Policy are expected to demonstrate three key competencies:</p> <ul style="list-style-type: none"> • the ability to understand and apply the logic of policy analytic thinking; • the ability to comprehend and make use of relevant social science research, theories, and concepts; and • the ability to understand and be able to effectively use appropriate research methodologies and quantitative and qualitative research techniques. <p>Several instruments are used to measure achievement of these competencies. These include performance of students in the masters' capstone course as well as the quality of individual policy analysis papers and theses, Ph.D. comprehensive and field qualifying examinations, dissertation proposals, dissertations, and alumni surveys. Based on analyses of myriad data pertaining to student learning outcomes and other indicators of program effectiveness, the Department of Public Policy at UMBC appears to be thriving and contributing substantially to the mission of UMBC. Our assessments indicate that students in the Department of Public Policy obtain the competencies that the program has identified as important. In addition, analysis of the alumni survey that was conducted in spring 2009 indicates that alumni view the education they received from the Department of Public Policy as valuable to their careers. Faculty members in the Department of Public Policy are productive scholars, effective teachers and active in a variety of service activities at the departmental, university, professional and community levels. They have authored a total of seventeen books over the past five years. These books have been published by such prestigious presses as the University of Chicago Press, Resources for the Future/Johns Hopkins University Press and Syracuse University Press. Departmental faculty members have also published an average of twenty papers per year during this period in high-quality, peer-reviewed journals. Faculty members in the Department of Public Policy also have impressive records of securing research funding. In calendar years 2005 through 2009, they received over \$27 million in grants and contracts from a wide array of government agencies and foundations.</p> <p>Finally, faculty members in the Department of Public Policy are engaged in high levels of service to the department, UMBC, the profession and the public. The Department of Public Policy contributes to public policymaking through such activities as participation in technical assistance, service on government commissions, research-based testimony provided to public bodies and public presentations of research (e.g., media interviews). With encouragement and assistance from our External Advisory Board, which was established in 2001, the Department of Public Policy has contributed to public policymaking in the region through sponsorship of public policy forums. Held in downtown Baltimore in order to maximize accessibility to the intended audience, these forums are intended to bring state-of-the-art research findings on current policy issues to the attention of policymakers and opinion-leaders in the region.</p> <p>The external review noted that the collegial atmosphere and very low turnover rate indicate stability and satisfaction among the faculty in the program. In addition, the faculty were noted to very productive scholars, with a very good level of sponsored research and a high level of professional and university service. The quality and quantity of research were noted as what one might expect to find at an older, more established, and widely recognized program. The review noted the high level of collaboration of the program with other departments and</p>

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Public Policy, cont'd.		<p>programs. It recommended that increasing the number of faculty in the department should be the highest priority and that a detailed faculty recruitment plan be developed. It recommended matriculating more MPP students and discretion to offer them RA positions. Changing the name of the unit to the School of Public Policy was also a recommendation of the external review.</p> <p>Action Plan: The department plans to grow the master's program and faculty are visiting with feeder programs in the area. The possibility of tuition assistance for out of state students is being explored. The chair and the dean will conduct an analysis and develop a plan in light of the anticipated retirements of a number of faculty. The chair is working with faculty in the affiliated departments to enhance communications and connections with the Public Policy programs. The possibility of the department transforming into a school will be explored. A report on this APR will be shared with faculty governance committees, and at the end of three years a formal follow-up report will be made by the chair, discussed with senior administration, and shared with faculty governance committees.</p>
University of Maryland, College Park		
American Studies (B, M, D)	<p>Bachelor's</p> <p>2005-6: 174/54 2006-7: 184/61 2007-8: 179/77 2008-9: 146/80 2009-10: 136/62</p> <p><u>Enrolled/MA/Ph.D.</u></p> <p>2005-6: 71/6/8 2006-7: 67/6/5 2007-8: 62/3/8 2008-9: 58/3/6 2009-10: 47/1/16</p>	<p>Internal and External Review Summary: B.A. Program – The undergraduate major has been substantially revised (in 2007) to introduce more flexibility, encourage more options for minors in other areas, and encourage students to complete internships. Adjustments are ongoing – for example, prerequisites were instituted for upper level courses. The American Studies department has a very important role in the University's General Education program. As a result, changes to the undergraduate curriculum benefit the University as a whole.</p> <p>Graduate Program – The external review team affirmed that the unit is a national leader in American Studies, on par with other leading departments with substantially more faculty. The department has been making efforts to downsize the graduate program, to reduce time to degree, and to accommodate student requests for teaching assistantships, focusing more on full-time, rather part-time students. The department has done an admirable job of focusing on student quality rather than quantity, and in mentoring and monitoring student progress early in the program. Like the faculty makeup, the graduate student population is highly diverse.</p> <p>Action Plan: Undergraduate: The department should develop strategies for data collection/analysis, for enhancing its quality and reducing its size, and for obtaining a professional advisor to accommodate the growing numbers of majors. Beyond the scope of the review, the department is sponsoring an initiative, with support from the Provost, to develop a minor in Native American Studies. This initiative is the result of enthusiastic interest by students across campus, and is being modeled after the new minor in U.S. Latina/o Studies that also resides in the American Studies department.</p> <p>Graduate: Among the reviewers' recommendations was that the faculty should consider adding a third theme of scholarship, transnationalism and globalization, to their portfolio. They encouraged the department to take more advantage, through visiting professors or postdoctoral teaching fellows, of mid-career professionals throughout the DC area to expand the curriculum. The chair indicated that the department has already moved towards transnationalism/globalization, incorporating these themes across the curriculum rather than starting a separate track.</p>

University of Maryland, College Park		
Art History and Archeology (B, M, D)	<u>Bachelor's</u> 2005-6: 117/43 2006-7: 124/38 2007-8: 116/48 2008-9: 104/34 2009-10: 103/37	<p>Internal and External Review Summary: The review team was impressed with the department's overall productivity, the strength of its programs, and its commitment to the use of emerging technologies to move in new directions. The new Michelle Smith Collaboratory for Visual Culture is providing outstanding opportunities to both showcase new scholarship and integrate faculty research into educational experiences for students.</p> <p>B.A. Program – The composition and size of the faculty has changed significantly since 2002, resulting in a loss of expertise in some areas and a redirection of research interests. This change has not yet fully reflected itself in the curriculum.</p> <p>Graduate Program – The Ph.D. program is the only one in the Washington, DC area. Students from other institutions often come to take courses in the program through the Washington Consortium of Universities. While the M.A. has typically been a strong and successful independent program, the department is now moving toward admitting only those students who are prepared to successfully complete the Ph.D. The department is working towards providing strong financial aid to students in order to further reduce the time to degree.</p> <p>Action Plan: Undergraduate programs: The department should continue with its re-examination of the undergraduate curriculum, with a goal to have a revised curriculum beginning in Fall 2012, in line with the roll-out of the new General Education program. Because of the department's important role in general education, the ways in which it is delivered to both undergraduate majors and to non-majors should be a consideration. The department should continue its excellent work in using the Collaboratory for outstanding educational experiences, and should work to broaden its participation and impact in the digital humanities.</p> <p>Graduate program: Continued progress on reducing the time to Ph.D. should be a high priority. The department is already attracting very high quality students, and so should continue to work with the dean to identify strong financial aid packages that will support students through to completing the degree. To some degree further progress is limited by the fact that "all but dissertation" students have opportunities for employment in local museums. The faculty are well-positioned to participate in the college's new initiatives in Digital Humanities.</p>
