



SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Results of Periodic Reviews of Academic Programs

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: January 14, 2014

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. This 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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2013 Periodic Review of Academic Programs

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Bowie State University		
Business (B)	2009: 1,119 /149 2010: 1,006/159 2011: 940/154 2012: 801/155 2013: 737/154	<p>Internal and External Review Summary: The College of Business has recently (2011-2013) completed an extensive self-study and external reviews for reaffirmation of accreditation (Accreditation Council for Business Schools and Programs - ACBSP) and pre-candidacy (Association to Advance Collegiate Schools of Business – AACSB).</p> <p>The self-study included both direct and indirect assessments of the achievement of the student learning goals – undergraduate (5), MBA (7), MSIS (6) and College of Business goals (6) and objectives (15). Assessments included an analysis of each learning goal and development of strategies for improvement, and surveys of current students, alumni, and employers. The ACBSP reaffirmed accreditation and accepted the quality assurance report “with no Conditions, Notes, or Opportunities for Improvement (OFIs).”</p> <p>After admission into pre-candidacy and yearlong self-study, The College of Business submitted its AACSB Standards Alignment Plan (SAP) for review in May of 2012. AACSB responded to the submission by requesting that the College complete several tasks, including 1. Include the mission statement in published brochures, 2. Develop and communicate a strategy regarding the type of intellectual contributions that are expected of faculty, 3. Develop and implement strategies and policies to enhance and maintain a productive research environment for the faculty, 4. Complete the review and revision of the undergraduate core business courses, 5. Implement new undergraduate core business courses, 6. Hire a retention coordinator, 7. Hire a coordinator for Curriculum and Program Improvement (CCPI), 8. Hire a minimum of 5 new AQ faculty: 1 in Accounting, 1 Econ, 1 in Management, 1 in Marketing, and 1 in MIS, 9. Analyze the retention and graduation rate problem and suggest intervention strategies, 10. Analyze advising and other related student supports; recommend initiatives for improvement, 11. Develop and implement professional development courses, 12. Implement intervention strategies (closing the loop) to improve student learning outcomes, in all the programs, 13. Complete assessment of marketing and finance learning goals in the MBA program, 14. Complete assessment of global perspective learning goals in the MSMIS program., and, 15. Develop and administer common assessment instruments across sections of similar courses; meet as a group to cross-evaluate sample results using common rubrics; compare and discuss the cross- evaluations to ensure greater consistency. In August of 2013, The College of Business submitted its AACBS Annual Report addressing the status of each of the fifteen tasks. The College of Business reported successful completion of 14 of the 15 tasks identified by AACSB. Task 8, the hiring of a full-time MIS faculty member, will be completed soon. The College of Business does not anticipate receiving conditions or recommendations as all tasks have been partially or fully completed.</p> <p>Action Plan: Improvement efforts are continuing and include the following: review program goals, restructuring of assurance of learning committee, development of formal learning outcomes for goals, faculty development – assessment, formal employer survey, and, improving research productivity.</p>
Business Administration (MBA)	2009: 65/19 2010: 59/15 2011: 59/20 2012: 55/14 2013: 44/20	
Management Information Systems (M)	2009: 73/25 2010: 85/19 2011: 75/24 2012: 65/20 2013: 111/20	

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Bowie State University		
Psychology (BA & BS)	2009: 323/55 2010: 349/92 2011: 347/60 2012: 330/53 2013: 322/72	<p>Internal and External Review Summary: Several major changes have been initiated since the last academic program review (2006-07), including an increase in online course offerings from 2 to 8 courses, and the successful course redesign of General Psychology that resulted in improved student learning, improved student retention, a significant reduction in the DFW rate, and a 40% decrease in cost-per-student for the course. Additionally, an outgrowth of the course redesign efforts was the development of a new track, <i>Tutoring and Mentoring in Psychology</i> that requires students to complete 15 credits of coursework chosen specifically for the development of leadership, tutoring and mentoring skills.</p> <p>The internal review identified program strengths and challenges that were echoed in the report from the external reviewer. Among the strengths: 1. The faculty is dedicated, committed, and student-focused. 2. There is a steady increase in majors. 3. The program of study is well-organized with clear goals and objectives. 4. The quality of academic advisement is very good. 5. All faculty use technology to keep students informed. 6. The program content prepares students well for entry into graduate school. 7. Students feel supported by faculty members and appreciate the individual attention they receive from them. Challenges include: 1. Better dissemination of information regarding graduate schools and internship opportunities is warranted. 2. Students need greater access to tutoring services for the research methods and statistics courses. 3. There is no dedicated computer laboratory to support the General Psychology course redesign efforts. 4. Research opportunities for students are limited. 5. Retention efforts should focus specifically on freshmen and sophomores.</p> <p>Action Plan: The department has begun to implement actions in response to the recommendations resulting from the review. Included in the recommendations (8) and action plan: 1) The need to provide access to tutoring services for courses such as Research Methods and Statistics. In response the department has established a partnership with the University's Tutoring Center in which senior psychology majors work as tutors for the specific courses. 2) In order to provide a dedicated computer laboratory to support the redesigned General Psychology course, the Chair will seek out available space and grant proposals will be written by faculty to pursue funding for computers to equip a dedicated lab space, and to fund two graduate assistants each year to conduct lab sessions. 3) To provide more research opportunities for students, the department has revised an elective course, Independent Research that will provide seniors with an opportunity for hands-on experience. Students will be mentored by faculty and gain additional experience through conference attendance, presentations and publications. These efforts will culminate in a "Psychology Research Day" which would take the form of a mini conference where students present their individual research projects to the university community.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Coppin State University		
History (B)	2008-9: 27/9 2009-10: 38/3 2010-11: 47/5 2011-12: 52/3 2012-13: 45/5	<p>Internal and External Review Summary: The Academic Program Review Committee reviewed History, Geography & Global Studies during the 2012-2013 academic years. Additionally, the USM directed the Special Review Committee to review all of the University's academic programs for levels of efficiency and productivity. The History major was found to be an excellent program overall for its content and curriculum. However, the program was found to be insufficient in the number of actual declared majors and annual degrees awarded. While the number of declared majors and degrees awarded has remained small, the graduates of the program have been very successful. Approximately 40% of history graduates from the years 2008 - 2012 have attended graduate or professional schools. The remaining 60% students entered the workforce. Traditionally, the bulk of the History majors are transfer students from local community colleges and universities. These students tend to arrive as rising sophomores or juniors and are likely to graduate within two to three years of enrollment and gain admission to graduate programs or obtain employment relative to their studies. Over the past seven years, two U.S. History alumni completed doctoral programs; one currently works as an archivist at Howard University's Moorland Spingarn Research Center and the other, a May 2012 graduate of Howard University, is teaching part-time while seeking a full time position. During roughly the same period, the department helped place four graduates with the National Park Service, one in the Bureau of Land Management, and one with the U.S. Secret Service. Another graduate of the program recently earned a Master's of Library Science and is currently employed with the National Institutes of Health.</p> <p>As a result of program inefficiency and overall low productivity, several concentrations and tracks within the major have been eliminated or placed on suspension from the University's academic program inventory. In accordance with the University's efforts towards greater efficiency and effectiveness, the Department of History, Geography, and Global Studies underwent a reorganization that included elimination of the Geography program and streamlining the History major through the substitution of concentrations for an emphasis in areas of interest under a single degree program. Similarly, the Department restructured Global Studies by eliminating the separate tracks and offering a Global Studies degree that provides a broad yet inclusive program of study. This allowed the faculty to target specific employer-demand areas, address retention concerns, and promote a four-year graduation schedule.</p> <p>Action Plan: The department intends to improve its advising system by developing and implementing a Strategic Advising plan that includes: identifying internal and external challenges to advising practices, ensuring course options are in plain language, establishing a method of sharing electronic records, training (and retraining) faculty to become proficient in data-mining utilizing the university's software, immediately targeting students in need of advising intervention, and expanding advising to include evening sessions.</p> <p>To update its current method of tracking the status of its graduates, HGGs will reexamine and develop discipline-specific records/databases to assess the outcome of the <i>Plan for Growth</i> through post baccalaureate job attainment, graduate and professional school placement, and scholarship (post baccalaureate fellowships, scholarships, etc.) awards. In support of this effort, faculty will keep in close contact with graduates through a continuously updated department website, and the publication of print and online promotional materials. The faculty will also carefully document the students' reflective thoughts on the programs. Through these strategies, department Faculty will be able to assess the strengths of and challenges to redesigned and enhanced programs.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Coppin State University		
Social Sciences (B)	2008-9: 81/17 2009-10: 83/13 2010-11: 77/14 2011-12: 105/18 2012-13: 103/24	<p>Internal and External Review Summary: The review of the Department of Social Sciences shows that the department continues to play a vital role in assisting the University with fulfilling its mission. The American Humanics Program, a national leadership certification program became available to equip students with a comprehensive program of study along with management skills needed in the non-profit sector. All of the department's offerings provide appropriate preparation for graduate studies and/or employment in critical areas.</p> <p>The Department is currently in a state of adjustment as the university undergoes reorganization and has been formerly merged with the Department of Criminal Justice and Law Enforcement – creating the new Department of Criminal Justice & Applied Social and Political Sciences (CJASPS). This merging, still a current process, has the potential to benefit student offerings and faculty collaborations. Arising from this process as a strong, singular unit, CJASPS faculty should be positioned to engage in a higher level of research-related activity, and more aggressive recruitment, marketing, retention, and data collection practices. An initial focus of this reorganization will be the exploration of ways to consolidate course offerings and reduce adjunct costs.</p> <p>Other major findings include: 1) The department is committed to developing and implementing an aggressive recruitment and retention plan that will lead to higher rates of enrollment and graduation. 2) The department currently has six tenured and tenure-track faculty members. As there are currently five major programs and one Master's program, a legitimate question can be raised about the capacity of the Department to successfully operate this many programs. All major programs within the Department have the potential to increase undergraduate majors in alignment with increased trajectories for university enrollment. However, it may not be likely that all Departmental programs can experience concurrent success as they are likely competing with each other for similar students. 4) Social Science majors may participate in departmental initiatives such as the Nonprofit Leadership Alliance (NLA) affiliation through which students can earn Certificate in Nonprofit Leadership. Eleven students successfully earned the certification in Nonprofit Leadership in the Spring of 2013. Through the NLA, ten students have also earned the Kellogg Foundation's \$4500 "Next Generation Leadership" award.</p> <p>Action Plan: Recommended actions include: 1) Explore programmatic changes to allow a consolidation of faculty efforts around a smaller number of programs with larger student enrollments – focusing on departmental majors wherein faculty have terminal degrees. Changes should also reduce reliance on adjunct professors. 2) Encourage and support Faculty participation in scholarly writing, grant seeking and proposal writing, conference participation, and increased utilization of technology – particularly opportunities linking Spatial Analysis to research foci and perspectives within various Departmental disciplines. 3) Expand recruitment activities through departmental programming, marketing, and student outreach. A major goal should be to develop a comprehensive system in which to track students as they apply and matriculate through the program and onto professional and graduate schools. 4) The Department should increase the number of students earning the Nonprofit certification and should seek to increase the number of students earning the "Next Generation Leadership" and similar financial awards. 5) Support and grow the number of students participating in internship opportunities (Urban Studies, Nonprofit Leadership, Sociology, and Anthropology). Consider appointing an Internship Coordinator for the department.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Frostburg State University		
Applied Ecology and Conservation Biology (M)	2008-9: 12/5 2009-10: 10/4 2010-11: 12/7 2011-12: 16/3 2012-13: 18/5	<p>Internal and External Review Summary: The internal review by the department faculty included the following observations: 1) The graduate program in Applied Ecology and Conservation Biology (AECB) is a strictly natural resource based research degree with foci that include investigating unique characteristics of sensitive, rare, or threatened habitats and species, understanding mechanisms for biological phenomena, and applying that knowledge to conservation issues, understanding the hierarchical relationships among individuals, populations, communities, and ecosystems to advance the theory and practice of ecological principles, and assessing the impacts of unique events, past or present, on the patterns and processes of ecological systems. 2) The program curriculum should be evaluated to ensure graduates have the skill sets necessary to gain employment. 3) Graduate TA stipends are not adequate to attract and retain high quality students. 4) Graduate Faculty should be more engaged in mentoring students and seeking external funding. 5) Library holdings and access to full-text databases should be updated.</p> <p>The external reviewer made the following recommendations: 1) The Department and the Administration must work together to find a solution for the very low TA stipends available to graduate students in Biology. 2) The Department and the Administration must work together to find a mechanism to properly support the research infrastructure of the AECB Program. 3) Faculty must be more active in seeking external support. 4) The Graduate Program Coordinator should be empowered to better enforce existing deadlines for various student milestones. 5) Consider required additional coursework in statistics and GIS. 6) Creation of a Unified Master's Degree in Biology or, at least, Conservation and Wildlife Management. 6) The Department and the Administration must work together to find a solution for the inadequate library resources available to Faculty and Graduate Students.</p> <p>Action Plan: Over the course of the year: the department should review, revise, and implement graduate student expectations and policies; develop a strategic plan for Biology graduate programs to review focus and student outcomes; seek operational budget funding for Biology Graduate Programs; and, evaluate program curriculum to ensure graduates are prepared for the 21st century workforce. Within two years, the department will seek a solution for the inadequate library resources available to Faculty and Graduate Students, and over the next five years, seek an increase in graduate student stipends to a reasonable level.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Frostburg State University		
Biology (B)	2008-9: 147/26 2009-10: 159/15 2010-11: 146/28 2011-12: 176/17 2011-13: 192/33	<p>Internal and External Review Summary: The department’s internal review noted that the Biology Department offers four undergraduate degree programs: Biology, Wildlife/Fisheries Biology, Ethnobotany, and Interpretive Biology and Natural History. Of these, the Biology Program is the largest, typically enrolling approximately 55% of students majoring in the biological sciences. During the review period, the number of majors in Biology grew by 30.6%. Sixty-one percent of full time students are female and 54% are white. Minority enrollment has increased with black student enrollment increasing from 29 to 38%. The Biology Program has concentrations in Molecular Biology and Environmental Science and a Pre-Health Professions option. The Department’s mission aligns well with the University mission and identifies student-centered learning and experiential opportunities as primary objectives. The curriculum was revised during the review period and the new curriculum was implemented in fall 2013. Assessment of the effectiveness of the program began in 2009 and is ongoing. Personalized student assessment exams are given to each student enrolled in the capstone course. Technological and information literacy are components of nearly all courses taught in the department. Students operate scientific instruments, analyze data with discipline-specific computer software, and interpret results in the context of current, peer-reviewed scientific information. The number of full-time, tenure-track faculty decreased from 14 to 12 during the five-year review period with the current faculty consisting of three females and nine males. Library holdings are inadequate for the sciences in general and biology in particular. Physical facilities (classrooms, laboratories, offices) are very good and presently support all department activities. The primary challenges identified were staffing, particularly core (FTTTF) faculty, a department budget that has remained flat for many years, inadequate library resources, and the lack of a graduate program in Biology, which has contributed to uneven productivity among faculty</p> <p>The external reviewer identified four major areas of concern: (1) loss of the Graduate Biology Program, (2) divisions among faculty, (3) the need to increase the number of faculty, and (4) budgetary constraints. All except “divisions among faculty” were noted in the Self Study. Most of these concerns have also been identified in previous program reviews for not only Biology, but undergraduate Wildlife/Fisheries Biology, Ethnobotany, and the graduate programs in Wildlife/Fisheries Biology and Applied Ecology and Conservation Biology. The curriculum was considered appropriate, “striking a good balance between Ecology and Evolutionary Biology on the one hand and Cell and Molecular Biology on the other.” Supporting courses in Chemistry, Physics, and Mathematics were also considered appropriate. Facilities were considered “good to very good” but library resources were considered inadequate. The reviewer made four recommendations to address these problems: (1) work with the administration to reduce student/faculty ratios by increasing the number of faculty (both PIN positions and non-tenure track faculty), (2) work with the administration to identify funding sources to increase the Biology Department’s budget, (3) reduce the number of majors in the department by conversion to concentrations, and (4) restore the Graduate program in Biology.</p> <p>Action Plan: During 2013 – 2015, the department will request an increase in the number of core faculty; develop a strategic plan to establish a graduate program in Biology; ensure access to improved library resources, particularly JSTOR; seek increased funding from the University and other funding sources; and, continue program evaluation to ensure graduates are competitive in a changing workforce.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Frostburg State University		
English (B)	2008-9: 139/33 2009-10: 135/36 2010-11: 132/25 2011-12: 122/32 2012 -13: 100/35	<p>Internal and External Review Summary: The department’s internal review found that the curriculum is continually evaluated and upgraded to keep abreast of advances in scholarship and pedagogy. Review and revision of the Professional Writing concentration has been accomplished with an eye toward training students in rapidly evolving workplace technology. In addition, a new course redesign of ENGL 101 is in progress to boost students’ passing rates and to contribute to the university’s focus on retention. For experiential learning opportunities, the department encourages students to take advantage of field experiences, internships, and the Emphasis in Professional Writing and in the Teaching of Writing. The Department is focused on improving and assessing active learning, collaboration, critical thinking skills, oral and written fluency, diversity and multicultural perspectives, and information literacy. The most notable change over the past five years is a decline in major enrollment: after holding fairly steady for several years at about 130, a noticeable decrease occurred in 2012 as the number of English majors declined from 139 in 2008 to 100 in 2012. The university has also experienced an overall drop in enrollment during this time. The Department hopes to continue to improve its marketing efforts to potential majors. The Department has been able to add several tenure-track faculty members since the last program review, allowing the revision of the Professional Writing track and the addition of more online courses. Significantly, the Department can now more easily offer upper-level composition courses to the Arundel Mills and Hagerstown campuses. The English Department is challenged to cover three different concentrations with plans to reinstate the teaching certification within the next year. In addition, the department coordinates minors in film studies, journalism, and public relations, as well as participates in the sustainability studies minor. The creative and professional writing concentrations' and the film studies, journalism, and sustainability studies minors' curricula are relatively new and continue to require increased library holdings.</p> <p>The external reviewer noted 10 program strengths: dedicated, talented, hard-working, and cohesive faculty; strong program support for the mission of the university; current, innovative, efficient, and student-centered GEP curriculum praxis; progressive, eclectic, diverse, and fundamentally strong curriculum for majors; pedagogies and teaching practices that demonstrate currency and acumen; highly visible and extensive scholarly, creative, professional, and service activities; strong support for students (advising, extracurricular, internships, etc.); outstanding leadership, administrative, and outcomes assessment practices; predominantly efficient and productive division of labor to foster accountability; and, a proven track record of making the most of allocated resources.</p> <p>The following program challenges were noted: insufficient compensation for both contingent and non-contingent faculty; over-reliance upon contingent faculty to teach service courses; and English 101 first-time success rate should be closely monitored.</p> <p>Action Plan: The department has established a seven-year plan that includes: long-term monitoring of English 101 redesign and pass; in collaboration with the College of Education, reinstate the Teaching Certification option, monitor graduation rates, and time-to-degree; encouraging professional development by tracking and publicizing accomplishments each year, and assist faculty to apply for additional support; monitoring and review of assessment practices for majors and general education courses, updating materials as necessary to “close the loop of assessment;” and, move forward on a number of fronts to address the slight dip in the number of majors.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Frostburg State University		
History (B)	2008-9: 112/15 2009-10: 117/19 2010-11: 104/17 2011-12: 84/61 2012-13: 61/21	<p>Internal and External Review Summary: The internal review noted that the History program contributes to the mission of the university through its offerings in the General Education Program (GEP), a well-balanced History major, support for a variety of interdisciplinary programs, and experiential learning courses. The two concentrations—History of the Americas and International—fulfill student interests in History. The curriculum reform recommended in the last program review was completed and now students will be required to enroll in six more hours of upper-division courses and six hours fewer in the lower-division courses. The optional internship program has placed students in wide-ranging work settings, preparing them for careers in public history, law, business, and government. The History faculty employs rigorous instruction to bolster the students’ analytical and critical writing and reading skills, and the ongoing assessment of our capstone and mid-career classes punctuate the need to continue strengthening such skills, as well as encouraging the students’ oral communication abilities. Assessment also indicated that students need to improve their ability to develop thesis/argument and use of sources, though they do fairly well in technological proficiency. Moreover, the research methods imbibed by the students will be valuable tools after graduation in any sort of professional capacity. The program alumni bear this out in their belief that the course work they had at FSU has prepared them well for careers.</p> <p>Action Plan: Included in the action plan to address the findings of the review: 1) Faculty development through enhanced faculty development/travel funds, library monograph acquisitions, and journal access (i.e. J-Store). 2) The department still needs an additional position to provide coverage of American-African History and to offer more upper level courses in a long neglected field, and an anticipated retirement in Early Modern European History will need to be filled. 3) The department will seek to create a better learning environment with new furnishings and a continuous upgrading of technology. 4) Continue implementation and analysis of the outcomes assessment process. 5) Faculty will discuss mentoring students regarding career possibilities, means of creating a better sense of community, and more training in oral communication in order to meet the challenges of a globalized environment. 6) Upkeep experiential learning and provide faculty latitude to develop new courses that most interest our students, especially along thematic or experiential lines. 7) Encourage community outreach through dialogues and inviting outside speakers using Race Speakership funds. 8) Review/refine department evaluation criteria, perhaps raising standards and making clear expectations to faculty under review.</p>
Psychology (B)	2008-9: 247/68 2009-10: 303/48 2010-11: 330/63 2011-12: 337/77 2012-13: 325/84	<p>Internal and External Review Summary: The internal review of the Psychology Department led to the following findings and recommendations: 1) The need to monitor the growth in majors in the department and develop appropriate strategies for dealing with the implications of this growth if it continues. The growth in majors infiltrates many aspects of the department’s functioning and is further reflected in many of the findings that follow. 2) Develop various approaches for dealing with high enrollment courses particularly the REQUIRED courses (Research Methods/Statistics; Capstone) and certain elective courses. 3) Monitor faculty workload and develop approaches for dealing with increasing demands being placed on faculty for larger classes, more advisees, etc. 4) Address the technical needs of the department including classroom and office computers, clicker access, specialized software and training in the use of such software. 5) Continue emphasis on program assessment for purposes of self-improvement. 6) Upgrade of classrooms, offices and departmental spaces.</p> <p>The primary conclusions of the external reviewer include: 1) The Department provides strong support for the</p>

