



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

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** January 13, 2015

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

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

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

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

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

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

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

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COMMITTEE RECOMMENDATION:

DATE: January 13, 2015

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BOARD ACTION:

DATE:

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SUBMITTED BY: Joann Boughman

301-445-1992

[jboughman@usmd.edu](mailto:jboughman@usmd.edu)

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**2013 - 2014 Periodic Review of Academic Programs**

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Coppin State University</b>		
Human Services (M) <i>Joint Program with University of Baltimore</i>	2009-10: 61/21 2010-11: 61/11 2011-12: 45/20 2012-13: 38/14 2013-14: 41/11	<p><b>Internal and External Review Summary:</b> The Human Services Administration Program (HSAD) falls within the missions of both universities. It continues to align with the University of Baltimore’s (UB’s) mission by combining theory and practice to create solutions to the 21<sup>st</sup> century urban challenges. Similarly, the HSAD program’s dedication to excellence in teaching, research, and continuing service to its community remains consistent with the mission of Coppin State University (CSU). The review found that the program: 1) meets the needs of both career-oriented graduate level professionals and those who are new to the profession, 2) prepares graduates to enhance the quality of life for individuals, couples, families, groups, and communities, 3) educates students for careers in corporate, government, nonprofit, and community settings, 4) has a focus on service to the community, 4) the collaborative nature of the program significantly increases opportunities for diversity in higher education at the master’s level within the state of Maryland, and 5) continues to be a model of institutional collaboration between institutions within the University System of Maryland with the sharing of instructional resources such as faculty, facilities, and campus shuttles which serves student and faculty participants of the program..</p> <p><i>Challenges and Opportunities.</i> Since the last review was completed approximately 7 years ago, each university has not been able to fully address all concerns raised to date. However, some progress has been made, including a moderate increase in visibility at UB by moving the program to the College of Public Affairs. The organizational fit is more consistent with other community-engaged programs, yet the uniqueness of the program continues to create difficulties in a traditional setting. Other challenges include the need for additional faculty and administrative and information technology support to streamline the registration process for students at both institutions.</p> <p>Both universities have been in discussion about two possible replacement content areas. They are the M.S. in Non-profit Management and Social Entrepreneurship and M.A. in Global Affairs and Human Security. Both programs are less than three years old and have great relevance to human services administration. The nonprofit management is an obvious fit and global affairs would add an international component working with non-governmental organizations (NGO’s). The universities are seeing a trend of students securing occupations in international fields of service and the addition of global affairs content would meet the needs of those students.</p> <p><b>Action Plan:</b> There have been significant discussions about outcomes assessment and having the ability to systematically evaluate graduates and agencies. Both institutions have made progress in assessment efforts. For example, at CSU each syllabus of record has been updated at the graduate and undergraduate levels. The course syllabi now have the institutional learning outcomes stated providing students with the information by which they will be measured for proficiency. The University of Baltimore has utilized an assessment tool that was provided to thirty separate organizational leaders to evaluate student interns. There are plans to explore expanding the joint offering to the USM Shady Grove Campus. To support this expansion, a special funding request was made by both institutions for FY 2016. However, proposal development may begin earlier so that implementation may begin contingent upon funding. Since the program has experienced overall success at both institutions, expanding to Shady Grove will increase enrollment at both institutions and expand educational access to areas within and beyond Montgomery County, Maryland.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
Art and Design (B)	2009-10: 22/29 2010-11: 32/27 2011-12: 35/28 2012-13: 24/37 2013-14: 21/28	<p><b>Internal and External Review Summary:</b> Both the internal and external review found that the faculty demonstrates a high degree of disciplinary knowledge and industry experience in their respective fields by exhibiting work and presenting papers regionally, nationally and internationally. Dedicated to the ideals of a liberal arts education, learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, and candidate needs. The department has facilities for two-dimensional and three-dimensional design, graphic design, multi-media design, traditional black and white and digital photography, illustration, drawing, painting, printmaking, ceramics, sculpture, jewelry, and art history.</p> <p>Other major findings include: 1) the recent addition of a full time contractual faculty in Graphic Design, which will be very helpful with the new move and extra classes in the new CCIT building, but the department has yet to fill a tenure track faculty position in Printmaking from a retirement five years ago (this is a safety concern as the area is currently run by a part time adjunct faculty member); 2) office space for adjunct facilities remain a problem, there are two and three adjuncts sharing offices. The Department is continually challenged for dedicated classroom space. The current classroom spaces are in need of upgrades in furniture and technology. The Department hopes that when the new CCIT building is completed and Foreign Language moves, there will be a little room to expand into the remainder of the building. The external reviewer also noted, "The department has need for additional computers and software, tablets, digital cameras, large format printers, 3-D printers, scanners, and laptops. These require upgrades, updates, maintenance, and repair on a regular basis. It would be in the best interest of the university to hire a full-time (increase the current part-time position) dedicated lab manager to the department of Visual Arts to oversee the ordering and tracking of technology in the classroom in addition to the responsibilities noted above."</p> <p><b>Action Plan:</b> To address the findings in the review, department will: 1) request Faculty PINS in Printmaking and Graphic Design areas; 2) work with the Dean to increase departmental operations budget; 3) continue to revise, review and reform the BFA Program to meet the needs of the marketplace; 4) continue to emphasize safety awareness in studio works areas consistent with institutional initiatives; 5) continue recruitment initiatives; 6) seek external funding to help support art endeavors for the department. Assessment of these actions will occur on an ongoing basis.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