	<u>Enrolled/MA/Ph.D.</u> 2005-6: 51/3/6 2006-7: 45/3/9 2007-8: 44/4/7 2008-9: 50/5/1 2009-10: 46/5/5	
Atmospheric and Oceanic Sciences (M, D)	<u>Enrolled/MS/Ph.D.</u> 2005-6: 62/10/4 2006-7: 61/10/4 2007-8: 58/8/9 2008-9: 61/6/10 2009-10: 60/10/9	<p>Internal and External Review Summary: The Department of Atmospheric and Oceanic Sciences is one of three environmental science units within the College of Computer, Mathematical and Natural Sciences. Its mission is to advance the understanding of the atmosphere, oceans, and their climate interactions through basic and applied research. The department has grown over the past few decades from a research center in an institute to one of the top ten graduate programs in the United States. It has particular strengths (according to the external reviewers, p 4) in data assimilation, atmospheric chemistry, ocean-atmosphere interactions, ocean dynamics and climate modeling.</p> <p>B.S. Program – A brand new undergraduate program has just been approved, beginning in Fall 2011. The department has a long history of providing undergraduate instruction to students in related fields, and has taught courses for a minor in Meteorology within the Physics undergraduate program. The new B.S. program has a strong foundation in physics, chemistry, mathematics, and computer science. A major upper-level component</p>

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Atmospheric and Oceanic Sciences, cont'd.		<p>will be undergraduate research projects, taking advantage of the existing strong partnerships with the Earth System Sciences Interdisciplinary Center (ESSIC) and with federal organizations such as NOAA, most notably with the National Centers for Environmental Prediction, which is scheduled to move to College Park in March 2012.</p> <p>Graduate Program – The graduate program is a strong, well-managed program with a time-to-degree of 5.8 years, below the national average. Student feedback is typically very positive, and job placements are strong. During the review, some student concerns were raised about the geographical separation of ESSIC from the department (2 miles) and on the timing and makeup of the qualifying exams.</p> <p>Action Plan: The departmental curriculum committee is actively working on changes to the first year curriculum and comprehensive examination as a result of feedback from graduate students.</p>
Biophysics (M, D)* Chemical Physics (M, D) <i>* New program as of 2009</i>	<u>Biophysics Enrollment</u> 2009-10: 6 2010-11: 9 <u>Chemical Physics Enrolled/MS/Ph.D.</u> 2005-6: 45/0/5 2006-7: 46/2/1 2007-8: 43/3/7 2008-9: 37/3/7 2009-10: 35/0/7	<p>Internal and External Review Summary: Although IPST is largely a research unit, it is the administrative home for two elite graduate programs that lie at the boundary between science disciplines. Its academic programs are well known and highly regarded nationally and the quality of the graduate students in the program is very high. Research opportunities for graduate students are available in many departments within the College of Computer, Mathematical and Natural Sciences and in many federal laboratories in the Washington area including NIST, NASA and NIH. Both the Biophysics and Chemical Physics programs span multiple departments and so it would have been difficult to establish them within one academic department.</p> <p>Action Plan: The Biophysics program will continue to build and strengthen. Additional faculty strength will be required to do so. The institute will also continue to seek resources to support graduate students in both programs, through fellowships and graduate assistantships.</p>
Chemical and Life Sciences (M)	2005-6: 120/18 2006-7: 147/39 2007-8: 122/31 2008-9: 100/48 2009-10: 98/37	<p>Internal and External Review Summary: The Master of Chemical and Life Sciences (MCLFS) program began in 2000. Its mission is to improve and update the scientific background of secondary school teachers. It is an online content-based program that provides in depth knowledge of current research areas in biological, biochemical, biomedical and chemical sciences. Courses cover subject matter ranging from genetic engineering and gene therapy to chemistry, ecology, and bio-complexity. University faculty who are experts in the field lead discussion sessions, which are enhanced by a set of laboratory experiences. The program's design followed the 1996 National Science Education Standards developed by the National Committee on Science and Education Standards and Assessment of the National Research Council. A recent NSF report documents that this academic program is considered to be unique in the U.S. and has had a profound impact on its students and their teaching. The external review praised the vision an initiative of Dr. Mazzocchi, the originator of the program, and the strength and quality of the participating faculty. The external review did express concerns about the long-term future of the program and felt that administration of the program, which is managed as a self-supporting operation, should be more tightly coupled within the office of the dean. It also believes that the program could be expanded to include other areas of emphasis encompassed by the newly merged College of Computer, Mathematical, and Natural Sciences. Such an expansion would, however, require additional faculty resources.</p>

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

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<i>Chemical and Life Sciences, cont'd.</i>		<p>Action Plan: In 2010, just prior to merger of the College of Chemical and Life Sciences (CLFS) with the College of Computer, Mathematical, and Physical Sciences (CMPS), then Dean of CLFS, Dr. Norma Allewell, provided some recommendations for the program prior stepping down in July 2010. As of August 15, 2011, the combined college, CMNS, has a new dean, Dr. Jayanth Banavar, and her recommendations have been passed on for his consideration. They include greater efforts to advertise this unique program through the National Science Teachers Association (NTSA), and the development of short-term (3-5 week) enrichment modules on specific topics. She also suggests the development of a plan for more formal administration of the program administration by the College Dean's office, and for continued exploration of expanding the program into other areas such as physical science and mathematics.</p>
Economics (B, M, D)	<p><u>Bachelor's</u> 2005-6: 1012/404 2006-7: 1240/373 2007-8: 1309/436 2008-9: 1208/495 2009-10: 1163/405</p> <p><u>Enrolled/MS/Ph.D.</u> 2005-6: 145/20/32 2006-7: 134/14/24 2007-8: 128/15/26 2008-9: 132/24/12 2009-10: 124/14/18</p>	<p>Internal and External Review Summary: The Department of Economics, as characterized by the external review team, is a well-managed, top-ranked, department that has accomplished a great deal with limited resources. However, Economics faces some unique challenges. Economists are among the most highly paid faculty and competition for the best and brightest is high, not only from within academia but also from business schools and both the private sector and the federal government. At the same time, demand for instruction continues to be strong and growing, although undergraduate enrollments seem to be stabilizing at about 1150-1200 students. Undergraduates who wish to continue on to graduate school are in need of a stronger technical/analytical focus, which results in a bifurcated student population that is not easily served in a single degree program. The department also serves a large population of students outside of the major.</p> <p>B.A. Program – The recent increases in enrollment in the undergraduate program has strained the department. The department is working towards the development of a B.S. that will serve students who desire a more technical focus and who are interested in graduate study and in financially-oriented careers. This plan should also help alleviate the “bi-modal” nature of the student preparation in the current program by channeling the more technically-oriented students into the B.S. track.</p> <p>Graduate Program – The graduate program is well managed and the external review team did not recommend any major changes. The quality of the program has risen significantly over the past fifteen years. The department was encouraged by the external review team to consider moving its comprehensive exams to earlier in the semester (June), more in line with top-tier departments, as the program continues to improve.</p> <p>Action Plan: Undergraduate programs: Development of the B.S. track is now well-underway, and will be implemented as departmental resources become available. A new development since the program review is the transformation of one of the primary gateway courses, ECON 200 (Principles of Micro-Economics) into a Blended Learning format. This course has very high enrollment (more than 2500 students per year) and is required by a number of major programs on campus. The newly designed course will use technology to emphasize active learning, student participation in simulations, collaborative exercises, and problem-solving activities.</p> <p>Graduate program: The department continues to work towards reducing the size of the program to be more consistent with faculty mentoring resources. It also aims to attract the highest quality applicants through four-year fellowship offers.</p>

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

University of Maryland, College Park		