Degree Codes: (B) Bachelor’s; (M) Master’s; (D) Doctorate; (CAS) Certificate of Advanced Study, (PBC) Post-baccalaureate Certificate, Master of Arts in Teaching (MAT)

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Frostburg State University		
<i>Psychology, continued</i>		<p>College's Strategic Plan, particularly in research and experiential learning . 2) The Department attracts, retains, serves, and graduates its majors. 3) Strong curriculum informed by professional standards and departmental assessment. 4) Redesigned NCAT course that has improved student learning and efficient use of resources 5) Unique opportunities offered by the tamarin laboratory. 6) Strong assessment program that is a model in its development and use. 7) Faculty are well-prepared, dedicated, and engaged in ongoing scholarly development. 8) Faculty hold major leadership/administrative roles across campus, reflecting respect from their peers.</p> <p>The primary recommendations from the external reviewer include: 1) Need for more resources to support enrollment increases. 2) Explore ways to deal with a potential bottleneck of students entering the research methods sequence. 3) Brainstorm ways to avoid assessment fatigue and motivate students to perform at their highest levels during assessment. 4) Seek ways to reward faculty for their efforts even given limited University resources. 5) Need for a student gathering space, for classroom upgrades, and for new furnishings.</p> <p>Action Plan: By June 2014, the faculty will develop a plan for dealing with bottleneck courses. Review and refine assessment plan to prepare for Compliance Assist data entry, and to deal with assessment fatigue in students. By June 2015, the faculty will develop a plan for classroom upgrades, new furnishings and gathering place for students. The Chair and faculty will continuously assess the impact of high enrollments and develop methods for addressing these impacts.</p>
Counseling Psychology (M)	2008-9: 34/14 2009-10: 32/9 2010-11: 36/14 2011-12: 35/13 2012-13: 32/10	<p>Internal and External Review Summary: The curriculum is guided by the Maryland Board of Professional Counselors & Therapists (as well as comparable boards for Pennsylvania, Virginia, and West Virginia), MPCAC, and trends in the field. Our professional identity is that of psychological science, and we are dedicated to providing training in evidence-based treatment. Seven of the required three-credit courses are experiential lab courses which include significant application activities, typically in the form of observed role-plays. Under faculty supervision, advanced students have the opportunity to provide supervision in the role-plays of less advanced students. Ample opportunities are also available to students to participate in research. A great deal of feedback is provided to students in their courses, at the end of their first and second semesters, and when they apply for candidacy (typically in their third semester). Students are also required to complete a personal growth experience, typically completed in the form of their own individual or group therapy.</p> <p>As a part of the process of licensure, students are required to pass the National Counselor Examination (NCE) which they typically take in April of the year they are graduating (end of 3rd year). This is the one place where the program/students can be directly compared to other program/students around the country. In this 5 year period, 53 students have taken the NCE with 52 passing and 1 failing, a 98.1% pass rate. More impressive is that in each of these five years FSU students' mean scores have been higher than all 3 of the comparison groups (National Results; CACREP Program Results; Non-CACREP Program Results). In addition, in two of the five years the mean scores were higher on all 13 subtests than every subtest score from all 3 comparison groups. The MS Program in Counseling Psychology is clearly meeting the overarching program goals.</p> <p>The external review included interviews with the program coordinator, the department chair, the Dean of the col-</p>