Communication Studies (B)	2009-10: 45/7 2010-11: 32/12 2011-12: 42/10 2012-13: 48/8 2013-14: 45/5	<p><b>Internal and External Review Summary:</b> The reviews indicate that the strengths of Communication Studies are that it matches disciplinary trends for undergraduate education in the communication discipline based on the professional expertise and disciplinary interests of the full-time faculty while emphasizing experiential learning through course projects and the required Capstone experience, which places students in a professional organizational internship context with guided academic reflection. Other major findings include: 1) The “non-white” proportion of majors (35%) is noteworthy, up from 30.2% in 2009. 2) Program goals are formally assessed annually and periodically updated based on outcomes, marketplace and disciplinary trends, and student feedback. 3) Based on alumni survey results and one-on-one interactions, alumni are overwhelmingly positive about their experience as majors in Communication Studies, acknowledging the value of their major to the “real world” work they do. 4) The Department integrates some discipline-specific applications of technology, including fully and partially online (blended) courses, online speech assignments and presentation platforms, and some social media applications, but needs more expertise, resources, and time dedicated to course development in the area of technology.</p> <p>External reviewer recommendations include: 1) maintain administrative support and create new functional office space for the program faculty and staff; 2) recruitment of diverse faculty and guest speakers; 3) maintain emphasis on the culture of “close personal interaction with caring faculty” with consideration of promotional materials, shared norms for student accountability and remediation; 4) consider strategic curricular modification; 5) reframe learning objectives, create a department logo or model that communicates them, and integrate them more intentionally into the curriculum to enable more proficient assessment; 6) draw on the faculty expertise in dialogue and mediation to explore a merger with Mass Communication as an opportunity to reframe the offering of communication and media studies at FSU; 7) explore the departmental support and equity of budget/resource support of the Leadership Studies minor, including input from Mass Communication; 8) continue support and promotion of FSU’s initiatives on oral and civic communication, linked to recruitment of majors and minors, partnerships with alumni and the Foundation, Capstone/Internship development, and learning communities, with benchmarking comparisons to guide reflection.</p> <p><b>Action Plan:</b> The department has a plan and assessments in place that includes: 1) Merge the Department with Mass Communication, emphasizing collaboration, creativity, cross-training, and collegiality. 2) Help lead the Middle States review of oral competency requirement fulfillment, advocating for fulfillment through a GEP or oral communication competency/fluency recommendation based on research and campus input, with consideration of reframing the curriculum of and number of section offerings of CMST 102 and CMST 122. 3) Advocate for conversion of two FTNTT positions to FTTT as recommended by the external reviewer. 4) Review learning goals and curriculum to narrow the focus of offerings, with consideration of the merger with Mass Communication and an emphasis on applied civil communication, academic research skills, and career preparation. 5) Research, plan, and propose the creation of a communication and collaboration resource center to support oral communication competency, town and gown partnerships, and civil, professional communication and leadership skills. 6) Support a recruiting and advising process for majors and minors based on a 4-year academic plan aimed at increasing gender diversity in the major as well as improving retention and time to graduation for all students. 7) Promote community and diversity in the adjunct pool recruitment, community partnerships, guest speakers, and alumni relationships.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
Earth Science (B)	2009-10: 22/4 2010-11: 20/7 2011-12: 34/5 2012-13: 33/8 2013-14: 30/11	<p><b>Internal and External Review Summary:</b> Following the 2009-program review, the Earth Science (EASC) major was significantly revised with distinct changes being available to students as of 2011. The revised EASC major reflects a change in EASC undergraduate demographics, as more students wish to pursue careers within the geosciences &amp; not education. However, revisions to the EASC major were undertaken in collaboration with the College of Education to provide graduates with the skills needed to teach Earth Science under the recently adopted K-12 Next Generation Science Standards (K-12 NGSS) Framework. The EASC major continues to allow students to undertake a secondary level teacher certification in EASC. The curricular revisions have produced a refreshed EASC program that continues to enable the University in fulfilling the goals outlined in the institution Mission Statement, &amp; strategic plan where environmental education continues to have an important role for the development &amp; direction of the institution. The EASC program is a success as the alumni survey indicates satisfaction with the basic structure and academic rigor of the EASC program, and is considered effective in preparing graduates for work in the field.</p> <p>The external reviewer found that the Earth Science is an impressive program of experiential learning with very hardworking, dedicated faculty and, interested and involved students. Because the emphasis of the Environmental Science concentration (ENSC) is not within earth science, it might be more visible to students as a concentration within the Geography program instead of Earth Science. EASC needs and merits support for additional laboratory space and for keeping the collection of field &amp; lab equipment functioning and up-to-date. The program could expand further with the addition of a tenure-track faculty member to teach courses in mineralogy, petrology, and structural geology. This would require a further commitment from the college for space and material needs, but is expected to also grow the program even more. Adding these fundamental geology components should attract additional students, provide other avenues for employment upon graduation, and improve the competitiveness of EASC graduates for entry into geology graduate programs. EASC also needs greater visibility to prospective students, for which the FSU office of student recruitment could be very helpful.</p> <p><b>Action Plan:</b> The activities to address the recommendations in the reviews and assessments of progress have been underway since Summer 2014 and include: 1) Develop &amp; incorporate more standard geological aspects. EASC faculty will request PIN position(s) with expertise in subsurface/structural geology geochemistry &amp; petrology. 2) Raise the profile &amp; presence of the EASC program in ES community. EASC Faculty will increase their professional development output. 3) Increase recruitment efforts to continue the recent growth in declared majors. 4) The EASC faculty will work with the administration to develop short &amp; long-range plans for replacement of laboratory equipment. 5) Negotiate reassigned time to allow increased involvement in professional development, ideally a reduction of teaching loads for faculty who wish to pursue research interests. 6) EASC faculty will work with the administration to identify underutilized space resources across the FSU. The EASC program goal to increase student numbers &amp; research activity requires space for operational support &amp; storage of equipment.</p>