Electrical Engineering (B, M, D) Computer Engineering (B) Telecommunications (M)	<u>Electrical Engineering Bachelor's</u> 2005-6: 470/172 2006-7: 418/138 2007-8: 435/121 2008-9: 454/129 2009-10: 496/93 <u>Enrolled/MS/Ph.D.</u> 2005-6: 414/61/34 2006-7: 365/71/64 2007-8: 343/65/56 2008-9: 324/41/44 2009-10: 318/33/40 <u>Computer Engineering</u> 2005-6: 230/57 2006-7: 218/30 2007-8: 199/50 2008-9: 195/47 2009-10: 220/37 <u>Telecommunications</u> 2005-6: 92/35 2006-7: 109/37 2007-8: 117/41 2008-9: 124/48 2009-10: 144/71	<p>Internal and External Review Summary: The B.S. programs are accredited by the Accreditation Board of Engineering and Technology (ABET). B.S. Program – The external review committee believes that differential tuition will be essential to providing the kind of experiential learning opportunities (laboratory-based courses) needed for an outstanding undergraduate curriculum, particularly in the face of increasing numbers of students.</p> <p>Graduate Program – The attrition rate from the Ph.D. program is 30%, with about 10% leaving due to failure of the qualifier exam. This is not atypical of a high-quality doctoral program. However, the review committee believes that more selective recruitment and admissions could improve retention.</p> <p>Action Plan: Undergraduate programs: Curriculum revisions are continuous and ongoing due to the rapid pace of developments in the field. They are learning outcomes based and meet ABET accreditation standards. Recent changes include a sophomore level course on Social and Ethical Dimensions of Electrical and Computer Engineering and Technology, a new statistics component in the junior-level engineering probability course, and a relaxation of the senior level technical electives. Additional changes being considered include changes in the Honors program and standardization of the advanced laboratory course requirements. This department has been a leader in the development of the Associate of Science in Engineering (ASE) program, a two-year, outcomes based, transfer degree.</p> <p>Graduate program: Steps are currently underway to make improvements to the revise the qualifying examination and to raise admissions standards in order to decrease the attrition rate in the Ph.D. program. At present ECE attracts the highest quality graduate students in the School of Engineering, and in recent years has produced more Ph.D. graduates per annum than any other department in the University.</p>
	English (B, M, D) <u>Bachelor's</u> 2005-6: 720/202 2006-7: 714/255 2007-8: 743/208 2008-9: 792/219 2009-10: 810/231 <u>Enrolled/MA/Ph.D.</u> 2005-6: 242/38/14 2006-7: 229/41/23 2007-8: 221/43/10 2008-9: 212/28/11 2009-10: 180/31/16	<p>Internal and External Review Summary: The Department of English is a large and complex unit, with 50 tenure/tenure-track faculty, and 76 instructors and lecturers who provide support for the Academic and Professional Writing programs as well as other sectors of the undergraduate curriculum. The external review team has appropriately characterized the department as “robust and intellectually thriving” with a strong spirit of collegiality and the breadth and depth expected of a program so central to the mission of the university.</p> <p>B.A. Program – The department is continuing to look at improvements to the undergraduate curriculum, including better defining the role of research and technology, increased development of writing skills, increased opportunities for extra-curricular activities and community building, and re-evaluation of lecture classes at all levels. While the external review praised the undergraduate program as being “admirably forward-looking”, they recommended that the department seek ways to refresh the profile of the undergraduate Honors program to make it more attractive to high achieving students who do not intend to pursue graduate studies.</p> <p>Graduate Program – As of AY2007-2008, the department has been involved in a multi-year study of the graduate English program, including such factors as course distribution, program size, the relationship between work-</p>

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

University of Maryland, College Park		
English, cont'd.		<p>load and time to degree, and the development of both specialized tracks (such as Digital Humanities) and professional degree programs. The external review suggested that more cohesion be developed in the Comparative Literature program that was recently merged into the department, and that more flexible benchmarks for the candidacy exams be developed that could help reduce the time to the Ph.D.</p> <p>Action Plan: Undergraduate programs: A review of the undergraduate curriculum is underway to add a more structure, particular at the junior year. A Creative Writing minor was approved as of October 2010. An internal committee is studying ways to increase interaction between students and tenured/tenure-track faculty.</p> <p>Graduate program: The Ph.D. program in English has been substantially restructured to admit students directly from a bachelor's program rather than requiring an M.A. This change will be implemented in Fall 2011. It includes fewer course requirements, faculty mentoring beginning in the second semester, and a more targeted admissions process. As a result of the Ph.D. restructuring, a re-examination of the M.A. programs is also underway.</p>
Materials Science and Engineering (B, M, D)	<u>Bachelor's</u> 2005-6: 36/10 2006-7: 35/10 2007-8: 35/8 2008-9: 51/6 2009-10: 50/10 <u>Enrolled/MS/Ph.D.</u> 2005-6: 63/2/10 2006-7: 63/5/7 2007-8: 63/1/7 2008-9: 66/6/9 2009-10: 68/4/10	<p>Internal and External Review Summary: The Department of Materials Science & Engineering was established in 2003 and is still on a significant upward trajectory. Research areas include nano-materials, plasma processing, self-assembly, Ti-alloys, combinatorial materials, biomaterials, ceramics, and materials for energy research. The laboratories and facilities available to faculty and students have improved dramatically over the last few years due to access to the University's NanoCenter. The external reviewers noted that the department has a bright future because of its critical role in materials issues related to energy – federal investment in energy and nanotechnology will provide significant job opportunities for students trained in this area.</p> <p>B.S. Program – The undergraduate program is relatively small, consistent with the small department size, but has grown substantially in the last few years through recruiting efforts. The external review recommended that senior faculty be more involved in recruiting and advising students, and that efforts be made to increase student experiences with the cutting-edge laboratory equipment.</p> <p>Graduate Program – Graduate students are enthusiastic about the program and their research mentors. Students had several positive suggestions for improving the quality of the program, including more rotation of faculty through graduate courses, changing the format of the qualifying exams, and course work that was more closely related to possible career paths.</p> <p>Action Plan: Undergraduate program: The Chair has set goals for increased participation by senior faculty in student recruitment and advising. A new course, ENMA 466, "Materials Fabrication Laboratory" began in Fall 2009 that provides undergraduates experience with state-of-the-art laboratory equipment.</p> <p>Graduate program: The dean recommends that more emphasis be placed on recruitment, mentoring and job-placements to help improve the quality of the program. The department is also working on expanding the range of agencies from which research funding is obtained (currently the largest source is from NIST), which should continue to expand research opportunities for graduate students.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University Of Maryland University College		
Accounting (B)	2005-6: 10,055/211 2006-7: 11,221/263 2007-8: 11,297/139 2008-9: 10,747/237 2009-10: 11,717/289	<p>Internal and External Review Summary: The internal review conducted by the worldwide academic program review committee describes the program and analyzes its effectiveness, including comparisons with similar programs and professional standards; assessment of program strengths, limitations, and opportunities; technological fluency; and other program areas or issues. The major findings were:</p> <p>1. SEGUE and Outcomes Assessment - While the SEGUE curriculum redesign project has provided a timely review of each course and the opportunity to develop outcomes and refine the learning processes, the implementation will be a major effort. The use of authentic assessments in some courses and the move toward non-proctored departmental examinations in others will improve student assessment. 2. Retention - The data used in the five-year APR period suggest a possible retention and graduation problem, in that a proportion of students in early courses do not appear to advance to the capstone. This issue needs to be evaluated. 3. Marketing and Competition - UMUC will need to monitor and evaluate the accounting programs of our competition, including the for-profit schools and community colleges. 4. Accounting Student Graduates - To maintain the relevance of the Accounting program, UMUC should develop a formal program to track and survey the post-graduation success of its students with respect to their perceived benefits from their accounting degree and their career status and goals. UMUC should create an action plan to gather not only student data, but other key stakeholder information that may affect the program. 5. Student Professional Development - A new Accounting Program outcome has been added which focuses on the professional development of its students, as a result of input from the outside advisory board. While elements of this outcome are included in the current curriculum in general and ACCT 495 specifically, there remains room for improvement. 6. Results of Assessment Problem Areas - During 2010 the Accounting program used ACCT 495 to assess critical thinking and specialized knowledge. Although the results were adequate, indicating performance slightly above meets requirements. The department wants to improve these scores. 7. Accounting Undergraduate to Graduate School Path - UMUC and SUS accounting graduates could be better served with a more focused plan to enroll SUS graduates into UMUC graduate programs, particularly in the Master's of Accounting or MBA programs.</p> <p>The external reviewer met with the Academic Chair and Assistant Academic Director, several Accounting faculty members, the Dean and Associate Dean of the School for Undergraduate Studies, the Assistant Dean for Business and Professional Programs, the library liaison for the program, and the Program Director for the Graduate School program in Accounting.</p> <p>The reviewer observed the following strengths of the program: comparability to other well-respected programs, faculty who have impressive backgrounds and are committed to student success, alignment of the program with the University's mission, responsiveness to student interests, and appropriate library services and support</p> <p>She observed the following weaknesses: need for metrics on retention and graduation, increased competition from public and for-profit institutions, curriculum redesign and move toward comprehensive assessment has yet to be tested for improvement of outcomes, online learning platform may not respond to latest technology demands, and unknown implications of changing session length. She made the following recommendations: focus on</p>