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Frostburg State University		
<p><i>Counseling Psychology, continued</i></p>		<p>lege, two separate meetings with faculty (one with those who teach in the graduate program, one with those who do not teach within the program), and two meetings with groups of active students within the program. The reviewer found that the program’s “well-designed curriculum... is comprehensive and thorough; the extensive internship experience, in addition to role plays throughout their coursework, provides students with extra levels of preparation” and “clearly continues to meet the standards for accreditation.” She found that students are clearly well prepared in both content and practical experience.</p> <p>The program is “held in high regard in the institution... Students have great respect for their faculty, particularly the faculty’s accessibility and obvious commitment to their students.” In addition, “[t]he commitment of the highly talented faculty, both to the students and to the program, is another notable strength of this M.S. in Counseling Psychology program...[t]he Program Coordinator strives to ensure the continuation of the easy, collaborative relationships among the faculty, and between the faculty and students.”</p> <p>Though finding the program to be strong, the review did list a number of challenges, including: 1) Two second year students have some strong negative perceptions about the program, chiefly of having not received licensure information. 2) The 4/4 teaching load when teaching graduate courses (and all the extra work that goes with it) is problematic, with her suggesting the program “[s]eek administrative support for a multiplier for graduate courses which would provide a more adequate representation of the additional preparatory work required of faculty for graduate study.” 3) The reviewer found the need for those who do not teach in the graduate program to be more a part of the graduate program. Recommendations included a graduate program update portion of each department meeting, seeking full department input into decisions for the graduate program, and timely reporting of the MS Committee minutes. 4) The review found problematic that the coordinator of the program takes on nearly full responsibility for the program. “A coordinator who takes full responsibility also can endanger the program since there is no one else who can step into the role if necessary. Although difficult to achieve, the program and faculty are best served by both a coordinator who can strike a delicate balance between engaging other faculty as much as possible and completing the necessary tasks as quickly and efficiently as possible and by departmental faculty who are willing to take on related tasks and responsibilities.” 5) The review also suggested clarifying the makeup of the emphasis options, increasing use of technology, and exploring the possibility of expanding the program to the Hagerstown campus.</p> <p>Action Plan: <i>Student Perception:</i> 1) Remind current students that all licensing information is available in the handbook they received and was discussed at their orientation. 2) Inform students that issues around licensure are discussed at considerable length during their 3rd year of the program. 3) Stress licensure information in orientation. <i>Faculty Workload:</i> 1) Meet with Dean and provost. <i>Relationship between Undergraduate and Graduate Programs:</i> 1) Add “Graduate Program Section” to the department meeting 2) Ask for input from full department faculty. 3) Make minutes of the MS Committee available. <i>Workload of the Program Coordinator:</i> 1) Encourage other faculty members to accept greater responsibility for tasks currently completed by the Coordinator. 2) Work with Dean on administrative support. 3) Explore the feasibility/desirability of expanding the program to the Hagerstown campus.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Salisbury University		
Applied Health Physiology (M)	2007-8: 24/11 2008-9: 38/7 2009-10: 49/20 2010-11: 47/22 2011-12: 51/14	<p>Internal and External Review Summary: The MS in Applied Health Physiology program has shown steady growth in the last five years, more than doubling in enrollment during that time. The program prepares students for clinical careers in many different settings and its graduates are in high demand.</p> <p>The external reviewer met with faculty, staff, and students and conducted a SWAT analysis. Among the many strengths cited in her assessment were the commitment of the faculty, a low attrition rate for students, and the connections between the curriculum and several national certifications. She found the students and the faculty to be highly engaged and knowledgeable. Both the external review and the dean's review cited significant concerns about the number of faculty teaching in the program, however. Currently, 50% of all of the courses taught in the AHPH program are taught as overloads by faculty whose main responsibility falls in other programs. If the program is to continue to grow and continue to focus on quality student outcomes, it cannot rely on faculty teaching as overloads, especially in critical courses.</p> <p>Action Plan: 1) Immediately hire one additional faculty member within the Department of Health Sciences to support the program (search underway to support Strength & Conditioning AHPH Track); 2) Address the lack of quality space which is a limiting factor for the program through space inventory, repurposing, and upgrading as possible; 3) Expand support provided by the Office of Graduate Studies and Research to reduce the administrative burden on AHPH program director and faculty (e.g., student recruitment, admissions, and graduation audits); 4) Increase communication between academic departments to facilitate workload, shared equipment use, and general program support by increasing regular meetings of AHPH program director with chairs of Health Sciences and Health & Sports Science and deans of the schools housing these departments. 5) Increase program budget to reflect program size, operational expenses and laboratory needs.</p>
Music (B)	2008-9: 40/7 2009-10: 49/9 2010-11: 51/7 2011-12: 65/10 2012-13: 61/5	<p>Internal and External Review Summary: The Department of Music applied for and was granted accreditation by the National Association of Schools of Music (NASM) in June 2013 after an extensive review. The NASM team identified many strengths, including the significant growth in number of majors, a student-centered faculty, and state-of-the-art facilities for music technology courses. Students are overwhelmingly satisfied with their academic programs, and find their professors to be engaging and responsive.</p> <p>The growth in number of majors did raise some concerns, however, particularly in the areas of space and staffing. The visiting team suggested that practice space was now at a premium, and that the acoustics in existing performance spaces needed improvement. The visiting team also suggested the university consider building an appropriate venue for large performances. After assessing the staffing, the reviewers recommended that the department seek two additional tenure-track lines to meet the growing demand in teacher certification and music technology. Additionally, the team suggested that the department did not have a clear evidence of instruction regarding issues of health and safety practices for musicians. The department has subsequently clarified their practices and has met that standard.</p> <p>Action Plan: The university has already taken some steps to address the recommendations, including the completion of a significant overhaul of Holloway Hall Auditorium in fall 2013 to improve the acoustics in this performance space. The department is currently engaged in a national search for a tenure-track faculty in music technology.</p>

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

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Towson University		
Applied Information Technologies (M)	2008-9: 167/59 2009-10: 224/75 2010-11: 256/64 2011-12: 331/89 2012-13: 332/99	<p>Internal and External Review Summary: The Applied Information Technology master’s program and the imbedded post-baccalaureate certificate programs in Database Management Systems, Information Security & Assurance, Information Systems Management, Internet Applications Development, Networking Technologies and Software Engineering were examined this past year. The master’s program and 6 certificate programs were combined into a single self-study and are referred to in this summary as the AIT program.</p> <p>Both the internal self-study and the external evaluator found the AIT program to be quite successful. The external evaluator wrote, “By several measures the program is a great success.” According to the reviewer, the program is a financial success, and both the demand for the program by students and employers as evidenced by the growth in program enrollment and the placement of graduates is very high. The program has been able to adapt to changing circumstances, adding new courses at the HEAT Center to help meet BRAC demands, and expanding to offer a full suite of online programs; indeed, in 2013 more than 600 student credit hours were produced online. At the same time, program quality has remained high; in the most recent alumni survey (Fall 2011) only one of the 49 responding alumni was unemployed and looking for work, with 85% of the respondents working in fields directly related to the program. Further, 77% of the surveyed alumni said that the AIT program helped them get a new job or a promotion in their current job, while 88% would recommend this degree program to their peers.</p> <p>The program has in place the foundation for a very informative continuous improvement process, and this is one of the strengths of the program. Due to the recent implementation of the process there are limited data and little opportunity to see that a continuous improvement cycle has been completed, but evidence of data driven change has been presented that addresses program learning outcomes. For example, data were available from each of the capstone Case Study projects students were required to complete, but the lack of a common rubric across these courses did not allow for comparison across the courses. The department has already addressed this concern with the development of a new rubric that has been used to assess Case Study courses beginning with the Fall 2012 semester.</p> <p>The biggest weakness noted by the external evaluator was a need for greater involvement by full-time faculty, especially in the area of curriculum and program management. He wrote, “In terms of faculty, there is a great need to have faculty oversight of all aspects of the curriculum. Currently, full-time faculty teach in the program, but no faculty group seems to be responsible for ‘managing’ the curriculum. Moreover, no individual or group of faculty seems to be responsible for monitoring adjunct teaching.” This broad issue was also brought up in the self-study, but in a different context. The self-study noted that one of the limiting factors to updating the curriculum was a lack of full-time faculty devoted to the program. Right now, 80% of the courses in the program are being taught by adjunct faculty. Action has also begun in this area as well, and the department has received final budgetary approval to search for two full-time clinical faculty positions whose primary role would be in the AIT program.</p> <p>Related to this is a need to examine program expectations with respect to beginning students’ computing skills. Because the AIT program serves career-changing students who want to move into information technology without an existing undergraduate background in computing, as well as professionals that currently work in the information technology field, many courses have a bimodal enrollment mixture. This mixture has led to tensions between these</p>
Database Management Systems (PBC)	2008-9: 4/19 2009-10: 3/25 2010-11: 3/16 2011-12: 2/24 2012-13: 12/TBD	
Information Security & Assurance (PBC)	2008-9: 4/26 2009-10: 4/27 2010-11: 4/21 2011-12: 3/33 2012-13: 9/36	
Information Systems Management (PBC)	2008-9: 1/10 2009-10: 2/14 2010-11: 6/15 2011-12: 5/16 2012-13: 8/24	
Internet Applications Development (PBC)	2008-9: 2/3 2009-10: 1/3 2010-11: 2/8 2011-12: 2/6 2012-13: 5/7	
Networking Technologies (PBC)	2008-9: 1/6 2009-10: 0/5 2010-11: 0/3 2011-12: 1/3 2012-13: 3/5	
Software Engineering (PBC)	2009-10: n/a 2010-11: 2/0 2011-12: 2/1 2012-13: 1/5	
* Enrolment numbers for PBC programs are unduplicated counts.		