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<b>Frostburg State University</b>		
Environmental Analysis and Planning (B)	2009-10: 38/9 2010-11: 41/4 2011-12: 36/4 2012-13: 29/5 2013-14: 20/8	<p><b>Internal and External Review Summary:</b> The major finding of the study is the need to increase awareness of the opportunities of the EVAP program. The program is unique among undergraduate environmental science programs with its emphases on applied hands on problem solving approach. Suggestions for better program promotions include: increased website prominent of environmental programs at Frostburg State University, increased curriculum flexibility, promotion of EVAP as one of several environmentally sustainable programs at FSU, and increased coordination with Administration and Admissions on website and promotions. The external reviewer concurred with this finding and added that she found the EVAP program to be impressive, and a mature program that has responded well to an evolving discipline and the changing needs (especially technological) of its graduates. Further, the reviewer cited that the faculty is dedicated, skilled and possesses the expertise needed for the program, the curriculum is rigorous, comprehensive, and interdisciplinary, and that there is a market for the graduates of the program and the students are content with and appreciative of the education they receive. The reviewer suggested that the EVAP majors would benefit from inclusion of more chemistry courses in the curriculum and involvement of faculty members from the Chemistry Department in the administration of the program.</p> <p>One pressing concern is the recent decrease in the number of majors. There are several reasons for this, some of which are beyond the control of the university, but others can be addressed. More coordination with course scheduling may make it more feasible for students to be able to complete the program without dealing with time conflicts. A higher on-campus and off-campus profile for the program would help inform and attract potential students. Coordination with Admissions would help with recruitment. Events to bring successful alumni to campus would inform present and potential students about careers in this field.</p> <p><b>Action Plan:</b> In the Fall 2014, the Geography Department, where the EVAP program is housed, began the following activities: 1) Renewal of the EVAP steering committee for the purpose of curriculum review and strengthening ties with local school systems, Appalachian Laboratory, and other science departments with courses in the EVAP program. 2) Work with other campus departments to create a marketing plan that promotes the growth of the EVAP program. 3) Review of the curriculum with the goal of reducing the number of required courses to increase flexibility in scheduling courses and facilitate finishing the program in four years.</p>
Geography (B)  <i>Geography continued</i>	2009-10: 38/15 2010-11: 53/8 2011-12: 50/17 2012-13: 51/12 2013-14: 47/14	<p><b>Internal and External Review Summary:</b> Apart from offering three popular and challenging General Education courses, the Department is involved in several interdisciplinary programs and minors. The Geography Program is visible and highly recognized at Frostburg State University. Geography students have the option of majoring in either Geography or three concentrations - Global Systems Analysis, Mapping Sciences and Climate System Science and students majoring in other disciplines choose geography as a minor. The program and its concentrations provide rigorous course offering to students. The Department of Geography recognizes the importance of technology for graduates in gaining employment in current global market place. To promote technology fluency, technology related courses are offered and students are required to master a number of computer-based tools and techniques. However, there is an important need for technical support from the university for departmental computer labs.</p> <p>The number of majors and graduates has increased over the past five years. While the number of students enrolled in the Global System Analysis concentration has increased, the Mapping Science and Climate System Science have</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Frostburg State University</b>		
		<p>not experienced similar increase in enrollment. Hiring a new faculty to teach courses for the Climate System Science concentration provides opportunity for an increase in student enrollment. The faculty are highly dedicated to teaching, research, and engaged in university, community, and professional service. This is evidenced by the fact that two faculty were recipients of Frostburg State University Faculty Achievement Award in Academic Accomplishment and University/Community Service within the past five years. Faculty are also involved in Experiential Learning projects with students and the Department is proud of its Study Abroad Program with Northumbria University. However, the faculty are confronted with three major issues. These are workload, support for professional development and technical support for computer labs.</p> <p><b>Action Plan:</b> The department will: 1) revise and simplify the program requirements (2014-2016); 2) improve recruitment and retention by creating an exit interview program for graduating majors, and development of an undergraduate handbook (2015); and 3) provide financial support to upgrade computer hardware and software, and hire support staff for computer labs (2015).</p>