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
University Of Maryland University College		
Accounting, cont'd.		<p>the competitive market for adult learner business degree programs and on retention and progression rates; develop reliable data measurements and assessment mechanisms; examine best practices in student advising; engage students at the earliest possible stage; communicate with all stakeholders; and, explore effective and efficient pathways to facilitate the transition of undergraduate accounting students into the graduate accounting program.</p> <p>Action Plan:</p> <p><u>Spring 2011:</u> Accounting Chair and Assistant Director will work with faculty to introduce critical thinking throughout the curriculum, especially at the earliest points in the curriculum</p> <p><u>Summer 2011:</u> Academic Director completes the problem statement concerning retention in accounting Consult with Office of Institutional Effectiveness on the best approach for data collection at the appropriate level for review of this issue; Academic Director begins monitoring competition for marketing approaches, program quality, and curriculum offerings; If appropriate, develop follow up procedure to track graduates for student success, professional success, marketing opportunities, and mentoring support; Academic Director presents retention plan to BAPP Assistant Dean; Academic Chair discusses methods to facilitate transition of SUS accounting graduates to UMUC's graduate accounting program with representatives of the graduate school Academic Chair presents plan to BAPP Assistant Dean for graduate school pathway facilitation.</p> <p><u>Fall 2011:</u> Begin offering eight-week classes - fall 2011; Office of Institutional Effectiveness develops data at the appropriate level for review of retention issue; Develop questionnaire for students who leave the program Academic Director recommends marketing and program approaches to Assistant Dean, especially in the evaluation of competition, review of existing materials, and availability of resources; Accounting will use the student club to encourage students to network in the professional community and to attend accounting organization meetings; Accounting will use the new online toolbox to provide information on professional development resources; Accounting will begin incorporating professional networking into the curriculum; An accounting toolbox will be developed to support critical thinking</p> <p><u>Spring 2012:</u> Academic Director presents retention plan to BAPP Assistant Dean; Convert all remaining face-to-face classes to hybrid classes for Spring 2012</p>
Accounting and Financial Management (M)	2006-7: 2107/79 2007-8: 2323/88 2008-9: 2574/86 2009-10: 2697/106 2010-11: 2641/120	<p>Internal and External Review Summary: The Academic Program Review, by both internal and external reviewers, underscores the currency and relevancy of the Master of Science in Accounting and Financial Management (MSAF). Accounting and financial management are routinely integrated in business, not-for-profit, and government operations, but they are rarely combined in academic study. The MSAF is unique in its proven success in pairing these disciplines. The program provides students the opportunity to study and engage in the two disciplines in a way that replicates how they will encounter them in professional practice. The overall academic curriculum goal is to offer MSAF students the most relevant cutting-edge knowledge in their fields, and provide them with experiential learning that makes knowledge meaningful and immediately applicable. Course materials highlight the program's commitment to rigor, quality, and best practices. By carrying out the action plans developed through this review, the program management demonstrates its commitment to ensuring the currency and relevancy of its program. It is expected that the recommended actions will lead to even further advancement and growth of the MSAF program.</p> <p>Recommendation 1: Increase coverage of neuroscience in the Behavioral Finance course curriculum. Since adding</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University Of Maryland University College		
<i>Accounting and Financial Management, cont'd.</i>		<p>FIN 645 Behavioral Finance to the MSAF curriculum in Fall 2007, the field of behavioral finance has continued to gain importance as a field of study within finance, with the potential for a very large impact on decision-making by financial managers. Further, the field of behavioral finance has expanded to include a focus on the area of neuro-science that studies the biological reasons why individuals make non-optimal decisions when investing and working in the arenas of personal and corporate finance. Expanding the course content of FIN 645 to include topics related to neuro-scientific research is appropriate for maintaining the currency and relevancy of the MSFS curriculum.</p> <p>Recommendation 2: Increase coverage of International Financial Reporting Standards (IFRS) in appropriate ACCT classes. The American Institute of Public Accountants (AICPA), a leading authoritative organization in the accounting field and the American Association of Accountants (AAA), the leading organization that guides accounting educators, have identified IFRS as a significant trend in accounting. Effective 2011, content related to IFRS is a material portion of the Certified Public Accountant Examination in most states in the United States. As globalization of business is becoming more universal and the convergence of International Financial Reporting Standards with Generally Accepted Accounting Principles (GAAP) comes closer within prevailing industry practice, students will need to be more familiar with both GAAP and IFRS to be successful in their careers.</p> <p>Recommendation 3: Revise coverage of tax materials to better align with topical outline presented by American Institute of Certified Public Accountants (AICPA) for the Certified Public Accountant (CPA) examination. The CPA is the most respected and recognized professional license which can be earned by accountants. Data from the AICPA indicates that UMUC students with advanced degrees earn higher scores than such students from other Maryland schools on three of the four parts of the CPA exam. The part on which UMUC students do not perform as well is the Regulations (REG) examination. The REG examination consists of business law, which is not currently taught in the MSAF degree, and tax, which is taught in ACCT 613 and is part of the MSAF degree.</p> <p>Action Plan: Recommendation 1: The course manager for FIN 645 is a leader in the field of behavioral science and is the Co-Director of the Academy of Behavioral Finance and Economic. His research played a significant role in identifying work in the area of neuroscience as an emerging trend in study of behavioral finance. Beginning Spring 2012, FIN 645 content will be revised and expanded to include coverage of the latest developments in neuroscience as they apply to study within the behavioral finance area. A new book will be selected for the course and updates will be made to lectures and slides. Additional learning videos will also be included in the course. Program managers will measure the success of this initiative by reviewing how well students perform in class on group discussions, homework, and final exams, and as reflected in the trend of final overall grades for students enrolled in FIN 645. Program managers will also review feedback offered by students on course evaluation forms, where students often share comments related to course topics, books, and teaching practices that inform course revisions and future course development.</p> <p>Recommendation 2: MSAF program directors and faculty who have been active in the AICPA, AAA, as well as the Maryland Association of CPAs (MACPA), have followed IFRS developments and recommended its full integration into the MSAF curriculum. Beginning Fall 2012, presentations and discussions of IFRS will be integrated into ACCT 608, ACCT 610, ACCT 612, ACCT 665, and MSAF 670. This initiative builds on current inclusion of IFRS in ACCT 610 and ACCT 665 in the MSAF program.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University Of Maryland University College		
<i>Accounting and Financial Management, cont'd.</i>		<p>Program managers will measure the success of this initiative by reviewing how well students perform in class on group discussions, homework and final exams, and as reflected in the trend of final overall grades for students enrolled in all MSAF accounting courses. Program managers will also review feedback offered by students on course evaluation forms, where students often share comments on course topics, books, and teaching practices that inform course revisions and future course development.</p> <p>Recommendation 3: Beginning Fall 2012, topics studied in ACCT 613 will follow closely the topical outline for testing of taxation on the CPA examination, as issued by the AICPA. Where possible, questions discussed and tested in ACCT 613 will be taken from questions asked on previous CPA examinations. Program managers will measure the success of this initiative by evaluating annual data issued by the National Association of State Boards of Accountancy (NASBA), which summarizes the results of the CPA examination on a school-by-school basis.</p>