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Towson University		
<i>Applied Information Technologies, continued</i>		<p>two student populations in the courses, as noted in the self-study and the alumni survey. As a consequence, the external evaluator recommends either restricting admission to students without a computing background, or requiring significant additional coursework for these students. In a related recommendation, he also proposes that the current program focus more closely on a larger collection of core courses, reduce the size of the specializations, and eliminate the standalone certificates. These curricular recommendations deserve careful consideration, and the action plan calls on the faculty, program director and dean to do so. Another important recommendation made by the external evaluator is for the AIT program to develop an external advisory board composed primarily of alumni. The other important recommendation from the external evaluator is to improve technical support in the labs. Both of these are important components of the action plan.</p> <p>Action Plan: 1) The program assessment plan has been initiated with some components still under development. It is anticipated that the student learning assessment will be completed by Fall 2014, and the development of a capstone class by Fall 2015. 2) In order to increase the involvement of program affiliate faculty in Program activities, the program director and dean will, by Spring 2014, identify and implement strategies to incentivize affiliate faculty participation in various aspects of the program. 3) By Fall 2014, the director, dean and chairs of affiliated departments will develop a new student advising model by Fall 2014. 4) By Fall 2015, the affiliate faculty and program director will investigate curricular models and consider changes to increase distinctiveness and bring the curriculum up to date.</p>
Molecular Biology, Biochemistry and Bioinformatics (B)	2008-9: 89/32 2009-10: 109/24 2010-11: 117/34 2011-12: 116/25 2012-13: 126/22	<p>Internal and External Review Summary: The internal review identified both strengths and challenges for the Molecular Biology, Biochemistry and Bioinformatics Program. Strengths included a vibrant faculty, courses which are meeting student learning objectives, growing enrollment, an effective advising system, and high participation in student/faculty collaborative research. Challenges included revision of the curriculum to ensure it remains current and meets the needs of graduates, offering enough sections of classes to meet enrollment gains, development of a sustainable model for advising, revision of assessment plans and expansion of external internship opportunities for students.</p> <p>The external review identified a lack of distinctiveness as a major theme. The reviewer pointed out that the Molecular Biology concentration in particular is essentially identical to the Cellular and Molecular Biology concentration offered through the Biology major. A key conclusion relative to this observation was that “now is a good time to determine the future direction and goals” of the Program. The reviewer correctly pointed out that one distinct aspect of the program, the emphasis on undergraduate research is becoming more difficult to achieve for a variety of reasons. A major specific recommendation was a complete assessment of the current curriculum including analysis of how well learning objectives are met, surveys of graduates and of employers and negotiation of MOUs with graduate and professional programs ensuring admission of graduates. Several specific suggestions for curricular changes were made. Another recommendation was to revise the academic advising model to free the director’s time for other activities. Among those other activities, expansion of external contacts to provide internship opportunities for students was highlighted. Finally, the reviewer emphasized the need for the University to set optimal enrollment targets for the program that take into consideration the quality of the student experience and recommended strategies to enhance recruitment of the best students.</p> <p>Action Plan: Strategies to address four major issues have been identified: 1) By Fall 2014, the program director will</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Towson University		
<i>Molecular Biology, Biochemistry and Bioinformatics, continued</i>		have completed the student learning assessment plan, and the development of a capstone class; 2) By Spring 2014, the director and dean will identify and implement strategies to incentivize faculty to participate in various aspects of the program; 3) By Fall 2014, the director, deans and chairs of affiliated departments will have developed a new student advising model that will allow the director to spend more time on program advancement; 4) By Fall 2015, the affiliate faculty and director will investigate curricular models and consider changes to increase distinctiveness and update the curriculum.
Cultural Studies (B)	2008-9: 13/4 2009-10: 14/5 2010-11: 17/3 2011-12: 15/6 2012-13: 16/3	<p>Internal and External Review Summary: The undergraduate cultural studies program is a cross disciplinary program focusing on interrogate how meaning is produced and consumed in the process of constructing and inhabiting a culture. The review process identified the following strengths: 1) The cultural studies program represents an innovative, interdisciplinary major whose courses address subject matter excluded from traditional curricula, use methodologies that cross discipline to critically address complex issues, and approach contemporary problems with the timeliness and rigor necessary to prepare students to participate in the complex world around them. 2) The structure of the curriculum is well-thought out and logical. Students are given well-rounded exposure to different aspects of cultural studies and pertinent theories and methodologies. 3) The program’s internships place students in arts, literacy and advocacy communities in Baltimore while campus events encourage participation in a variety of civic engagements. 4) The program is committed to offering genuinely interdisciplinary course- that is, courses that use multiple approaches and perspectives within the same course. 5) New faculty find the program particularly attractive to their teaching and research interests as most existing PHD programs have a strong cultural studies focus. As a result, the program acts as a recruitment and enrichment source. 6) Program faculty support two cultural studies classes as a part of the University’s general education sequence referred to as the University Core. These courses add significantly to enrichment of students in terms of the cultural literacy skills and they also serve as recruitment tools to the major. 7) The cultural studies program is well placed in the Interdisciplinary Studies area, creating opportunity for constituencies in Interdisciplinary Studies to share resources including faculty interested in supporting interdisciplinary and cross disciplinary programming and courses. 8) The program is well supported at the department, college and university levels</p> <p>Areas of possible improvement include the following: 1) Strengthen CLST 497 (Capstone Experience) and CLST 495 (Internship) to emphasize creative interdisciplinary engagement within the community to illustrate the strengths of the program while simultaneously advertize the skills, talents and interests of majors to prospective employers and graduate schools. 2) Explore the advisability of requiring fluency in a second language for program majors or seeing if existing elective courses could be used to support second majors or minors in related areas. 3) Because the program relies on faculty affiliate with other majors, the program needs to create increased opportunities to enhance faculty engagement and identity with the program. Possible solutions could include hiring faculty in the program area, using joint appointments, or increasing faculty involvement in program oversight through the advisory board and other similar strategies. 4) The programs use of variety of media sources (Facebook, twitter, Blog, etc) which are excellent tools. However, some of the links on the programs web page need to be reviewed to ensure they are functioning properly and are current. 5) While the size of the program exceeds MHEC minimums, program size could be increased without impacting program capacity.</p> <p>Action Plan: Three primary issues were identified and the strategies to address them within the next two years and</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Towson University		
<i>Cultural Studies, continued</i>		<p>on a continuous basis, include: 1) To increase faculty engagement with the interdisciplinary cultural studies program, the chair and director will continue to monitor the effectiveness of the shift of the program into the Interdisciplinary Studies structure, recruit new faculty to the Program Advisory Committee (PAC), and in collaboration with the faculty, increase their participation in non-curricular programming. 2) To identify and build on existing strengths, the director and the PAC will develop guides for student capstones and internships that emphasize civic engagement, revisit existing methods requirements and explore other possibilities, and increase elective courses to include new courses and adding electives in modern languages. 3) Strategies to increase the number of majors include the update of social media particularly the University website page dedicated to the program, increasing student attendance at non-curricular programming, and emphasizing the program as a complimentary double major to relevant programs including anthropology, women’s studies, English, Foreign Languages, etc.</p>
Dance Performance/Dance Education (BFA)	2008-9: 89/14 2009-10: 91/6 2010-11: 93/20 2011-12: 89/17 2012-13: 86/14	<p>Internal and External Review Summary: The program review was completed as part of the site visit by the National Association of Schools of Dance (NASD). The site visit team identified the following strengths, areas for short-term improvements and primary future issues.</p> <p>Strengths of the program: 1) Diverse, outstanding faculty members who are artists/educators, and who hold student learning as a top priority. 2) A visionary department chairperson who leads by consensus with an inclusive leadership style. 3) An exceptional administrative assistant who has a keen understanding of budgets and university systems, and who is committed to the mission and goals of the department. 4) Talented, committed students who are articulate, deep thinkers, and who value the faculty and their educational experiences. 5) A cohesive mission statement that clearly drives all decision-making in the dance unit. The mission purposefully aligns with those of the college and university. 6) Excellent facilities in a state-of-the-art building, including a functional and flexible studio theatre, bright welcoming dance studios, and an adequate main stage theatre. 7) The Community Dance program has a clear organizational structure and serves the community well. It benefits TU dance majors as well as provides service opportunities for students and faculty. This program has great potential. 8) The dance unit is committed to the assessment process and has developed comprehensive assessment tools for many aspects of the dance program.</p> <p>Areas for Short-term Improvement: 1) All outcomes, goals, and criteria for ballet, modern and jazz dance sequences should be listed on all syllabi and in the Student Handbook. 2) All syllabi should include policy statements specific to the department, college, and university, such as the diversity statement, civility code and safety statement. Consider using the same format for all syllabi for ease of reading and finding information. 3) Consider requiring E-portfolios for dance education major instead of traditional paper/binder formats. 5) The department should continue investigating the hiring of a full-time staff music director whose responsibilities might include accompaniment, musical compositions, teaching, overseeing student work, and supervising part-time musicians. 6) Consider hiring student workers to organize the costume storage rooms keep records of inventory and assist student choreographers in signing out the costumes. 7) Consider streamlining the use of assessment instruments in the dance education, particularly where there is overlap in content. 8) It is highly recommended that security in the dance wing of the arts center be given immediate attention, possibly employing the use of a card swipe on all studio doors and rest rooms to ensure continued compliance with NASD safety standards. 8) Consider offering the performance and choreography course sequences as “either/or” tracks in the BFA programs. 9) Consider offering Dance 345 Scientific Basis for Movement II in</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Towson University		
<i>Dance Performance/Dance Education, continued</i>		<p>the junior year in order to continue the first year reinforcement of dancing based on sound kinesiological principles.</p> <p>Primary Future Issues: 1) It appears that the dance studios measure approximately 12000 square feet. The dance unit should keep the NASD standard of 100 square feet per dancer in class in mind when registering students for dance courses. Classes were observed where enrollment exceeded room capacity as defined by NASD. 2) Continue to investigate the feasibility of creating a Master of Arts in Dance Education degree. 3) Develop marketing strategies to elevate the department's reputation to national recognition. 4) Monitor the effectiveness of the choreography sequence and the level differentiation.</p> <p>Action Plan: 1) To address the inconsistency in conveying departmental policy, learning outcomes, goals and criteria in the course syllabi and Student Handbook, the chair, faculty and curriculum committees will, a) modify syllabi to include required information in a consistent format by fall 2015, and, b) modify the ballet, modern dance and jazz dance sequences with required outcomes, goals and criteria by fall 2014. 2) The chair and faculty will consider requiring E-portfolios for dance education majors instead of traditional paper/binder formats to see if efficiencies can be identified, and will consider streamlining the use of assessment instruments in the dance education program, particularly where there is overlap in content. Anticipated completion date: fall 2015. 3) Examination of program requirements to address student and program expectations includes consideration of tracks, application of anatomy/kinesiology content into the junior year curriculum, monitoring of the effectiveness of the choreography sequence, and continued investigation of the feasibility of creating an MA in Dance Education. 4) The dean and chair have reallocated funds to create and fill a part-time position for a dance musician coordinator (fall 2013) and will hire students to organize the costume storage rooms and keep records of inventory. 5) To address facilities and space utilization requirements, the chair and Dean will give immediate attention to security in the dance wing of the arts center; a cover for the Orchestra pit will be procured; and, the chair and registrar will be monitor course enrollments to ensure compliance with the NASD standards. 6) To increase the department's reputation for excellence and to ensure continued success, the chair and faculty will develop marketing strategies to elevate the department's reputation to national recognition through changes that include a focus on faculty research.</p>
Foreign Languages (B)	2008-9: 127/30 2009-10: 133/35 2010-11: 113/31 2011-12: 113/28 2012-13: 122/25	<p>Internal and External Review Summary: The internal and external reviews included the following program strengths: 1) Faculty are fully qualified to deliver instruction at all levels of the curriculum in their own native language or the language of their specialization, as well as in a second language in many cases. Their preparation provides breadth, diversity and flexibility in meeting departmental needs, and the faculty demonstrate a commitment to multicultural and international education and support courses in the major as well as other program areas. According to the external reviewer, faculty are actively engaged in activities that enrich student life and learning inside and outside of the classroom. 2) The departmental structure is characterized as one of "collegiality, fairness, mutual respect and support of colleagues; human kindness; and colleagues willing to share, to teach as all levels." 3) The multilingual preparation of the faculty facilitated program offerings and ensures significant coverage of these areas by full-time faculty with limited reliance on part-time faculty. 4) The undergraduate curriculum is strong with recent revisions including eliminating courses, updating pedagogy, methodology, and technology, addition of new special topics courses and collaborations with interdisciplinary programs. 4) The new Liberal Arts building provides well designed space for student learning and engagement. Updated language laboratories have been included with access to</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Towson University		
<i>Foreign Languages, con- tinued</i>		<p>current technology and the department has been involved with course redesign using new classroom technologies.</p> <p>Areas for improvement identified in the review include: 1) The preparation of students in entry and low-level courses results in a need to address a wide variety of instructional needs, limiting instructors' ability to maximum student learning in these courses. 2) The need to increase the number of students declaring majors and minors. 3) Data indicate those students involved in practical applications such as study abroad, improved their speaking skills significantly, suggesting a need to develop more practical applications in program courses. 4) If student interest and demand in Italian studies increases, a separate major may be necessary. 5) Enhance outreach efforts to alumni and explore mechanisms to enhance networking opportunities.</p> <p>Action Plan: In response to the areas of improvement identified in the reviews, the faculty will: 1) Develop placement tests for incoming students in targeted languages beginning with Spanish in AY2014 and French in AY2015, and create entry level Spanish courses for native and heritage speakers. 2) All faculty will participate actively in the "Foreign language Majors and Minors Day" to be held every Fall semester, encourage students in beginning level courses to pursue advanced study, and monitor the enrollment each semester. 3) Develop more practical applications in program courses, develop substantive service learning components for selected courses, examine courses in Romance linguistics/comparative literature and second language acquisition to determine if a "shared body of knowledge" would be appropriate, identify possible new courses. 4) Examine the viability of creating an Italian studies major. 5) Develop and maintain a register of alumni contact information, and use online technologies to develop and share a "Foreign Languages Gazette" with program alumni.</p>
Music (B)	2008-9: 182/28 2009-10: 166/19 2010-11: 154/23 2011-12: 148/39 2012-13: 167/35	<p>Internal and External Review Summary: The 2013 internal and external reviews occurred in the context of and in response to the 10 year re-accreditation evaluation by the National Association of Schools of Music. Programs included in the review included the undergraduate programs in Music and Music Education as well as the master's degree programs in Music and Music Education and the post-baccalaureate certificate in Music.</p> <p>According to the visiting team, the music programs are consistent with institutional mission and accreditation requirements. The programs affirm the "balance between the need for breadth ...and depth within the discipline. The programs address the need to ...cultivate a sense of global awareness and engagement. Programs are of high quality with rigorous academic standards. The visit team was impressed with the musical accomplishments of students.</p> <p>Strengths of the programs include the following: 1) A talented and dedicated faculty focused on student success; 2) An outstanding group of part-time faculty; 3) Excited and talented students who exhibit great pride in the music department; 4) Good performance facilities; 5) Strong faculty and student interaction; 6) A good variety of ensemble experiences; 7) Excellent communication among the department chair, dean and provost. In addition, it was found that program enrollments are strong at the program level and exceed MHEC productivity standards. Two of the undergraduate concentrations (composition and performance (keyboard:-organ) have limited enrollment, but are not designated as low productivity as they are concentrations in the music program. Certificate programs are exempt from meeting productivity requirements.</p> <p>According to the visiting team, areas requiring improvement/clarification include the following: 1) Immediate atten-</p>
Music Education (B)	2008-9: 148/16 2009-10: 160/15 2010-11: 178/23 2011-12: 160/25 2012-13: 124/23	
Music (M)	2008-9: 16/6 2009-10: 17/5 2010-11: 17/3 2011-12: 22/8 2012-13: 16/8	