Wildlife and Fisheries (B)	2009-10: 88/5 2010-11: 83/16 2011-12: 97/9 2012-13: 112/17 2013-14: 108/22	<p><b>Internal and External Review Summary:</b> The Wildlife and Fisheries Program is a strong program with a solid reputation for rigor and excellence of its graduates. The program continues to provide essential personal for natural resources management within the State and Maryland and beyond. A strength of the program is the holistic approach to wildlife and fisheries management which focuses on conservation biology and ecosystem management. The program fills a much needed curricular niche within Maryland and has earned regional and national recognition. The conservation focus has allowed for a high job placement rate among Wildlife and Fisheries programs as Maryland and surrounding states seek well-rounded wildlife biologists to assist in external certification of state lands as sustainable. Among the strengths noted by the external reviewer: the program has grown by 43% since the last program review, achieved a balanced gender ratio (from 80:20 to 60:40), the significant increase in enrollment and graduation rates, and the positive alumni responses, including 74% stating that their education was beneficial to their careers. He also stated, "The W&amp;F curriculum remains among the strongest I have seen . . . I continue to be impressed with the range of offerings, and what appears to be rigorous content with little overlap among courses."</p> <p>The main challenge cited by both the self-study and external review was the need to hire several additional tenure-track faculty. The faculty: student ratio of the Department (32:1) is far higher than the campus overall (18:1). Additional faculty members are needed for the matriculation of students, to increase the number experiential learning activities, internships, undergraduate research projects, active learning activates, and career skills.</p> <p><b>Action Plan:</b> The faculty will: 1) develop a long-range strategic plan and marketing plan; 2) increase undergraduate research opportunities, 3) seek creative ways to maintain &amp; support core faculty such as adjuncts for "service" courses; teaching fellows; dual appointments, and 4) work with the Office of Research and Sponsored Programs to identify funding sources to implement the plan.</p>
Wildlife and Fisheries (M)	2009-10: 11/2 2010-11: 6/3	<p><b>Internal and External Review Summary:</b> The graduate program in Wildlife and Fisheries Biology is a strictly biologically based research degree focused on providing students with the knowledge and expertise to be successful in this</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
<b>Frostburg State University</b>		
	2011-12: 6/1 2012-13: 7/2 2013-14: 7/2	<p>discipline. Successful graduates will be able to investigate unique characteristics of sensitive, rare, or threatened habitats and species, understand the hierarchical relationships among individuals, populations, communities, and ecosystems to advance the theory and practice of ecological principles, and assess the impacts of unique events, past or present, on the patterns and processes of ecological systems. Graduates of this program are prepared for entry level positions in wildlife and fisheries conservation and management. Graduate stipends are not adequate to attract and retain high quality students. Department faculty should be more engaged in mentoring graduate students and should seek external funding to support student research.</p> <p><b>The recommendations of the external reviewers include: 1)</b> The Department and the Administration must work together to find a solution for the very low TA stipends available to graduate students in Biology and to find a mechanism to properly support the research infrastructure of the program; 2) faculty must be more active in seeking external support; 3) the Graduate Program Coordinator should be empowered to better enforce existing deadlines for various student milestones; 3) faculty should consider revising coursework requirements; and, 3) faculty should examine the feasibility of restructuring graduate education in the Department of Biology</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Salisbury University</b>		
Conflict and Dispute Resolution (B, M)	<u>Bachelor's</u> 2008-09: 52/20 2009-10: 58/18 2010-11: 86/26 2011-12: 112/34 2012-13: 105/45  <u>Master's</u> 2008-09: 18 2009-10: 37/15 2010-11: 34/15 2011-12: 32/12	<p><b>Internal and External Review Summary:</b> The Conflict and Dispute Resolution program is a relatively young program, having started in 2001. Since that time, the department has shown steady and strong growth in enrollments, and has added a graduate degree program. The faculty are widely engaged in research in local, national, and international issues, and students are often included in their work. Through a unique relationship with the Bosserman Center for Conflict Resolution, students at the graduate and undergraduate level get significant hands-on learning opportunities.</p> <p>The external reviewer found the students and faculty to be deeply invested in the success of the program. Students were generally very positive about their experience, though they did express some frustration with availability of classes and internships. Many students come into the major late in their academic careers, and the external reviewer suggested both the undergraduate and graduate programs would benefit from more direct marketing so that potential students know what the degree involves. The department currently has a strong international focus, but current students and the reviewer suggested that a renewed effort to cover domestic topics would be desirable. The current curriculum includes a series of tracks that may need to be adjusted to meet these concerns.</p> <p>The reviewer commended the department for having an active assessment plan, but suggested it was rather unfocused and included too many areas to be successful. The department is already in the process of revising their assessment regime. The reviewer also noted the department's lack of a common space for faculty and administrative support, and suggested that these needs be assessed as well.</p> <p><b>Action Plan:</b> The department will: 1) work with the Office of University Analysis, Research, and Assessment to revise</p>
<i>Conflict and Dispute Resolution continued</i>		



Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Salisbury University</b>		
		the assessment plan to focus on a few key areas at a time; 2) examine the curriculum to determine whether existing tracks are working well for students; 3) Continue to work to identify adequate departmental space, and 4) work with dean to advocate for a full-time administrative assistant.
Physics (B)	2008-09: 52/6 2009-10: 69/9 2010-11: 67/7 2011-12: 86/5 2012-13: 100/11	<p><b>Internal and External Review Summary:</b> The Physics program has shown steady growth since its last APR, increasing by 145% in the number of majors. The faculty have engaged in significant teaching innovations to help foster a student friendly atmosphere, including creating open source textbooks and developing an engineering physics track based on student demand. Physics faculty work closely with their students on undergraduate research projects, and are also heavily involved in leading STEM outreach programs to local students.</p> <p>The external reviewer met with faculty, staff, and students and found that the program has many strengths and was graduating students at a much higher rate than many peer institutions. In addition, the reviewer commended the department for graduating students from underrepresented groups in significant numbers.</p> <p>Both the dean and the external reviewer encouraged the faculty to become more engaged in the scholarship of teaching and to mentor new faculty more directly into the expectations of research. There is a critical need for physics teachers in secondary education, and the department could increase the number of majors by participating in sustained recruiting efforts. The department has developed a proposal to create a degree in Renewable Energy that would likely be a significant draw for students, and will meet with faculty at UMES to discuss the potential for collaboration. Another potential source for ongoing collaboration is NASA at the Wallops Island facility.</p> <p><b>Action Plan:</b> The department will: 1) pursue potential collaborations with UMES and with NASA; 2) create a formal mentoring program for new faculty; 3) identify recruiting and retention strategies for physics students; and, 4) make preparation of secondary physics teachers a major initiative, supported in part through a recently funded PHYSTEC grant.</p>
Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Salisbury University</b>		
Political Science (B)	2008-09: 134/38 2009-10: 148/31 2010-11: 146/37 2011-12: 147/44 2012-13: 140/41	<p><b>Internal and External Review Summary:</b> The Political Science program occupies an important place in SU's mission to promote active and engaged citizenship in an interdependent world. The faculty are productive scholars and teachers, and students find the program to be challenging and rewarding.</p> <p>Enrollments in the Political Science major have remained steady since the last academic program review, though there is a slow decline in the number of non-majors taking courses. The department is currently assessing the situation carefully to determine whether there are curricular explanations for this drop or whether some other forces are at work. Additionally, the department is engaged in an overall assessment regime for the major to identify strengths and weaknesses of its graduates to help inform academic decisions.</p>
Political Science		The external reviewer noted that the department was collegial and that the faculty were willing to take on the difficult task of assessing and improving the curriculum. Innovation in curriculum and in delivery might help the de-