Biotechnology (M)	2005-6: 1127/57 2006-7: 1112/71 2007-8: 1346/68 2008-9: 1639/82 2009-10: 2079/82	<p>Internal and External Review Summary: Over the past five year, the Biotechnology (BIOT) program has become a competitive and desirable program. Between FY 2007 to FY 2011 headcounts rose by 67% from 266 in fall 2006 to 444 in fall 2010; course enrollments increased by 85% from 1127 to 2079; and total number of graduates by 44% from 57 to 82. This growth can be attributed to a number of factors including the designation of Professional Science Master's (PSM) degree conferred on the program by the Council of Graduate Schools (CGS), and the significant awards received by the program and program director from the University Continuing Education Association (UCEA), the Maryland Board of Regents (BOR), and UMUC. The program's reputation has been enhanced by increased interaction with the industry through industry-sponsored capstone projects, a unique mentoring program pairing biotechnology master's students with mentors from the industry, and an annual symposium providing networking and career opportunities. The program's strong cadre of faculty, with 100% of them holding a Ph.D. degree and 95% of them practitioners with full time jobs in the specialization in which they teach, also add to its strength. The primary challenge for the next five years is maintaining the currency and reputation of the program and continuing to be proactive in identifying and integrating innovative approaches to sustain program growth and maintain its quality.</p> <p>Recommendation 1: Continue to develop and provide resources to support the new certificate in biosecurity and biodefense, which will launch in spring 2012. The biodefense field is growing rapidly; and because few schools in the area offer a certificate in this field, it will fill an existing gap for the biotechnology industry. The need now is to create and grow a strong certificate program. The plan will include developing new courses, hiring more faculty with expertise in the area, and marketing the certificate program to students and the profession.</p> <p>Recommendation 2: Develop and implement additional strategies to receive regular and ongoing industry feedback. To maintain a strong and competitive program, a periodic review of the curriculum by experts is paramount. The biotechnology program has almost doubled in size over the past five years as have the number of graduates from the program. An important component for keeping this rate of growth is to maintain the high quality and attention to industry needs that we have developed a reputation for.</p> <p>Recommendation 3: To meet current and projected growth needs, add an additional full time faculty position with teaching and managerial/organizational responsibilities to support the program in the biodefense specialization and ensure continued growth, consistency, sustainability, and institutional memory for the program overall. In light of the continuing growth of the BIOT program of ~20% from semester to semester and the inherent potential for increasing enrollments, especially in the biodefense specialization, having an individual with expertise in</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University Of Maryland University College		
<i>Biotechnology, cont'd.</i>		<p>the area and devoted to this area will assist in a strong and robust biodefense specialization.</p> <p>Action Plan: Recommendation 1: In preparation for the spring 2012 launch of the new certificate in biosecurity and biodefense (BSBD) the following tasks will be completed: Develop a new course- The certificate program will use a subset of the courses currently in place for the biosecurity and biodefense degree specialization. two of the 3-credit courses in this specialization will be replaced by a single 6-credit course that will address topics more relevant to biosecurity and biodefense. This will contribute to the strength of the program. The contract for the new course syllabus development has already been given to two experts in the field who are also adjunct faculty in the degree specialization. Hire additional faculty- The BIOT program will hire more faculty with expertise in biosecurity and biodefense in order to be able to offer the new course every semester, and provide students with the most relevant and current content as well as outstanding instruction. Seek assistance from the department of Marketing and Communications and the office of Military Operations to grow the BSBD certificate- Program administrators will work with UMUC's marketing unit to develop a page on the UMUC website specifically for the BSBD certificate program. The Military Operations unit of UMUC will also be approached to explore their interest in marketing this new certificate to military personnel. This initiative will be assessed by completion of the associated tasks by August 2011, by the successful launch of the program in spring 2012, and by analyzing the growth of the program over the next reporting period.</p> <p>For Recommendation 2: The following strategies will be utilized to pursue this recommendation: Meetings with adjunct faculty- Regular meetings will be held with the program's adjunct faculty, who are scholar-practitioners. Currently, BIOT faculty meet with program administrators twice a year. Each general meeting is followed by a breakout session where specific items pertaining to BIOT are discussed and strategies for development are devised. In addition to the above, program administrators will initiate a schedule of phone meetings at the end of each semester to wrap up the semester, discuss any issues that arose in the courses, and review the course content. A curriculum review brainstorming session will also be organized by specialization and repeated every two years. A group of adjunct faculty teaching in each of the three specializations will be invited to review the content of the courses within the specialization to determine currency, flow of material from one course to another, and degree of engagement by students in hands on learning exercises. Based on the review, courses will be updated and modified. Capstone projects feedback-Each fall and spring semesters, students in the capstone course work in teams to complete a project for a company. These companies are asked to provide feedback at the end of the project in which they evaluate the students on their teams and make suggestions regarding any background knowledge that appeared to be lacking. Moving forward, this feedback will be compiled and shared with the group of faculty organized to review the specialization curriculum. They will take the feedback under consideration as they work on the review. The feedback will be made available to the review group in 2013 and every two years thereafter. Advisory Board meetings-Meetings with the Professional Science Master's (PSM) Advisory Board will be held on a regular schedule, once per year. The board will provide input on the curriculum and discuss other pertinent topics with program administrators. We will continue to request assistance from the board with recruiting companies to participate in the biotechnology capstone projects and identifying colleagues and peers who may be interested in serving as mentors in the Professional Mentoring Program. Mentoring program feedback-The Biotechnology program offers a unique mentoring program to its students that pairs selected stu-</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University Of Maryland University College		
<i>Biotechnology, cont'd.</i>		<p>dents with mentors from the industry. At the end of each semester, all participants are asked to complete an assessment form; feedback from these assessments is summarized to inform future improvements. Any recommendations regarding course content will be taken into consideration at the time of the curriculum review of a specialization. Over the next reporting period, BIOT program administrators will annually review of the success of each of these four actions towards garnering higher-level industry input for strengthening the program.</p> <p>For Recommendation 3: A position description will be developed by early 2012 based on the needs described. The position will be advertised next spring and candidates who meet the criteria will be interviewed beginning in late spring/early summer 2012. Pending sustained and continued growth, the most suitable person for the new position will be brought on board within the next one to two years. Success in balancing this plan with actual program growth will be measured annually thereafter.</p>