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Towson University		
<i>Professional Studies, continued</i>		<p>itself was somewhat unmoored.</p> <p>Areas for improvement identified include: 1) Opportunities for additional concentrations, including the development of additional content expertise in the Individualized plan of study concentration, and the faculty should explore mechanisms to enhance the content focus of each student’s individual program of study. 2) The advising load and administrative responsibilities of the program director are extensive. 3) The need for increased access to courses offered by other graduate programs to align with the interdisciplinary nature of the program. 4) Course sequencing should be examined, particularly the professional writing and introductory research courses which students felt should be taken early in their program of study.</p> <p>Action Plan: 1) The Program Director will identify other content areas for development of additional concentrations, utilizing the Art History concentration as a template, and encourage individuals to seek out internship and individualized study opportunities in their chosen elective fields to sharpen real-world application of knowledge and skills, particularly in fields such as business and communications. 2) Selected responsibilities will be delegated to appropriate administrative staff. 3) The director will increase communications with other graduate programs to address course permissions and scheduling issues.</p>
Social Sciences (B)	2008-9: 84/17 2009-10: 98/11 2010-11: 108/13 2011-12: 82/29 2012-13: 92/24	<p>Internal and External Review Summary: The following strengths were identified by the reviewers: 1) The Social Sciences program affords students multiple opportunities to acquire experience, skills, and content bases in several major disciplines. 2) Social Sciences majors have an opportunity to pursue a secondary education teaching credential. 3) Full-time faculty teach most of the required courses in the Social Sciences major. 4) Although small in number currently, Social Science majors participate in internships, Study Abroad experience, and service-learning opportunities. 5) The Social Science program enjoys adequate support at the programmatic, college, and university levels; there is sufficient library resources allocated to the major, specifically the IDIS liaison/librarian is attuned to Social Science majors needs. 6) The portfolio requirement for all majors constitutes a major program strength and is a foundation for the assessment process in the Social Science major. 7) Based on both assessment data and anecdotal evidence, Social Science majors are largely satisfied with the program.</p> <p>Recommendations include: 1) Revise curricula including reduction of credit hours required and inclusion of a research course and capstone course. 2) Revise curricula for Social Science Secondary Education concentration to include a discipline specific methodology/research course and emphasis on high school assessment in Geography content. 3) Revise and enhance the program assessment processes. 4) Identify career paths for graduates and strengthen relationships with alumni. 5) Explore possible relationship between the Social Sciences major and the Master of Arts in Teaching.</p> <p>Action Plan: Strategies to respond to the recommendations include: 1) The directors will Work with the Social Sciences Advisory Board (SSAB) to redesign the curriculum (May 2014) and submit the redesigned major for approval (December 2014). 2) The directors will work with the SSAB to redesign the Secondary Education concentration (May 2014), submit the redesigned curricula for approval (December 2014), and develop and maintain closer relationships with the Department of Secondary Education in support of the concentration. 3) The directors will work with the</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
Towson University		
<i>Social Sciences, continued</i>		SSAB to refine the portfolio submission and review process, including the possible inclusion of electronic submission (Dec. 2014), and align on-going assessment processes with the university-wide processes. 4) The directors will work with the Alumni Office to develop closer relationships with Social Science graduates (Dec. 2014), and consider the adoption of social media resources as a mechanism for fostering stronger identification and maintaining better post-graduate relations. 5) The director and Dean will begin a conversation with the College of Education about the possibilities and limitations of this relationship), and examine other teacher certification mechanisms (May-Dec. 2014).
Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Baltimore		
Integrated Design (MFA)	2008-9: 47/5 2009-10: 44/4 2010-11: 44/2 2011-12: 37/5 2012-13: 46/5	<p>Internal and External Review Summary: The internal review identified the following key strengths: the program is powerful in its unique approach to graduate design education; the emphasis on mastering three media while deepening a conceptual and theoretical foundation in a course-driven environment; focus on audience-driven work; the program base in a department of communications as opposed to fine arts; the wide variety of faculty available with different academic specialties and backgrounds; and faculty/student relationships. The key challenges identified include: need for a new program assessment plan; increasing competition from new design programs at much higher ranked schools; the need for more separation from the MA leading to a need for MFA courses with lower enrollments; the need for additional financial resources for out-of-state graduate students; evolving the curriculum in order to stay current with both design and technology; a high student-advisor ratio given the intensive advising needed during the thesis process; and, increasing thesis/graduation rate.</p> <p>Areas noted by the external reviewers for consideration: more comprehensive information or information not readily available on the university web site; assessment should include student work as well as including student process in the new assessment plan, including also a framework for theoretical discussion points for current students to engage in and with; and, the need to pursue a separate learning lab model for very specific individual course purposes.</p> <p>Action Plan: The plan to address the challenges and highlighted improvement areas include: a new program assessment plan; increase in thesis/graduation rate; survey MFA students in the fall and utilization of the feedback in creating the new assessment plan; evolving the curriculum; and ensure faculty stay current in the field through practice, conferences and field study.</p>
Public Administration (D)	2008-9: 36/2 2009-10: 35/3 2010-11: 31/5 2011-12: 36/10 2012-13: 37/3	<p>Internal and External Review Summary: Key strengths identified include: the faculty consists of nationally and internationally recognized, award-winning scholars and practitioners; the faculty mix is designed to prepare students to be reflective managers, researchers, and academics; program attracts high level and mid-level government employees, but more recently colleagues newer in their careers; weekend classroom format permits students to maintain full-time employment while completing their degree; and, recent curriculum changes have had the effect of attracting better prepared and more motivated students.</p> <p>Key challenges include: pedagogically challenging to deliver, discuss, and learn the amount of information that is necessary, particularly in a concentrated weekend model; lack of comprehensive exam does not permit students to integrate their knowledge across classes; and, there is almost no marketing for the program, resulting in a small pool of applicants. To address the identified challenges, the external reviewers made several recommendations, including:</p>

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

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Baltimore		
<i>Public Administration, continued</i>		<p>offer each course once per week in the early evening throughout the course of the full semester; establish a comprehensive examination process after reviewing processes at other universities; set up an advising process that matches each incoming student to a preliminary faculty advisor at the start of the program; consider hosting a brownbag seminar once per semester where faculty present their research to the students and vice-versa.</p> <p>Action Plan: Among the recommendations and planned actions submitted to the Dean: 1) Convert the DPA degree to a college-wide rather than a SPIA degree via a cadre of doctoral faculty – this aligns with the reorganization of the College since the program began. 2) Increase efforts to recruit qualified doctoral students. 3) Continue to enhance the rigor and quality of the program. 4) Develop additional resources and support our doctoral students. 5) Doctoral faculty will conduct an annual (or bi-annual) academic review of all current doctoral students to identify any issues or concerns that may affect a student’s ability to complete the program. 6) Emphasize that the doctoral level work/dissertation must be a theory-driven product that contributes to the body of knowledge of the field. 7) Continue to emphasize the research rigor of the program and practical reach of the work being performed. 8) The global and international dimension should be maintained and publicized. 9) Pursuit of research grants to more effectively market the program. 10) Reconsider the current method of delivery of the program and consider moving to one location only. 11) Provide a more structured path for students who want to pursue academic careers.</p>
Simulation and Digital Entertainment (B)	2007-8: 80/12 2008-9: 105/25 2009-10: 118/26 2010-11: 149/39 2011-12: 153/26	<p>Internal and External Review Summary: The key strengths identified in the internal review includes: ability to grow and change the program; a strong, diverse faculty that is passionate about game design; the University’s good geographic location – positioned near many game companies who have provided students with jobs and are a source of invaluable adjunct instructors who provide a professional perspective. Students surveyed mentioned the breadth of their studies, the production-oriented courses, technical skills taught, the faculty, and their experiences in team-based environments as strengths of the program. The key challenges identified include: job placement will become more difficult as the program grows; the core curriculum is too broad and does not allow students to specialize; the levels of academic preparation for incoming freshmen varies widely; students require more in-depth courses that fit their intended career paths; while adjunct faculty are a great benefit, the high ration of adjunct to full-time faculty taught courses makes consistency difficult; only one dedicated classroom/lab with the appropriate software and hardware, making scheduling an increasing challenge as enrollment grows.</p> <p>The external reviewers found the program to be well thought out and were impressed by the department’s insight into its own curriculum and its ability to align its program’s focus with the larger goals of the institution. Areas noted for consideration include: a need for more specialization while maintaining breadth; one challenge for the game design program is to have students complete full games rather than demos, either in school or shortly afterward, as these will support career options and the program’s visibility; the addition of a third semester for the senior capstone project would give students additional experience working on a team-based project; student to faculty ration is stretched incredibly thin; and, a second lab space and additional equipment is needed.</p> <p>Action Plan: The plan for addressing challenges and highlighted improvement areas includes: create tracks; search for an additional full-time faculty; a second computer lab is being considered; continuing to build alumni connections; and, conduct another focus group a year after curriculum changes.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Maryland, Baltimore County		
Africana Studies (B)	2007-8: 12/3 2008-9: 10/2 2009-10: 6/4 2010-11: 9/3 2011-12: 7/4	<p>Internal and External Review Summary: The internal review reports that in line with other Africana Studies programs the department curriculum is designed to expose students to knowledge of Africa and its Diaspora in terms of history, as well as literary, artistic, political, and psychological experiences and achievements. The program also includes a community service component that connects course work to solving problems within communities, an aspect that emphasizes the African-centered perspective, and an element of Africana women’s studies. This component has been very successful. The faculty have provided quality instruction and advisement as well as being engaged in significant scholarly activity. They produced book and journal publications, presented at conferences, and have been involved in editorial and manuscript reviews. Additionally their community service activities have contributed to local schools, churches, museums, government agencies, and businesses. The department is planning to improve its curriculum to include certificate programs, encourage study abroad and research field trips, and start an Africana Research Center along with the Black Faculty Group.</p> <p>The external review notes that the faculty are engaged in relevant and commendable teaching, research, and service. They have succeeded in producing scholarship and obtaining funding as well as maintained strong course loads. The department’s efforts are in keeping with UMBC’s mission and in line with evolving trends in the field. Students with whom reviewers communicated felt pleased with their level of instruction in the program. The reviewers supported the possible areas for future development in certificate programs, the establishment of a study abroad program, and the inception of an Africana Research Center.</p> <p>Action Plan: The dean’s office will work with the department to develop a strategic hiring plan. The chair is optimistic that a recent appointment in Black Comparative Literature, in cooperation with the English department, will lead to an increase in Africana Studies majors. The chair also intends for the DuBois lecture series to encourage students to join the department, and the provost and dean offered to support this upcoming lecture series with special invitations. The chair has met with the Office of Institutional Advancement in order to increase the department’s involvement in the community. The dean supported this idea and offered his assistance in working with the Office of Institutional Advancement and the community. The provost also indicated that he would be interested in meeting with guests from the community who come to campus. The dean suggested that the department consider coordinating with the Global Studies program to possibly undertake a cluster hire. Such hires help diversify the UMBC faculty, which is a goal of both the provost and the dean. Africana Studies should gather information on how this approach has been undertaken at other universities, with a special focus on the best practices to use. The former chair noted that a strategic plan should be developed for cluster hires, so that as the number of AFST majors increases more tenured and tenure-track faculty can be added. The chair discussed the need for funding to support the department’s connection to African Laser Centers. The provost agreed to provide funding for this project, and the chair expressed his interest in promoting further collaboration with STEM departments. The provost suggested inviting a prominent African-American to campus and holding a colloquium in conjunction with the College of Engineering and Information Technology or the College of Natural and Mathematical Sciences. A colloquium on black health issues could engage many departments at UMBC, as well as UMB, with invitations to junior faculty at other schools. The provost offered to arrange a meeting with the faculty and administrators at UMB.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Maryland, Baltimore County		
Philosophy (B)	2007-8: 75/25 2008-9: 67/22 2009-10: 64/10 2010-11: 74/10 2011-12: 79/17	<p>Internal and External Review Summary: The internal review emphasized that the philosophy department is currently working to build up its tenured and tenure-track (T/TT) faculty. Strengthened by recent hires of T/TT faculty, the department provides a program in the central areas of philosophy, including History of Philosophy, Philosophy of Science, Ethics, Philosophy of Mind, Language and Logic, Metaphysics/Epistemology, and Social and Political Philosophy. Additionally, it is involved in significant service to a number of other departments through its course offerings that meet their requirements. These departments include Mathematics, Asian Studies, Religious Studies, Ancient Studies, Financial Economics, HAPP, Linguistics, and Psychology. Its introductory level courses all fall under the GEP designation meeting university requirements. There is significant demand for these courses, and the department added three new sections of PHIL 100: Introduction to Philosophy per year over the last two years. Faculty also see a demand to support the addition of more PHIL 152: Introduction to Moral Theory sections.</p> <p>Great emphasis is placed on writing for students enrolled in philosophy courses, and the department has an Honors Program in which qualified students develop a 30-40 page research paper over the course of two semesters. The department offers several yearly student prizes and awards, and supports an active philosophy club, as well as an Ethics Bowl team. In addition to continually having high student enrollment, the department consistently scores above the university means in crucial sections of the Student Course Evaluation Questionnaires. Looking to the future, it hopes to develop special strengths in Philosophy of Science and Ethics, two research and teaching areas it sees as in line with the university's identity and mission. Faculty have generally been very active with scholarship, publishing in peer-reviewed, high visibility and selective venues, with a rate and quality comparable to similar research-oriented philosophy departments which place great emphasis on undergraduate teaching. The department places an importance on the quality of research over the quantity of research.</p> <p>The external review noted that the department's curriculum complies with the American Philosophical Association's (APA) recommendations. The number of credits required is appropriate given the department's desire to accommodate double majors, and teaching is also in line with APA standards. Faculty research is of high quality. The external review endorsed the department's plans to add T/TT faculty as well as to convert two existing adjunct positions into full-time non-tenure track positions. It also noted that the department is cautious and effective in its budgetary expenditures.</p> <p>Action Plan: 1) Three new T/TT faculty in the department have been assigned a departmental mentor, and the dean will submit a request to the provost for the funding of an external mentor to also be provided. As these new faculty create and plan their course offerings, this will help in the department's development of a 3-5 year course offering plan that will aid majors in laying out their schedules to complete the program. 2) The dean will discuss with his financial staff and provost what is needed for the conversion of two adjunct faculty members to lecturer status. 3) The department is considering restarting the Masters program in Applied Ethics that it formerly offered. 4) Two ethics courses that the department previously taught for the College of Engineering and Information Technology had recently shifted to being taught by members of that college, and a similar situation had occurred in Biological Sciences. The provost was asked to talk to the deans of these colleges based on the idea that such courses, although being tailored to the scientific discipline involved, ought to be taught by ethicists.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Maryland, Baltimore County		
Visual Arts (BA)	2007-8: 348/81 2008-9: 359/104 2009-10: 441/95 2010-11: 455/76 2011-12: 461/93	<p>Internal and External Review Summary: The self study relates that since its founding the department has focused on new technologies, and continues to do so. There is a desire to add more full-time and senior faculty to the department. The current full-time faculty are highly productive in addition to maintaining a high quality of teaching and service. In line with UMBC's emphasis on undergraduate research, the department encourages students to take part in opportunities such as the Undergraduate Research Award program. For all concentrations within the major, students are required to undertake a creative and/or scholarly research project as an advance capstone course. In 2012, the department also added a new BFA in design.</p> <p>The external review notes that the vision of the department is apt and is fulfilled well by the faculty. Undergraduate students with whom the reviewers met expressed great satisfaction with respect to the educational experience in visual arts they are receiving at UMBC. They spoke highly of faculty commitment, the technology in the program, the curriculum, the focus on technology and art, the interdisciplinary nature of learning, and the personal attention and connection to faculty. Graduate students also spoke of the department favorably, emphasizing size and scale of the program, equipment available, and the faculty culture of experimentation as strengths. Student research and creativity appear very high, as demonstrated in student involvement in internships, creative clubs, awards, and other activities.</p> <p>Action Plan: The chair discussed possibly adding a lecturer in design and another lecturer in foundations. The chair and the dean will work together on a request for hiring for these positions to be submitted in the next budget cycle. Another goal is to convert the current lecturer line to a tenure-track faculty position. The vice provost, chair and dean will talk with environmental safety about the need to monitor health and safety issues in Visual Arts facilities. A timeline has been established and communicated regarding short and long-term renovations and expansion to the department's spaces. Efforts will be taken to update the department's technological equipment, and to continually monitor the status of equipment in order to keep up with improvements as needed. The chair will develop a list of top priority equipment to be reviewed by the dean and the provost.</p>
Visual Arts (BFA)	2009-10: 1/15 2010-11: 51/22 2011-12: 68/26	
Visual & Performing Arts (B)	2007-8: 2/1	
Imaging and Digital Arts (MFA)	2007-8: 18/4 2008-9: 19/2 2009-10: 17/9 2010-11: 16/5 2011-12: 17/3	