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Salisbury University</b>		
		<p>partment reach their goal of increasing the number of non-majors in their introductory courses, and the reviewer suggested that the university put more resources into development funds and classroom spaces to allow such innovations to take place.</p> <p><b>Action Plan:</b> To address the recommendations of the self-study and external review, the action plan includes the following: 1) The department will review its curriculum to develop engaging entry-level courses. 2) Faculty will work to create more opportunities for engagement with students outside the classroom. 3) The dean will work with the department to assess whether adding another faculty member or changing current workloads within the department will allow for more frequent course rotations. Since this review, the provost has made a significant increase in the amount of faculty development funds available for all full-time SU faculty.</p>
<b>Towson University</b>		
<p>Accounting (B)</p> <p>Accounting &amp; Business Advisory Services (M) – offered jointly with University of Baltimore</p> <p><i>Accounting continued</i></p>	<p><u>Bachelor's</u> 2009-10: 611/126 2010-11: 614/155 2011-12: 600/141 2012-13: 614/110 2013-14: 664/126</p> <p><u>Master's</u> 2009-10: 61/16 2010-11: 64/16 2011-12: 73/16 2012-13: 67/19 2013-14: 51/22</p>	<p><b>Internal and External Review Summary:</b> The College of Business and Economics (CBE) and the Department of Accounting participated in the self-study and peer review process related to the accounting programs. The programs received notice that <b><i>the Association to Advance Collegiate Schools of Business (AACSB) ratified the maintenance of accreditation for the undergraduate and master's degree programs offered by the Towson University Accounting Department.</i></b></p> <p>The review team commended the Accounting Department on the following strengths and effective practices: 1) The addition of a required internship to the undergraduate major is somewhat unique to accounting programs. It should prove to be very helpful in the placement of accounting graduates. 2) The department efforts to add experiential learning experiences to the coursework, e.g., practitioners were brought into class to work with students on case studies and the IRS visited classes to demonstrate fraud investigation procedures to the students. 3) The excellent job of filling open positions with well qualified faculty, despite budget problems. 4) A mentorship program for new faculty members provides meaningful guidance from senior faculty.</p> <p>The review team suggested focusing on the following areas in interest of continuous improvement: 1) The department should make additional efforts to track the career success of graduates at subsequent dates (i.e., 5-10 years out). The department collects considerable short-term placement information through exit interviews upon graduation, but information regarding subsequent career success of graduates is limited. 2) The accounting standards require that at a minimum 90 hours of the curriculum be directed outside the accounting discipline. The current undergraduate accounting degree falls short of the minimum by 3 hours. 3) The faculty should revise the criteria for maintenance of the Academically Qualified (AQ) classification for college administrators. The expectations for Intellectual Contributions (ICs) by administrators need to be more specific. 4) In regards to the partnership with the University of Baltimore, each school needs to fully support the other with the development, implementation, and assessment of the joint degree program through the collaboration of participating and qualified faculty.</p> <p><b>Action Plan:</b> 1) To address the need to revise the graduate and undergraduate curricula to ensure currency and</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
<b>Towson University</b>		
		relevance, the external review team's suggestions have already been mostly incorporated. In the spirit of continuous improvement, the CBE and the University of Baltimore Merrick School of Business recently engaged in a review of the joint Master of Accounting and Business Advisory Services. With regard to the undergraduate program, the Accounting Department has begun a review of the undergraduate accounting program. The remaining suggestions and recommendations will be addressed Fall semester of 2014. 2) Improvements to undergraduate advising process will be accomplished by a reorganization of the student services office and the hiring of new professional advisors.
Business Administration (B)	<u>BA/BS</u> 2009-10: 2455/513 2010-11: 2294/555 2011-12: 2078/488 2012-13: 2145/456 2013-14: 2385/471	<p><b>Internal and External Review Summary:</b> The College of Business and Economics (CBE) received notice that the Association to Advance Collegiate Schools of Business (AACSB) ratified the maintenance of accreditation for the undergraduate and master's degree programs in business offered by Towson University in 2013. The accreditation process included an extensive self-study. The self-study and peer review process resulted in the following commendations and identification of effective practices: 1) philosophy of applied learning, which starts with a set of competencies and characteristics that define the Towson University CBE graduates and includes a number of unique, interrelated experiences to assure that CBE students graduate with the desired knowledge, skills and attitudes; 2) effective integration and use of direct assessment, indirect assessment and standardized tests to continuously improve and impact on student learning; 3) efforts to encourage faculty to submit and obtain grants; 4) effective fundraising in support of its educational programs, facilities, students and faculty; 5) actively engaged advisory board; 6) required internship program for all undergraduate students; and 7) support for new faculty members.</p> <p>The review team suggested focusing on the following areas in interest of continuous improvement: 1) Consideration by the University of a new budget allocation model to provide faculty with additional professional support; and 2) Adding professional advising support.</p> <p><b>Action Plan:</b> 1) The external review team noted no issues with the graduate curriculum and commended the overall process for assurance of learning. However, in the spirit of continuous improvement, the TU CBE and the University of Baltimore Merrick School of Business recently engaged in an extensive review of the joint MBA program and embedded PBC from 2012 – 2014. While the external review team specifically commended several aspects of the undergraduate curriculum and assurance of learning process, in the spirit of continuous improvement, the CBE has begun a review of our undergraduate business and e-business programs. 2) To improve the undergraduate advising process, CBE will reorganize the student services office and hire new professional advisors. 3) To Increase faculty development and research support, the CBE Dean will use summer trimester funds.</p>
Business Administration (MBA) – Joint w/UB	<u>MBA</u> 2009-10: 26/0 2010-11: 13/26 2011-12: 36/13 2012-13: 104/2 2013-14: 117/13	
E-Business (B)	<u>BA/BS</u> 2009-10: 68/11 2010-11: 81/15 2011-12: 68/18 2012-13: 85/17 2013-14: 94/22	
Leadership for Organizations (PBC) – Joint w/UB	<u>PBC</u> 2013-14: 2	
Chemistry (B)	2009-10: 172/47 2010-11: 197/61 2011-12: 173/57 2012-13: 216/54 2013-14: 252/40	<p><b>Internal and External Review Summary:</b> The Chemistry program has grown significantly over the period of review, with the number of graduates nearly doubling from 28 to 54 in five years. In faculty numbers, the Department has increased from 16 to 19 faculty members and become a more diverse department, including 9 females and 5 members of minority groups. The Department supports STEM education through participation in multiple interdisciplinary or applied programs (Environmental Science, Forensic Chemistry, and Molecular Biology, Biochemistry, and Bioinformatics) in addition to the Towson UTeach curriculum. The program has increased the number of sections offered of many service and major courses in order to maintain small class sizes with extensive direct student-instructor interactions both in the classroom and laboratory and relieve bottlenecks that limited student progress</p>
<i>Chemistry continued</i>		