Communication Studies (B)	2005-6: 13,267/127 2006-7: 13,217/120 2007-8: 12,611/125 2008-9: 13,647/142 2009-10: 15,053/155	<p>Internal and External Review Summary: The internal review conducted by the worldwide academic program review committee describes the program and analyzes its effectiveness, including comparisons with similar programs and professional standards; assessment of program strengths, limitations, and opportunities; technological fluency; and other program areas or issues. The major findings were: 1) The program has experienced extensive growth in the past five years, especially in the UMUC-Stateside division (Adelphi): The number of communication studies majors worldwide has more than doubled, while program enrollments have grown over 20% Stateside. 2) Student satisfaction levels in classes in communication, journalism, speech, and professional writing are consistently high, with ratings averaging between 4.1 and 4.5 on a 5-point scale. Satisfaction in face-to-face classes is higher than in online classes. The only rating that sometimes averages below 4.0 is that of the student's perception of how well the course objectives were met. 3) The curriculum revision accomplished via the SEGUE curriculum redesign project is clearly and soundly structured. It contains gateway courses, foundation courses, and breadth courses, and it offers students the option to specialize with 9 credits in speech communication, media studies, or professional writing. A capstone sequence with a senior seminar finishes the program. 4) Job growth is expected in fields that are related to communication studies, especially in public relations, meeting planning, speech writing, technical writing, and general writing/editing fields.</p> <p>The external reviewer met with the Academic Chair and Assistant Academic Director, several Communication, Speech, Writing and Journalism faculty members, the Dean and Associate Dean of the School for Undergraduate Studies, and the Interim Assistant Dean for Communication, Arts and Humanities. She observed the following: 1) The new curriculum is carefully constructed, beginning with two core foundation courses and culminating in two common capstone experiences—a research methods course and a seminar. 2) The recent shift in means of assessing student performance from proctored final exams to appropriate projects in many of the communications course sections is commendable. 3) The development of a computer-based bank of test items on which adjuncts may draw is also a major step forward toward insuring a level of consistency and quality across sections. 4) Timely feedback is essential to student improvement, and this will be very difficult, perhaps impossible, to provide unless the size of writing classes is carefully controlled.</p> <p>She recommends: 1) periodically review how the courses in journalism are taught to make sure that they reflect the impact of new technologies on the discipline; 2) consider significantly expanding the offerings in public rela-</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University Of Maryland University College		
<i>Communication Studies, cont'd.</i>		<p>tions, an area in which there are increasing opportunities for employment; 3) confer with colleagues in graphic communication about ways in which communication students specializing in writing might increase their marketability through the study of graphic design; 4) explore the possibility of developing additional communication courses designed for specific audiences—for example, people working in the field of health care; 5) continue to develop and refine the bank of test items available to adjunct faculty; 6) continue to encourage the evaluation of student performance through projects rather than final exams when such a method of assessment is appropriate; and, 7) consider hiring either an assistant for the program director or an additional full-time, twelve-month faculty member with expertise in areas other than business and technical writing</p> <p>Action Plan: <i>Recommendation 1:</i> Request that the Marketing Communication (MarComm) department at UMUC present curriculum to students and faculty via a program web page that is current and easy to find. <i>Recommendation 2:</i> Request more full-time faculty support for this academic program <i>Recommendation 3:</i> Develop a plan to offer more specialized courses in all curricular areas. <i>Recommendation 4:</i> Develop an assessment plan that is focused on the work that students do in their capstone. Use this information to improve the curriculum.</p>
Computer Science (B)	2005-6: 755/52 2006-7: 767/35 2007-8: 886/33 2008-9: 1124/27 2009-10: 1450/55	<p>Internal and External Review Summary: The major findings and recommendations of the internal review were: 1. Continue to offer the CMSC program in both online and hybrid formats. 2. To increase the number of CMSC students who continue on to the graduate programs at UMUC, provide additional communication and outreach. 3. Continue to hire qualified females and minority faculty to help attract underrepresented students. 4. For future APR data analysis, use enrollment weighting when calculating course evaluation averages. 5. To help increase student retention and reduce withdrawals, increase tutoring services and identify and reach out to students with a high risk of failure. 6. Align assignments with learning objectives/outcomes and communicate this alignment to students. 7. Communicate effectively to students, faculty and staff about changes in the program. 8. To adjust for the anticipated 3% decrease in computer programmer demand, increase coverage of critical topics such as security, software engineering, gaming, concurrent programming and net-centric computing. 9. Ensure that assessments are in line with industry expectations. 10. Do additional research to determine CMSC students would not return to UMUC. 11. Increase teamwork skills for CMSC students. 12. Use video, audio and other multi-media to enhance high-enrollment courses. 13. Combine the Academic Program Reviews for Computer Science and its sister program Computer Information Science in order to have a more efficient analysis of trends in both majors.</p> <p>The external reviewer reviewed UMUC and external computer-related documents, conducted class visits, prepared, administered and analyzed student and faculty surveys, and talked with students and faculty within the CMSC program. He also met with the academic director, the assistant dean of the computing department, and the dean of the School of Undergraduate Studies. He made the following findings and recommendations:</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan	
University Of Maryland University College			
Computer Science, cont'd.		<p>Finding</p> <p>CMSC student enrollments have almost doubled during the past five years, with significant online growth but decline in face-to-face (F2F). The CMSC program has undertaken a major curriculum redesign and is moving to an 8-week format beginning in Fall 2011.</p> <p>A student survey of 72 CMSC students found high levels of satisfaction and that 65% would attend UMUC again, while 17% were undecided and 17% would not.</p> <p>65% of the students surveyed indicated their team working skills and opportunities were good or excellent.</p> <p>The Withdrawal/Fail rate is greater than 30% in some classes.</p> <p>Only 36% of students surveyed indicated they would consider UMUC for their graduate school work.</p> <p>Students surveyed recommended more incorporation of multi-media to enhance the course materials.</p> <p>Additional recommendations included expanding the offerings to overseas students, adding more WebTycho features and other comments on online features. The reviewer also recommended a periodic review and analysis of competing relevant university course offerings.</p> <p>Action Plan:</p> <p>1. Continue to offer the CMSC program in both online and hybrid formats as long as demand continues, 2. Use the student academic club to discuss graduate opportunities with students. 3. Discuss graduate articulations and future possible programs with the Graduate School. 4. Continue to hire qualified females and minority faculty to help attract underrepresented students: ask with the Faculty Talent Acquisition Group to continue to search for qualified minority instructors. 5. For future APR data analysis, use enrollment weighting when calculating course evaluation averages: SUS explore possible data changes with Institutional Effectiveness. 6. To help increase student retention and reduce withdrawals, increase tutoring services and identify and reach out to students with a high risk of failing: develop initiatives. 7. Efforts to better align assignments with learning objectives/outcomes and communicate this alignment to students: occurred with the SEGUE project. 8. Communicate with students, faculty and staff during this transition period: an aggressive communication plan is already in place. 9. Adjust for</p>	<p>Recommendation</p> <p>Consider whether F2F classes will continue to be offered in the program.</p> <p>Communication is critical to students, faculty and staff during this transition period.</p> <p>Additional research is needed to determine why students would not return to UMUC and why some students rated their experience as poor.</p> <p>Additional emphasis should be placed on teamwork building exercises.</p> <p>Work needs to be done to reduce the number of failures in a class.</p> <p>Additional outreach should be done to students about graduate school opportunities as well as discussion of the possibility of adding a graduate degree in computer science.</p> <p>Add additional video, audio and other multi-media for high-enrollment courses.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University Of Maryland University College		
<i>Computer Science, cont'd.</i>		the anticipated 3% decrease in computer programmer demand: coverage has already increased for critical topics such as security, software engineering, gaming, concurrent programming and net-centric computing. 10. Align our assessments with industry expectations. Effective immediately, we will continue to monitor the results of the assessment activities and work with external reviewers to ensure we are aligned with their needs. External reviewers should be composed of industry leaders and be part of an advisory council no later than Spring 2012. 11. Additional research to determine why 17% of CMSC students would not return to UMUC. Reviews of student evaluations will take place immediately. Instructors will be asked to gather feedback from each course beginning in Fall 2011. 12. Increase teamwork skills for CMSC students: additional emphasis will be placed on teambuilding exercises in the capstone course and at least one other CMSC course. Discussions will begin immediately with faculty to determine the course best suited for teamwork activity. Course modifications will take place by Spring 2012 for the selected course. 13. Enhance high-enrollment courses: by Summer 2012, video, audio and other multi-media will be used. Faculty will be asked for recommendations on the best location of these multi-media enhancements by Spring 2012. 14. A combined APR representing both Computer Science and Computer & Information Science: a schedule adjustment will be requested before the CMIS APR is due in 2015.