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Maryland, College Park		
Animal and Avian Sciences (B, M, D)	Bachelor's 2008: 257/42 2009: 240/56 2010: 253/51 2011: 268/50 2012: 287/68 Enrollments/M/D 2008: 38/2/8 2009: 33/8/5 2010: 35/3/3 2011: 35/5/5 2012: 40/2/3	<p>Internal and External Review Summary: The external reviewers identified the ANSC department and programs as “high quality”, with “strong faculty, staff and students dedicated to research, teaching, and service.” They noted the conflicts the department faces, like many across the country, in balancing its aspirations to be competitive for federal research funding but at the same time serve the agricultural industry needs of the state through its extension and outreach programs. The undergraduate program has grown 27% from 2003 and now has the largest undergraduate enrollment in the College of Agriculture and Natural Resources. About half of the majors follow the pre-professional track, and acceptance to graduate-level veterinary programs is substantially higher than the national average. Three areas identified as needing improvement in the undergraduate program are renovation of teaching laboratory space, better academic advising, and increased opportunities for experiential learning. While the graduate program has decreased in size since 2003, it remains strong, with continued improvements in competitive admissions and with strong placements of its graduates. The program was ranked 13th in the nation by the National Research Council report based on 2005 data. Areas for improvement that were identified include instituting voluntary laboratory rotations, revision of the seminar requirements, more options for graduate level formal course work, and improvements in academic advising. The external reviewers also recommended the development of a formal Teaching Assistant training program. This is a campus-wide effort.</p> <p>Action Plan: Undergraduate programs: Dean Wei has committed one-time matching funds to the department to upgrade its teaching laboratory equipment and is prepared to provide some financial support for renovations to the Campus Farm. The department is looking at options for rebalancing the advising and teaching loads among the core faculty, with the possibility of advising the growing cohort of pre-vet students as a group rather than individually. The department is also developing an advising guide and more concentrated advising in the freshman year as students develop their four-year course plans.</p> <p>Graduate program: The chair is developing a mandatory TA training program, specifically by faculty who are responsible for laboratory courses. A committee is being formed to evaluate and redesign the graduate seminar series. While not directly related to the graduate academic program, the department is developing an industry advisory committee to help provide guidance on the activities of the UM extension, which can have a potential positive impact on career opportunities for graduates.</p>
Geology (B, M, D) <i>Concentration in Earth Science Process within B.S. in Environmental Sci. & Policy</i>	Bachelor's 2008: 40/11 2009: 38/7 2010: 45/8 2011: 43/9 2012: 49/10	<p>Internal and External Review Summary: The external reviewers noted the substantial improvement the Department of Geology has made since the last review. Geochemistry is noted as very strong and widely recognized. The department also has increased visibility in “bio-geo-chemistry”, with two recent strategic hires. Among the action items identified by the external and internal reviews are to find a solution for more contiguous space (the department is spread across seven buildings), to further develop opportunities for practical internships for undergraduates, to improve its IT infrastructure, and to increase the presence of Geology at career fairs, particularly when representatives from the oil and gas industries attend.</p> <p>Changes in the undergraduate program as a result of the last review include increased field trip opportunities for upper-level students, the establishment of a computer lab, and reorganization of the upper-level sequence of courses.</p>

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

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Maryland, College Park		
<i>Geology, continued</i>	Enrollments/M/D 2008: 31/1/1 2009: 32/5/2 2010: 34/5/4 2011: 37/2/3 2012: 31/6/7	<p>Recommendations for improvement include the development of a geophysics track, continued improvements in field-work skills development, and revisions to the Environmental Science & Policy curriculum. The graduate program benefits from a strong connection to the Earth Science System Interdisciplinary Center (ESSIC), which facilitates interactions between Geology, Atmospheric and Oceanic Sciences, and Geography. The department is able to recruit top graduate students due to competitive research stipends and close affiliations with the U.S. Geologic Survey, the Carnegie Institute of Washington, the Smithsonian Institution and the Applied Physics Laboratory of the Johns Hopkins University. Students have access to state-of-the-art research facilities. No major recommendations were made around the graduate program, other than to keep up the good work.</p> <p>Action Plan: Undergraduate program improvements will be focused on increasing opportunities for career placement for undergraduates who choose not to pursue graduate studies, the development of a geophysics track, and revisions to the undergraduate track in Environmental Science & Policy. Graduate program: The department continues to implement minor revisions to the curriculum to keep abreast of changes in faculty research interests. One specific example is the creation of the Center for Planetary Origins in collaboration with the department of Astronomy. Recruitment of a strong senior hire who would serve as the Center Director is underway.</p>
Theatre (B), Dance (B), Theatre and Performance Studies (M, D), Perfor- mance (MFA), Design (MFA), Dance (MFA) (Note: The departments of Theatre and Dance merged in spring 2010 to become the School of Theatre, Dance, and Performance Studies.)	Bachelor's 2008: 241/55 2009: 220/64 2010: 227/50 2011: 225/47 2012: 189/53 Enrollments/M/D 2008: 48/8/3 2009: 46/10/3 2010: 60/9/4 2011: 66/6/1 2012: 65/9/1	<p>Internal and External Review Summary: The complementary and positive review noted the quality and collegiality of its faculty and the general enthusiasm of its students. Students are advised well, and have a strong sense of community and enthusiasm from the faculty.</p> <p>B.A. Programs – The reviewers noted the uniqueness of the undergraduate degree programs that, while Bachelor of Arts (not BFA) and with no audition requirements for entry, offer curriculum and production opportunities at the level of a conservatory or BFA program. The Clarice Smith Performing Arts Center is an exceptional facility both for the School. The local library is a major benefit but missing the play scripts collection which is currently in McKeldin Library. However, classroom space is small and insufficient. Work is continuing to meld together the Dance and Theatre production tracks.</p> <p>Graduate Programs – The MFA in Design is judged to be “first rate” with excellent opportunities for students to participate in professional off-campus productions, but with a small number of faculty. The newest program, the MFA in Performance, was thought to be having some growing pains, with a limited number of course offerings and guest artists, and without enough enthusiasm and involvement of faculty. The review team believed the program will become successful with strong leadership and more faculty oversight. They recommended that the School look for ways to expand the visibility of the Performance Studies part of the Ph.D. program, perhaps through a campus-wide advisory committee or lecture series.</p> <p>Action Plan: Undergraduate programs: Continued discussion of the curriculum is underway to determine how to unify the Dance and Theatre production programs now that the two departments have been merged. Graduate programs: The overall structure and administration of the MFA in Performance is currently under review. The School has suspended admissions for AY2013-2014, which is the year following the graduation of the first cohort from the program, and is using this year to perform a comprehensive assessment prior to admission of the fall 2014 cohort. A curriculum revision was submitted to the campus review committee during the summer 2013, with a proposed start date of fall 2014.</p>