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
		<p>towards degree completion. The Department has developed innovations and quality control in the curriculum, including the incorporation of the “flipped classroom” concept for the service course for Allied Health professionals with support funding from USM. All of these activities support the goals of Towson as a workforce driver for the Maryland economy.</p> <p>Given these strengths there were still seven areas identified for needing improvement in the coming years: 1) rapid growth of the Towson University student body, combined with the disproportionately higher growth rate experienced in Chemistry and the other STEM disciplines, has led to a critical shortage of physical space to accommodate growth in faculty positions, especially for research facilities; 2) inability to fully accommodate all students especially in second year quantitative analysis and organic chemistry courses (this problem is being addressed to some extent by the recent introduction of Chemistry major cohort sections) or to guarantee adequate availability of undergraduate research opportunities; 3) assessment processes have provided some insight into student comprehension, but planning for “closing the loop” needs to be intensified, 4) greater standardization of teaching in multi-section courses to provide quality control across the curriculum, 5) development of oral communication skills for all graduates is an ongoing challenge, 6) improved curriculum development that ensures that students graduating with a degree in chemistry are well rounded and trained for obtaining jobs or admission to graduate or professional school upon graduation and 7) increased levels of support staff to supplement existing staff resources in areas such as information technology and office administration.</p> <p><b>Action Plan:</b> Seven issues were identified and strategies to address them include: 1) Improve Quality and Quantity of Teaching/Research Facilities by a) investing annually in new teaching lab equipment and invest in physical spaces with facilities &amp; renovation funding; b) construction of new Science building (completion 2019); and, c) combining prelab/discussion and teaching lab spaces to provide more flexible instruction. 2) Address Lack of Adequate Support Staff by a) hiring a full-time IT staff person for either the department or College; and, b) evaluating the need for new administrative staff throughout the College and establishing a prioritization. 3) Improve the Curriculum by a) restructuring the major by enhancing the rigor, requiring all students to take courses in all sub-disciplines and additional calculus-based mathematics; b) providing authentic research opportunities for students; and, c) redesigning the introductory course for Allied Health majors. 4) Closing the Loop in Assessment by linking the results of program and core course assessment to curriculum change. 5) Development of Oral Communication by adding an oral communication experience in a required Chemistry course. 6) Greater Standardization of Teaching in Multi-Section Courses to Ensure Quality Control across the Curriculum by a) continuing course redesign; b) increasing standardization in General Chemistry courses; and, c) increasing standardization in Organic Chemistry courses. 7) Increase Faculty Hiring and Retention to keep pace with ongoing growth by a) hiring lecturers or clinical faculty (preferably permanent positions); b) increasing start-up packages for the anticipated hiring of new research-active faculty as current tenured faculty retire or otherwise leave the university; and, c) address current salary inequities as funds become available.</p>
Clinician to Administrator Transition (PBC)	2009-10: 8/1 2010-11: 25/9	<b>Internal and External Review Summary:</b> Among the findings of the reviews, the following strengths were identified: 1) high quality faculty who have relevant academic and clinical backgrounds with solid content expertise in areas of