English (B)	2005-6: 14,442/105 2006-7: 14,581/108 2007-8: 6,763/126 2008-9: 4,362/124 2009-10: 5,172/145	<p>Internal and External Review Summary: The major findings of the internal review were: 1) The English program at UMUC currently has approximately 145 majors. This number has increased steadily throughout the five-year period reviewed. 2) The Adelphi (stateside) and Europe divisions report higher enrollments in upper-division literature and creative writing courses, while the Asia division reports more lower-division enrollments. 3) Enrollment in online courses indicates extensive growth, while enrollment in face-to-face courses has declined substantially worldwide. 4) The number of faculty worldwide has declined, partly because of the move of certain writing courses from English to other programs. 5) Consistent with UMUC's model, the majority of faculty members who teach English courses are part-time. 6) The curriculum revision accomplished via the undergraduate SEGUE initiative is clearly and soundly structured. 7) The English curriculum is broad and interdisciplinary. 8) Assessment of students in individual courses will no longer rely on proctored final exams, and authentic assessment projects will be widely used. 9) The current program assessment plan is based on the old curriculum and is currently being revised.</p> <p>The recommendations were: <i>Recommendation 1:</i> Request assistance from the Office of Institutional Effectiveness to evaluate those English courses with withdrawal/failure rates of greater than 25%. <i>Recommendation 2:</i> Evaluate the impact of the shorter session length on student success in completing the reading schedules in literature courses. <i>Recommendation 3:</i> Defer further high-impact curricular changes until the effect of the new curriculum and term structure on students can be adequately evaluated.</p> <p>The external reviewer recommended that: 1. The program director and faculty focus on the assessment of student learning outcomes at both the course and program levels; 2. The program director collaborate with institutional researchers to study those ENGL courses that have high (>25%) withdrawal/failure rates; 3. The program director partner with the program director of research/ expository writing to ensure that students are able to create suitable written communications; 4. The program director collaborate closely with faculty to ensure that the ambitious reading schedules in literature classes can be accomplished in the 8-week timeframe; and 5. The Department</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University Of Maryland University College		
<i>English, cont'd.</i>		<p>of Communication, Arts, and Humanities hold off on further curricular changes until faculty have had a chance to adapt to the new structure and accelerated format and to evaluate the impact on student learning.</p> <p>Action Plan: 1) Request assistance from the Office of Institutional Effectiveness to evaluate those English courses with withdrawal/failure rates of greater than 25%. 2) Evaluate the impact of the shorter terms on student success in completing the reading schedules in literature courses. 3) Defer further high-impact curricular changes until the affect of the new curriculum and term structure on students can be adequately evaluated. 4) Continue to focus on learning outcomes assessment at course and program levels (includes collaboration with writing director for strategies on student writing skills).</p>
Gerontology (B)	2005-6: 648/0 2006-7: 639/1 2007-8: 683/7 2008-9: 631/1 2009-10: 835/13	<p>Internal and External Review Summary: The external reviewer and the panel of experts in the Gerontology Research Project acknowledge that gerontology suffers from an identity problem. The internal review found: 1) UMUC must define itself in terms that students and employers understand and distinguish our offerings from other institutions. 2) The appropriate strategy for refocusing and reconfiguration of the program needs to be selected and needed changes adopted. 3) The department must understand the student perspective, including interests as well as career paths. 4) Given the demographics of the next few decades, consider offering specializations or certificates in gerontology tailored to other majors or encouraging non-majors to pursue a minor in gerontology, so students can prepare to work with older adults. 5) UMUC should reach out to community colleges in Maryland and nationwide. 6) Build bridges – help students transition to the next phase. 7) UMUC should become more visible to the community and potential employers.</p> <p>The external reviewer noted the following primary strengths: Strong foundation/core content aligning with AGHE Standards and Guidelines, strong enrollment growth when compared with national trends, committed and engaged Program Director, committed and enthusiastic faculty, reflective and planful administration, and, excellent student support services. Her list of weaknesses includes: Undefined program niche/focus, underutilized potential linkages across UMUC programs, low community engagement linking community and employers to alumni, and low translation from education to employment</p> <p>The reviewer made the following recommendations: Niche Identification - Re-brand gerontology into something that prospective students need/want and future employers cannot survive without. Capitalize on research indicating that “re-careering Boomers are seeking meaning and purpose in their Encore Careers: a natural fit for Gerontology.” Identify the program’s current appeal by talking to current students, alumni, and their employers – ask what they gained and what they wished they had learned. Define UMUC’s unique role and offering. Within UMUC - Cross-list courses with other disciplines and create tracks in Gerontology, use the certificate as a “hook” for degree completion, tap into personal interests of students, and create opportunities for ongoing dialogue with students. Beyond UMUC - Participate in the AGHE task force exploring program accreditation. Explore licensure, certification, and title protection in Maryland. Link program goals and outcomes to existing national certifications and licenses. Create a professional “aging network” that includes students, faculty, alumni, community leaders, community colleges and potential employers. Network with other schools and agencies. Educate and prepare the community for UMUC graduates</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University Of Maryland University College		
<i>Gerontology, cont'd.</i>		<p>Action Plan: Summer 2011 - Reconvene the Gerontology Advisory Board to focus on UMUC's desired niche in serving older adults; work with Community College Relations to identify and form articulation agreements with community colleges across the country that currently have gerontology and aging services programs; meet with Career Services to plan a Careers in Aging event.</p> <p>Fall 2011 - Move forward with the selection of strategy and specific decisions on requirements before the end of 2011.</p> <p>Spring 2012 - Conduct a survey of existing gerontology students and alumni to gather their opinions, interests and usefulness of the current program; strengthen existing Gerontology Club within the Social Sciences Club as a forum for student questions and networking; survey students outside of the major to assess their understanding of gerontology and identify ways to garner interest in courses about aging; collaborate with Career Services and Corporate Outreach; meet with local assets including health care organizations, senior organizations, and agencies on aging to identify workplace needs, desirable qualities in graduates, potential internship placements and partnerships; work with academic directors across SUS to encourage students to seek careers in aging through tailored certificates, specializations, or the gerontology minor; identify admissions criteria for graduate programs appropriate for our students; network with administrators in other programs and serve as an advocate.</p> <p>Work with UMUC's graduate program in Health Care Administration to identify ways that SUS and Grad School might partner for the benefit of students; contact credentialing agencies and discuss how to tailor UMUC's program to meet credentialing standards; work with Career Services to identify opportunities available to students (job fairs, workshops, coaching, etc.); and, form relationships with potential employers by meeting with alumni, internship sites, and community organizations interested in aging.</p> <p>Fall 2012 - Renew membership in AGHE and Maryland Gerontological Association (MGA); become involved at the national level in program development; pursue Program of Merit status through AGHE; explore the possibility of forming a chapter of Sigma Phi Omega (SPO), national honor society for gerontology; and, strengthen community ties and form partnerships that are mutually beneficial.</p>