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

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Maryland Eastern Shore		
Physical Therapy (D)	2007-8: 78/28 2008-9: 82/30 2009-10: 110/26 2010-11: 88/30 2011-12: 119/30	<p>Internal and External Review Summary: The review included the following observations regarding the strengths of the program: 1.) The curriculum of the program is comprehensive and designed to effectively address the criteria of the accrediting body. 2) The existing faculty has terminal degrees in areas appropriate to the program needs. 3) The program maintains a 100% pass rate for its graduates. 4) All of the service courses are taught by full-time faculty. 5) The program is fully accredited (effective dates are April 30, 2008 through June 30, 2018). 6) The program's clinical integration and affiliation courses are offered in a manner that provides effective exposure to and assessment of the student's: a) understanding for discipline specific topics, b) experiential learning, c) ability to synthesize learning from disparate courses, d) ability to connect learning to real world clinical situations, e) ability to engage in self reflection, f) understanding for professional expectations. 7) The department engages in ongoing assessment of its program, curriculum, faculty, and students.</p> <p>Challenges: The program has several strengths as noted above, however, there are several challenges in moving the program forward. These challenges exist for a variety of reasons including the high demand for Physical Therapy services; increased student enrollment; faculty attrition secondary to retirement of senior faculty, and job market competition. There are concerns that the low faculty levels were having a deleterious impact on student advising, student recruitment, student research project advising, faculty research, and the ability for faculty to collaborate across disciplines and/or contribute to the field through active participation in professional associations. Additional challenges are related to the program's ability to provide various forms of technological assistance to faculty and students. The external reviewer emphasized that it would be quite desirable to make additional IT (information technology) support available to the faculty staff and students of the program. In today's environment, having access to current technology is seen as a critical issue. It is clear that enhanced access to technology and training could also enhance the faculty's ability to interact with their students. The program is encouraged to take advantage of technological resources and use these avenues to effectively disseminate programmatic information to the general public. The faculty is encouraged to use social media and other outlets to inform the community about program accomplishments</p> <p>Action Plan: The external review made 7 major recommendations, and the department has developed a plan to address them over the next year. The actions include: 1 and 2) An ad hoc committee has been convened to develop a specific plan achieve a better faculty/student ratio with significant attention to developing an active plan to recruit and retain faculty in critical areas. 3) A committee will review ways in which to support the growth and development of scholarship and research within the department by assessing the strengths, challenges and interests and designing a process for building upon existing expertise and supplementing it through a comprehensive program of faculty development. 4) The department will initiate discussions with the Dean to support the development of a formal program for supporting faculty development and to search for funds for its implementation. 5) An ad hoc committee has been charged with developing a formal student evaluation process to assist with the assessment of adjunct faculty, and will report to the Chair in Spring, 2014. 6) The department will fill the admissions coordinator position and additional responsibilities will include working with the UMES Web master to update/redesign and maintain the departmental website. 7) To publicize the accomplishments of the program and current developments related to its faculty, staff and students, the department has disseminated programmatic information via the public relations office and will continue to explore additional avenues through which this may accomplished via departmental discussions.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Maryland University College		
Accounting and Information Systems (M)	2007-8: 197/33 2008-9: 207/35 2009-10: 201/36 2010-11: 209/34 2011-12: 217/46	<p>Internal and External Review Summary: The reviewers found that the degree program appropriately serves the needs of working adult students, which is consistent with the mission of the University. The online component of the MSAS program offers a convenient and rigorous way for adult students to gain new Accounting and Information Systems knowledge. The curriculum effectively prepares students for careers in Accounting Information Systems, especially in the Information Technology (IT) auditing field. Graduates of the MSAS program qualify for one year of work experience toward the Certified Information Systems Auditor (CISA) designation. This work experience credit is especially important for adult students who are interested in a career in the IT audit field. Further, while the program effectively uses technology to engage adult students in the online classroom environment, additional media-rich practices are planned to enhance the learning experience.</p> <p>Recommendations include: 1) Increase face-to-face interaction for meetings between faculty and students. The reviewers believe that such interaction can enrich the student learning experience. One mechanism for achieving face-to-face interaction while serving students at a distance is through video. Video chat can personalize the student learning experience and may result in higher student satisfaction. 2) Add a third Accounting Information Systems (AIS) course to the curriculum – While the curriculum does a good job of educating students on core IT and accounting topics, it would be enhanced by additional AIS topics.. 3) Develop a simulation or virtual lab audit case in a UMUC virtual lab – Since the program is designed for working adult learners, the reviewers suggest that greater application of AIS theories and concepts to “real-world” issues would strengthen student learning. The program could be expanded to incorporate more simulations and case studies. An investment in a virtual lab would enable the use of simulation software and provide computing space for developing a robust bank of AIS and IT audit cases that can be more easily shared across the MSAS curriculum.</p> <p>Action Plan: In response to the recommendations, the Department has developed a plan that includes: 1) The program director and course managers will evaluate mechanisms for implementing 2-3 video chats in selected accounting courses. The department will identify important milestones and concepts throughout the curriculum where students would benefit from live interactions and will work with faculty to develop content for the video chats, outline appropriate processes for conducting the events, and provide appropriate faculty and student training. The video sessions will remain optional, but will be recorded for those students who cannot attend in real time, given that UMUC students are distributed across a wide spectrum of time zones. For chats conducted to support class connectivity, students will be surveyed to determine their levels of satisfaction and perceptions of value-added. 2) During the next year, the Program Director will review the feasibility of revising the curriculum to accommodate another AIS class. 3) Concurrent with the restructuring of the MSAS curriculum in Recommendation 2, the program director will find ways to bring more integrative simulations or case studies into the curriculum. The program director will explore the possibility of establishing an AIS virtual lab at UMUC to accommodate the AIS software needed to develop such cases. The tentative launch date is Fall 2014/Spring 2015. The MSAS program will evaluate the success of the simulation or virtual lab audit case in a UMUC virtual lab by monitoring student use of the lab facilities, surveying students to determine their satisfaction with lab facilities, and by developing assessments to evaluate attainment of student learning outcomes. Such evaluations may involve pre and post-test and recorded demonstrations of AIS processes.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Maryland University College		
Business Administration (B)	2007-8: 4545/481 2008-9: 4590/435 2009-10: 5184/496 2010-11: 5331/525 2011-12: 5693/602	<p>Internal and External Review Summary: The internal and external review 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 following strengths of the program were identified: 1) The proceedings of online faculty meetings show evidence of training and support for adjunct faculty. In addition, online course activities are reviewed by the department chair every couple of weeks to ensure engagement of faculty with students. Both online resources and continual supervision of the adjunct faculty members seemed to be a good method of maintaining quality within the courses. 2) The integration of the learning goals into all the online courses is impressive. 3) The programs and policies are aligned with students earning their degrees in a faster timeframe. The 8-week term is just one example of how students can complete courses faster. In addition, the Business Administration Program offers prior learning credit to students, and provides greater flexibility through online and hybrid courses. These are particularly important to busy working adults and to military personnel where face-to-face courses may be constraining. 4) The program is employing a strategy consistent with industry recommendations. UMUC is a well-recognized institution for online learning and prior learning assessment. This is very important to meet the needs of the diverse student body. 5) The program appears to have implemented some of the best strategies for reducing the costs of higher education through online learning, partnerships, and shorter time for students to earn their degree. In addition the use of adjuncts helps to control the higher operating costs.</p> <p>Recommendations include: 1) Ensure there is a consistent level of rigor in all courses and sections. 2) Continue to hire under-represented faculty and faculty with terminal degrees. 3) Ensure consistency across all sections in alignment of course activities with course-level and program-level learning outcomes. 4) Integrate Global Leadership into the coursework in BMGT 365 Organizational Leadership. 5) Restructure the curriculum by integrating Operations Management into BMGT 364 Management & Organization Theory.</p> <p>Action Plan: The plan calls for the following activities during the Fall 2013 semester: continued efforts to ensure consistent rigor will occur through the use of grading rubrics, review of grade distributions each semester and continuous review of the learning outcomes assessments; a proactive effort to recruit more under-represented faculty members will continue in order to closely reflect the diversity of the student population; and course syllabi will be updated to include a statement as to why each assessment is being performed, clearly connecting between the learning outcomes and the activity. During the Spring and Summer 2014, the curriculum in BMGT 364 Management & Organization Theory will be updated to include Operations Management, and, the curriculum in BMGT 365 Organizational Leadership will be revised to include Global Leadership.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Maryland University College		
Business Administration (MBA)	2007-8: 2203/574 2008-9: 2674/759 2009-10: 2786/1113 2010-11: 2518/1111 2011-12: 2616/1180	<p>Internal and External Review Summary: The review evaluated three current formats of the MBA program at UMUC: the two-year MBA using online and hybrid courses, the one-year online format, and the dual-MBA format that combines a completed UMUC master's degree (MS or MDE) with 18 additional credit hours of MBA coursework to result in the award of a dual-MBA degree. Previously, UMUC also offered an Executive MBA program, but this was discontinued during the reporting period. Many strengths of the three different formats were identified, and it was noted that the offering of the three formats ensures that the MBA is accessible and relevant to a diverse range of students through a variety of delivery strategies. The two-year MBA format was reconfigured in fall of 2008 from three thirteen-week sessions to four ten-week sessions a year in recognition of students' desire to promptly acquire competencies necessary for promotion to higher managerial levels and time to completion priority.</p> <p>The primary challenge for the MBA program will be to innovate in response to student and employer needs so that it continues to maintain its position as a leader in part-time, online MBA education. In order to meet this challenge, the MBA program will develop an in-depth five-year strategic plan. The process will include scanning and analysis of the external environment of growing competition from traditional universities and for-profit providers, as well as trends in business and in distance education. Leveraging the program's vast faculty-practitioner talent pool as a connection to the larger business community will support the program's strategic planning efforts and ultimately its continued relevance and growth.</p> <p>Recommendations include: 1) Conduct a strategic analysis of the MBA program in order to develop a comprehensive strategic plan for the next five years. 2) Further enhance the focus on workforce relevancy by creating additional career support programs and mechanisms to assist in students in their job search and career journey. This program review identified the importance of workforce relevance and career orientation for MBA students. Both student feedback and industry reports indicate the importance of marketplace relevancy for today's working adults. Continued assessment of relevancy through feedback from students, employers, and faculty is key to ensuring currency; and efforts to seek this information on a frequent basis and use feedback to inform improvements in this regard is vital.</p> <p>Action Plan: The actions to address the recommendations include: 1) MBA program administrators will initiate the strategic analysis process in fall 2013, by convening the first strategic planning session. The analysis will be conducted throughout the fall of 2013 and meetings will be held monthly with the final Strategic Plan completed by January 2014. Once the strategic plan is created and agreed upon, specific action items will result from it. The strategic plan will address program strengths, weaknesses, opportunities, and threats, and detail implementation strategies to meet specific, defined goals for the next 5 years. 2) It is important for the MBA program to provide its students with support in their job search, increase career orientation skills, and create opportunities for students to further increase their marketability. The intent is to hold at least two online resume clinics per year beginning in the 2013-2014 academic year. The processes and outcomes assessment for this particular initiative are currently being developed and implementation will begin in AY 2013-14. The goal is to establish twenty effective pairs of mentor-mentees by the end of AY 2013-2014.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
University of Maryland University College		
Computer Networks and Security (B)	2007-8: 847/99 2008-9: 970/116 2009-10: 1280/149 2010-11: 1380/168 2011-12: 1565/224 :	<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 program has experienced healthy and sustained enrollment growth over the past few years and is still on an upward trend.</p> <p>The external reviewer remarked that “the Computer Networks and Security (CNAS) program at the University of Maryland University College is mission driven, well planned, and adequately staffed. It appears to be fundamentally strong. Its strengths are its content, faculty training and support, and its student support.”</p> <p>From the academic and curriculum perspective, the program has been making necessary updates on a continuous basis. The program has been diligent in deleting courses, introducing new courses, or making changes to existing courses to adapt to the changes in the field.</p> <p>The review noted that there is a relatively low number of program graduates compared to the enrollment numbers in CMIT 202, the entry level course in the program, and there is a low number of students pursuing the related Upper-Division Certificate in Computer Networking. However, CMIT 202 is a new course, and it is believed that the graduation rate will eventually catch up with the enrollment numbers in CMIT 202. The review also noted the need to more carefully document faculty qualifications to ensure that the faculty’s advanced degrees are in the disciplines being taught. In addition, teaching would be strengthened if more faculty took advantage of the faculty development workshops offered by UMUC’s Center for Teaching and Learning. The program could also encourage professional development within their field for the faculty.</p> <p>Recommendations include: 1) The program should connect with employers and create an advisory council to help keep the program relevant. 2) The program should track and encourage faculty to pursue professional development to maintain currency in the field. 3) The program’s retention and graduation rates should be monitored. 4) The program should encourage more students to earn the Upper-Division Certificate in Computer Networking.</p> <p>Action Plan: 1) The department has finalized membership of the Program Advisory Council (summer 2013), held its first meeting (fall 2013) and will hold annual meetings. 2) Enrollment in DMIT 202 vs. graduates will be monitored on an ongoing basis. 3) A faculty database was designed in fall 2013, will be populated in spring 2014, and will be updated on a regular basis. 4) Faculty will continue to update curriculum. 5) Faculty will be encouraged to pursue professional development through direct invitation and posting of funding opportunities.</p>
Emergency Management (B)	2007-8: 28/1 2008-9: 95/2 2009-10: 141/7 2010-11: 208/11 2011-12: 280/26	<p>Internal and External Review Summary: The internal review conducted 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 external reviewer observed the following strengths of the program: 1) A clear, logical, and strong sequence of learning in the major; 2) The focus on course and program outcomes; 3) The strong role of the general education and hallmark learning outcomes; 4) The mechanics of a 30-credit major in the 120-credit baccalaureate degree allows for a strong role for the major, a</p>

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<i>Emergency Management, continued</i>		<p>minor, and the general education in the education process for a profession.</p> <p>The reviewer observed the following challenges for the program: 1) The evolving relationship between emergency management as a discipline and as a higher education program; 2) Growth of for-profit higher education programs in emergency management.</p> <p>Recommendations include: 1) UMUC should consider replacing the three existing BS degree programs in Emergency Management, Fire Service Administration, and Homeland Security by creating a new, over-arching major program in Public Safety Administration, retaining minors in the three specialty areas. (Note: A new major in Public Safety Administration has been approved and is being implemented in Fall 2013). 2) Improve the program assessment process within the discipline to ensure the quality of the curriculum and attainment of the outcomes. 3) Continue efforts to recruit adjunct faculty with terminal degrees and encourage the completion of terminal degrees by current faculty. 4) UMUC should study the possible reasons for the preponderance of female students in this program at UMUC, in order to continue to serve their needs. Most programs in the country have a larger number of male students.</p> <p>Action Plan: In response to the recommendations: 1) A new major in Public Safety Administration has been proposed and approved by the Board of Regents and the Maryland Higher Education Commission and is being implemented in Fall 2013. 2) The department will review existing course and program assessment process. 3) A detailed plan will be developed for recruiting adjunct faculty with terminal degrees as well as encouraging existing faculty to complete terminal degrees. During 2014, the department will: 1) Fully implement Public Safety Administration major supported by Corporate Security, Emergency Management, Fire Service Administration, and Homeland Security minors. 2) Implement improved course and program assessment process. 3) Study student demographics and reasons for enrollment. During 2015, the department will: 1) Continue course and program assessment 2) Create a plan to better serve student needs based on the demographic data and reasons for enrollment.</p>
Environmental Management (B)	2007-8: 372/46 2008-9: 412/43 2009-10: 454/45 2010-11: 509/43 2011-12: 548/70	<p>Internal and External Review Summary: The undergraduate environmental management program has an emphasis on human health and how the quality of the environment and multimedia impacts human health. This emphasis places the program into a niche category for serving workforce shortages in the environmental health profession.. Gaps were identified as areas where the program should be further developed. Among these gaps were the minimal exposure to applied foundation science courses and an omission of experiential learning involving hand-on, professionally-oriented field monitoring and sampling. Other gaps included course work such as epidemiology, public administration, and food safety. Resources already available at UMUC and within the department can be captured to help bridge these gaps. Students can participate in internships or they can gain credit for applied work already completed. This option can be more clearly stated in the environmental management program description to encourage students to consider a workplace experience as partial fulfillment of their degree plan.</p> <p>Strengths of the program were identified as: 1) Flexibility to meet the demands of the varied student population that includes working professionals and educational opportunities for non-traditional students, including working adults, members of the U.S. Armed Services, and national and international students, which puts it in the forefront of academic programs offered at UMUC, 2) Faculty members with both academic and practitioner backgrounds that are</p>

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<i>Environmental Management, continued</i>		<p>appropriate for the degree and complement each other's unique skill sets. Students indicated that the faculty members are responsive and passionate about teaching. 3) Clear objectives and a mission that aligns with the university's mission. 4) Clear course selections each semester for students; thus, the students require less advisement and know how to select appropriate courses for their major. 5) An advisory committee to guide the design of the curriculum and make it more work force relevant. 6) A curriculum with varied subjects that provide graduates with understanding of scientific knowledge and principles.</p> <p>The review identified the following areas for improvement: 1) The curriculum would be strengthened by inclusion of hands-on experience and training. 2) The curriculum could be strengthened with more basic science courses, e.g. biology with a lab, chemistry with a lab, and physics or atmospheric, natural, and geology science courses, as either requirements or prerequisites. 3) The curriculum could be strengthened by inclusion of core competencies to allow graduates to pursue careers in the fields of occupational health, pollution remediation, and risk assessment and communication. The curriculum only offers one or two courses in each field. 4) The curriculum could be enhanced with a course on regulations and laws in relation to occupational safety and health. 5) The curriculum does not have adequate coverage of material to prepare students to take national licensing tests to become registered or certified professionals, such as registered environmental health professional, registered environmental health specialist, certified industrial hygienist, certified occupational safety specialist, and certified environmental manager. 6) To fulfill the need to develop applied skills in multimedia monitoring and sampling, an upper-level required lab can be added to the curriculum.</p> <p>Recommendations include: 1) Review workforce trends and determine the workforce niche that will be served by the graduates of the program. 2) Restructure the curriculum to focus on the existing strengths and minimize weaknesses, perhaps accompanied by rebranding of the program with the new focus. 3) Guide direction of program to emphasize importance of multi-media (air, land, water). 4) Incorporation of field experiences in the areas of conducting water and air quality monitoring, worker safety, and sample collection using appropriate devices and instruments are critical to developing skills essential to success as an environmental management professional. 5) Review guidelines from professional environmental health organizations to inform ENMT curriculum development and direction. 6) Develop mechanisms for students to achieve core competencies. Advanced courses would better prepare students for taking national licensing exams to become registered or certified professionals. 7) Establish and consult an advisory council and obtain input from employers. 8) Host program meetings to engage faculty members. 9) Conduct student exit surveys and alumni surveys.</p> <p>Action Plan: In response to the recommendations, the department will: 1) Increase engagement with professional organizations to support program currency and workforce relevance. 2) Track alumni information to obtain feedback for curriculum development (request assistance from UMUC Alumni Affairs). 3) Emphasize workplace learning option for coursework in the program description. 4) Refocus the curriculum and establish program features that facilitate graduates obtaining certifications and credentials. 5) Develop a marketing strategy for rebranding the program. 6) Establish an advisory council, to be convened at least annually.</p>

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University of Maryland University College		
Environmental Management (M)	2007-8: 209/65 2008-9: 290/64 2009-10: 416/71 2010-11: 504/112 2011-12: 458/139	<p>Internal and External Review Summary: Reviewers found the program to be current, well organized, competitively priced, and delivered by an impeccably credentialed professoriate steeped in real-world experience. Additionally, the internal UMUC units supporting the Master of Science in Environmental Management program exhibit excitement and a real sense of caring and commitment to the success of the students and faculty in the ENVM program. The program experienced growth in the first three years of the review period, but growth has now slowed. Additional students might be attracted through the addition of new specializations, increased marketing, and a new 4+1 BS/MS articulation with UMUC's School of Undergraduate Studies.</p> <p>Recommendations include: 1) Change the single focus of the ENVM program from its current linear form into a more traditional arrangement with a core/degree program and two specializations in Environmental Management and Environmental Policy. Based on research of trends in the field as part of the academic program review, recent discussions among program faculty and the program's advisory board, and a Fall 2012 survey of all enrolled ENVM graduate students, it has been determined that there is a need to add a new policy pathway while retaining the current management pathway. 2) Implement a 4 + 1 BS/MS program at UMUC linking the undergraduate and graduate programs to reach a new set of prospective students. The idea of a 4+1 BS/MS program has been implemented in several universities. Uniting the graduate and undergraduate programs at UMUC would have many advantages including increasing the flow of students from the bachelor degree to the master degree in environmental management, reducing the time for students to complete both degrees, reducing costs for the university, and improving its position as a high quality center for environmental education. 3) Establish an Advisory Committee for the MSENVM Capstone Course. The program needs an advisory committee specifically for the capstone course to support the capstone's content and faculty and to assist in obtaining more project sponsors.</p> <p>Action Plan: In response to the recommendations, the following actions will be taken: 1) The proposal for a change in the curriculum into two concentrations - Environmental Management and Environmental Policy – will be developed by the program director with the objective of having the proposal assessed and approved by the end of 2013. A new certificate in environmental policy is also proposed. Specific actions include: determining the content of the concentrations and certificate; identifying which existing courses will be included; identifying new courses to be developed; and estimating the funding required for developing the new courses. The aim is to submit the proposal to USM and to the Maryland Higher Education Commission in Fall of 2013 for initial offering in Fall of 2014. 2) The relevant program directors in the Graduate School and the Undergraduate School will develop an articulation between the two programs. This would entail accepting senior undergraduate courses as substitutions for existing graduate courses (such as ENVM 648). In developing the articulation, the program directors will review similar arrangements at other universities to determine feasibility, costs, and benefits; and will then prepare a report on the proposed method of implementation at UMUC. The study will be completed by the end of 2014. 3) The plan is to develop an advisory committee for the ENVM program overall, with the committee's first task to be on improving the capstone course. The plan is to start building the committee in 2013 year, including representatives from academics, government (federal, state county and city), trade and professional associations' and other environmental entities. This effort should be completed by the beginning of 2014 with a first meeting scheduled in that year.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
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Health Care Administration (M)	2007-8: 502/127 2008-9: 499/130 2009-10: 612/137 2010-11: 617/168 2011-12: 625/181	<p>Internal and External Review Summary: The MSHCA program meets the mission of UMUC by providing an applied and career-focused education for a professional area that is in high demand in Maryland and in the US as a whole. The program is committed to excellence and provides broad, multidisciplinary coverage of the field of health care administration. To best serve students and the profession, courses include both theory and real world applications. As the MSHCA program continues to take steps toward programmatic accreditation, there is a need to better understand the academic and experiential background of the students and to better hone the curriculum to meet their needs. The program also will benefit by more frequent and more focused surveys of alumni to determine if program outcomes are being met.</p> <p>Recommendations include: 1) Strengthen the differentiation between the Master of Science in Health Care Administration (MSHCA) and the existing concentration in Health Care Administration within the Master of Science in Management (MSM-HCA), to better align the MSHCA with programmatic accreditation expectations. 2) Continue to lobby for eligibility of online programs for programmatic accreditation, and prepare to meet programmatic accreditation standards. At present, fully online graduate programs in healthcare administration do not qualify for programmatic accreditation through the Commission on Accreditation Healthcare Management Education (CAHME). This is due to the CAHME standard that 120 hours of instruction be provided through face-to-face instruction in order for a program to be considered for accreditation. 3) Strengthen students' opportunities to gain professional knowledge in specialized health care areas of interest. Student demographics and requirements within the profession indicate that the program should provide professional knowledge in specialized health care areas of interest, and there is opportunity to provide this through linkages with the University of Maryland Baltimore (UMB) professional campus.</p> <p>Action Plan: In response to the recommendations the following actions have begun: 1) In summer and fall 2013, MSHCA administrators reviewed programmatic content required by the Commission on Accreditation of Healthcare Management Education (CAHME) to identify any gaps in alignment with the curriculum. Based on that analysis, course updates and revisions will be implemented over the next 5 years to include necessary content to bolster the MSHCA program to better meet the needs of its student population, better position the program for accreditation, and better differentiate the MSHCA from the MSM-HCA. 2) Although CAHME has not so far agreed to consider fully online graduate programs as candidates for programmatic accreditation, it is highly recommended that MSHCA program leadership continue to take concrete steps to be active participants in discussions surrounding this issue and work to facilitate ongoing national-level efforts by AUPHA and others to help build appropriate programmatic accreditation standards for fully online graduate programs. It is recognized that such key organizations as CAHME and AUPHA are now extending their focus from an exclusive interest in learning outcomes to also include program competencies. As such, MSHCA program leadership will review the program's curriculum to ensure that graduates leave with a clear and thorough knowledge of healthcare administration, and how they can effectively apply and use this knowledge within real-life environments. 3) In Fall 2013 and Spring 2014, UMUC and UMB will jointly pilot a graduate course on Global Challenges in Women's and Children's Health. Faculty from the two institutions will team teach this class, with interdisciplinary lectures by clinicians and social workers from UMB and health executives from UMUC. In Spring and Summer 2014, the pilot test will be evaluated, as well as the feasibility of offering a joint specialization or degree.</p>

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Homeland Security (B)	2007-8: 101/0 2008-9: 245/4 2009-10: 384/9 2010-11: 608/53 2011-12: 751/72	<p>Internal and External Review Summary: The review identified the following strengths of the program: 1) Outcomes-based approach to learning; 2) Opportunity for students to complete a Workplace Learning Internship; 3) The internship and capstone form a bridge to the workplace; 4) The strong role of the general education and school-level learning outcomes.</p> <p>The following challenges were identified: 1)The identification of the relationship of course outcomes to the program outcomes from the perspectives of the faculty and of the student; 2) The role of adjunct faculty as UMUC moves to a competency-based alternative; 3) The changing relationship between the disciplines of homeland security and emergency management.</p> <p>Recommendations include: 1) UMUC should consider replacing the three existing BS degree programs in Emergency Management, Fire Service Administration, and Homeland Security by creating a new, over-arching major program in Public Safety Administration, retaining minors in the three specialty areas. (Note: A new major in Public Safety Administration has been proposed and approved by the Board of Regents and the Maryland Higher Education Commission and was implemented in Fall 2013). 2) Improve the program assessment process within the discipline to ensure the quality of the curriculum and attainment of the outcomes. 3) Develop a marketing study on comparative higher education programs focused on opportunities to develop a unique branding for the program at UMUC. 4) Continue efforts to recruit adjunct faculty with terminal degrees and to encourage the completion of terminal degrees by current faculty.</p> <p>Action Plan: In response to the recommendations, the following actions are being taken over three years and on an ongoing basis: First Year - A new major in Public Safety Administration has been proposed and approved by the Board of Regents and the Maryland Higher Education Commission and is being implemented in Fall 2013; review existing course and program assessment processes; develop detailed plan for recruiting adjunct faculty with terminal degrees as well as encouraging existing faculty to complete terminal degrees. Second Year - Fully implement Public Safety Administration major supported by Corporate Security, Emergency Management, Fire Service Administration, and Homeland Security minors; implement improved course and program assessment process; study student demographics and reasons for enrollment. Third year - Continue course and program assessment; create a plan to better serve student needs based on the demographic data and reasons for enrollment.</p>
<i>Social Science (B)</i>	2007-8: 718/118 2008-9: 788/113 2009-10: 1007/140 2010-11: 1089/125 2011-12: 1156/180	<p>Internal and External Review Summary: The social science program at UMUC is distinctive in that it offers a fully-online, interdisciplinary undergraduate degree program, specifically designed for adult learners, with relevance to a broad array of careers. Worldwide registrations in social science courses in AY 11-12 (8591) represent a 20% increase from AY 07-08 (7117), with registrations increasing particularly for online courses in UMUC stateside division. The major has experienced significant growth, with a 61% increase of worldwide social science majors in the past five years, from 718 majors in fall 2007 to 1156 majors in fall 2011.</p> <p>The review included an analysis of student satisfaction surveys that indicate consistently high ratings averaging between 4.1 and 4.5 on a 5-point scale. The reviewer also noted that the recent curriculum revision for the social science major is soundly structured with a clear degree path, and that the capstone course now serves as an important exit</p>

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<i>Social Science, continued</i>		<p>course for program evaluation and assessment. Additionally, it was noted that the social science major still maintains some flexibility (which is important for transfer students); the curriculum emphasizes an interdisciplinary approach and practical applications of the social sciences, both which may be viewed as the hallmarks and specific strengths of the UMUC social science program. However the reviewer indicated that the curriculum could benefit from inclusion of more social science theory and coverage of the relevance of the social sciences for careers.</p> <p>Additional findings include: 1) The social science program is broad and interdisciplinary, which may be viewed as a plus, while at the same time, a negative, in terms of preparing students for careers. The emphasis on interdisciplinarity and practical applications may prepare students for a variety of careers, but the degree lacks a specific career path. Also, It is not known how many UMUC social science graduates pursue graduate or professional study; such information is needed to better inform University decisions about the future direction of the program. 2) Given the student body that UMUC currently serves, the social science program with its broad, interdisciplinary perspective, is the most appropriate for this time and most likely, for the future. However, career development and career skills need to be more clearly addressed throughout the social science curriculum. Program assessment plans have been initiated over the past five years, most recently with the curricular redesign. Assessment data may need to be pooled over an entire academic year to provide sufficient sample sizes for social science program assessment.</p> <p>Recommendations include: 1) Play to the department’s strengths. The emphasis on higher-order thinking, writing skills, and the use of Blooms Taxonomy as a learning rubric should continue. 2) Consider adding an interdisciplinary theory course to the required core. 3) Create formal ties between coursework and student support services to improve outcomes and student satisfaction. The services supplied by departments such as the Effective Writing Center, Career Services and the Library are excellent but would provide more benefits if formally incorporated into the curriculum.</p> <p>Action Plan: The department will review and where appropriate revise the curriculum, assessment and program outcomes in accordance with the recommendations. During Summer 2013, the department worked with the UMUC Alumni Office and Career Services to provide students with information on careers to include in a “Social Science Toolkit.” In Fall 2013, work continued with a review of assessment data for select course exams and essay assignments, program outcomes and development of new assessments and capstone course. A new Program Advisory group was established whose task is to revisit and revise program outcomes and working with the Director to develop assessments.</p>