Health Administration Informatics (M)	2005-6: 235/0 2006-7: 258/2 2007-8: 374/7 2008-9: 581/10 2009-10: 842/23	<p>Internal and External Review Summary:</p> <p>The Academic Program Review, by both internal and external reviewers, underscores the currency and relevancy of the Master of Science (MS) in Health Administration Informatics (HAIN). Health care administration and information systems are integrated in the health industry, but are rarely combined in academic study. The HAIN program has successfully paired these two disciplines and provides experienced health care professionals the opportunity to become more knowledgeable in this integrated field. The overarching academic goal is to provide HAIN students the most relevant cutting-edge knowledge and the skills to advance in the health informatics management profession. Recent investments by the US government have increased the demand for health care workers who have information management skills. This program helps build such a workforce. By carrying out the actions plans discussed herein, including CAHIIM accreditation, the UMUC Graduate School demonstrates its commitment to ensuring the currency and relevancy of its program. It is expected that the recommended actions will lead to further development and growth of the HAIN program.</p> <p>Recommendation 1: Obtain programmatic accreditation from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). This new accreditation process is a means to ensure that graduates of accredited programs are trained in health information competencies identified by a national</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University Of Maryland University College		
<i>Health Administration Informatics, cont'd.</i>		<p>board of experts. Therefore, it will also serve as a market differentiator for potential students. The preparation process will include constituting an advisory board, preparing the application, and responding to CAHIIM review questions.</p> <p>Recommendation 2: Revise HAIN courses to address additional current health informatics issues and the professional competences identified by accrediting bodies such as CAHIIM. Updates should specifically address the topics of “meaningful use” of information, workflow, and a virtual electronic medical record (EMR) application laboratory. Some HAIN specific material should be placed within non-HAIN IT courses to show the relationship between HAIN and specific areas of health technology. For example, IT material should include an explicit definition of target professionals for HAIN (e.g., based on Health and Human Services (HHS) Office of the National Coordinator (ONC) roles).</p> <p>Recommendation 3: Establish an online community of practice. A community of practice can provide current health informatics links for students; information on job opportunities, internships, and health informatics events; regional resources in this area; and a forum for exchanging field-related information. Both faculty and alumni should be involved, as both groups will benefit from having a space for extended dialogue and sharing knowledge relevant to the program.</p> <p>Action Plan: For Recommendation 1: UMUC’s Graduate School has submitted and received approval of the first section of the CAHIIM accreditation package. In 2011, a detailed accreditation form will be completed and submitted. A three-person advisory board has been established and two-three additional members have been invited to join. This board will advise on accreditation and be available for the required CAHIIM site visit in 2012. CAHIIM allows two years for the full accreditation process. Accreditation will provide a market differentiator for the Graduate School and can be included in marketing materials for the program. Once accredited, a requisite annual report will be prepared and submitted to the CAHIIM. In turn, the organization’s feedback will provide a yearly means of external assessment.</p> <p>For Recommendation 2: By updating the curriculum we can assure that learning principles introduced at the beginning of the program are discussed throughout. In the fall 2011 semester three new HAIN courses modeled on CAHIIM standards will be introduced. These courses will include the topics of workflow and EMRs. Other courses will be revised to add the topic of assessment of potential electronic medical records systems for use as a virtual lab. ONC, CAHIIM, and The Dictionary of Occupational Titles will be used to define the titles of HAIN professionals throughout the program. An assessment of learning in these topic areas will be included in the capstone course. Additionally, by fall 2011, six to twelve translation lectures that apply IT concepts to health care will be created. These lectures will be used by students when they take required IT classes in security, project management, and other aspects of technology.</p> <p>For Recommendation 3: The program director, working with UMUC staff, has identified a web resource and has begun to populate the site with relevant information. The intended structure emphasizes professional networking and has places for job postings, career advice, and information on the profession. During the summer 2011, we will pilot it with a test group of students, modify content and structure based on feedback, and then open it to others as a HAIN community of practice. The site will be continually maintained and updated. A form will be intermittently posted on the website to solicit feedback pertaining to substance and quality.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University Of Maryland University College		
Political Science (B)	2005-6: 4001/9 2006-7: 4448/6 2007-8: 4478/3 2008-9: 4992/11 2009-10: 5936/26	<p>Internal and External Review Summary: The major findings of the internal review were: Additional Courses should be Developed for Online Delivery-The Teaching Guide Model (TGM) for accelerated online development the pent-up demand for courses that are currently in the catalog but only taught face to face. These courses will continue to be developed for the Political Science Program for online or hybrid format. Recruit and Retain Quality Faculty-The current method of recruitment through the Faculty Recruitment Office (FRO) provides more candidates than the program can accommodate. While the strategy of oversupply yields a stellar slate of potential faculty, if the program has too many professors and not enough sections, some of the new faculty members leave before making it into the rotation. Faculty Training -Institutional faculty training does not meet the full needs of the Political Science program. The mandatory training course (CTLA201) for incoming faculty provides theory but requires supplemental training. This occurs through mandatory faculty mentoring for new professors, discipline-specific training materials for instructors, and close supervision for the first few courses taught by the incoming faculty. Enhancement of Student Relations-The online Political Science Club is a robust student community. It is not only a global network but a marvelous resource for assessing student opinions, advertising upcoming events, conveying program news, and taking student surveys.</p> <p>The external reviewer observed the following strengths of the program: strong leadership and qualified faculty, quality control in the classroom, student demand and market position, diversity of course formats, and adaptive capacity. He observed the following weaknesses of the program: student preparation for upper-division courses, incomplete alignment of curriculum with program goals, placement within UMUC's organizational structure, integration across geographic areas, upper-division quality control, and student advising and engagement. He made the following recommendations: 1) Tighten the writing and analytical requirements for enrollment in upper-division courses. 2) Leverage the substantial comparative advantages possessed by the political science program. Maximize this potential by expanding upper-division policy-related course options. 3) Political science should be a larger part of UMUC's marketing efforts.</p> <p>Action Plan: AY2011 – 2015: 1) Establish a discipline-specific task force to review GER courses to serve the needs of our students. 2) Task the Political Science Advisory Panel to survey market needs against UMUC course inventory to better equip our graduates for careers or for graduate studies. 3) Bring additional two Terrorism Certificate track courses fully online (GVPT407 and 409). 4) Consider GVPT POG for Public Policy / Public Administration. Work with appropriate UMUC resources to assess students' needs in GVPT. 5) With support of Political Science Advisory Panel, assess public affairs offerings; examine where GVPT could strengthen program to maintain currency. Prepare existing public affairs courses for inclusion by AY2013 in active curriculum. 6) Establish a chapter of the APSA Student Honor Society. 7) Work with AD and ED to align all upper-division GVPT GER course curriculums. This would include common syllabi, use of common online modules, common primary textbooks, and common exams. 8) Establish outreach in concert with the CSS to establish permanent career-related internships for Political Science majors. 9) Task the Political Science Advisory Panel to review and evaluate all ongoing initiatives. 10) Task Political Science Advisory Panel to review the SUS-wide curriculum and check for redundancy, suggest areas where GVPT could strengthen a program; eliminate unnecessary courses, and assess existing GVPT course inventory to maintain currency. 11) Involve Political Science Advisory Panel with the next APR.</p>