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
<p><i>Clinician to Administrator Transition, continued</i></p>	<p>2011-12: 17/2 2012-13: 9/9 2013-14: 23/NA</p>	<p>health administration; 2) multiple delivery methods that provide access to working adults; 3) flexibility to adapt specific course assignments so that they are applicable and relevant; 4) relevant and timely content and skills acquisition for current health care marketplace; 5) suitable program length for easy transition into existing master's curricula; 6) expansion of health care frame of reference to embrace interdisciplinary focus; 7) strong support from the College; 8) approved assessment plan guiding program delivery and outcomes; 9) diverse course content that provides key skills for the emerging leader and management skills for employees at all levels; and, 10) incorporation of adjunct faculty who bring real-world perspective.</p> <p>Due to the use of faculty from various departments, there are occasional difficulties in identifying qualified, full-time professors to offer courses within the approved workload. There are also challenges associated with the heavy use of adjunct faculty, including: faculty involvement with curricular planning and student advisement; difficulty in obtaining ready access to assessment data; and, lack of familiarity with newer technologies used in a range of instructional format.</p> <p><b>Action Plan:</b> Strategies to accomplish nine key objectives have been developed: 1) Confirm that program content and outcomes continue to meet the needs of the master's degree programs whose students elect the certificate as their program track by meeting with each Graduate Program Director to review student course evaluation data and comments, grade distributions, survey information; 2) Address issues of presenting course material that is appropriate and relevant for both less experienced and more experienced students who are practicing clinicians by a) consulting with the TU Office of Academic Innovation for strategies to address the needs of students with varying backgrounds and degrees of experience who enrolled in the same class; b) convening the faculty who teach in the program to brainstorm effective strategies used in classes to date; c) considering an optional bridge course that is case-based to enhance the learning of less experienced students; and, d) including questions on student surveys about appropriate content level. 3) Establish a program advisory committee to strengthen community relationships, ensuring the curriculum is current and comprehensive, and provide external support for the program. 4) Address quality of instruction with particular attention to lower-scoring areas noted on student course evaluations by a) meeting with department chairs in which faculty have teaching assignments; b) discussing plan for review with faculty; c) for full-time faculty teaching certificate courses, include the courses in the peer evaluation; and, d) schedule peer evaluations at least once annually for all adjunct faculty. 5) Appoint a faculty member who will be responsible for all aspects of program administration. 6) Determine most appropriate course delivery methods to ensure effective learning while addressing student location restraints by a) surveying student satisfaction about the range of methods and eliciting faculty feedback; b) ensuring that a range of delivery modalities are in use where most appropriate, and c) continuing to monitor student needs commensurate with program expansion. 7) Ensure that program faculty are provided support and training to effectively use teaching technologies for distance and online course delivery, student meetings and advisement, and faculty meetings/mentoring by a) exploring plans from the Office of Academic Innovation to implement a certification process for new and veteran online instructors, and require this process for the faculty when available; b) recommending use of Quality Matters criteria to all faculty in design and delivery of online courses; and c) involving the technology coordinator in creating a schedule of opportunities for all faculty new to online and/or distance technology to receive mentoring and support as needed. 8)</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
		Increase overall program growth and outreach to potential academic and community partners by exploring additional opportunities for relationship-building with other existing master's degree programs; and b) improving the website and other outreach efforts to recruit more certificate-only students. 9) Investigate and initiate the approval process for offering the entire program in a fully online format.
Interactive Media Design (PBC)	2009-10: 9/1 2010-11: 15/5 2011-12: 11/7 2012-13: 10/3 2013-14: 7/3	<p><b>Internal and External Review Summary:</b> According to the external reviewer, the PBC program “well thought-out, thoroughly developed and professionally certified. As well, the courses can be seamlessly adapted to a quickly changing technological landscape. This certificate can attract students from many professional niche markets to expand their skill sets in addition to preparing traditional students to enter a multidisciplinary field with high demand. Ultimately, this certificate is a valuable asset and I recommend it be intentionally and thoughtfully leveraged by the university.”</p> <p>Program strengths identified in the reviews include: the program is one of two PBC program in Maryland, and is the only program offered online; breadth of content and professional skill development required and useful in many professional fields; all courses have achieved Quality Matters™ Peer Review Certification; and assessment data indicate the PBC program is achieving its desired learning outcomes and has met its targeted performance outcomes.</p> <p>Program opportunities include: a) ongoing course renewal - course content will need to be continually renewed to address the advancements in web design technology; b) new courses will require recertification using Quality Matters™ Peer Review; and c) creation of stronger linkages to programs within the college and outside of the college to increase interdisciplinary connections to address student needs.</p> <p><b>Action Plan:</b> Issues and strategies to address them include: 1) Investigation of interest in interdisciplinary trans-disciplinary curriculum collaboration and development to support the further integration PBC with other graduate programs by meeting with Department chairperson and COFAC Dean to discuss possible interest across the college and university; and b) Discussions with School of Emerging Technology Advisory Board regarding the possible interest in interdisciplinary or trans-disciplinary curriculum collaboration and development. 2) Review and revision of the Graphic Design - BFA and inclusion of the W+IAMD specialization. 3) Renew QM™ (<a href="https://www.qualitymatters.org/">https://www.qualitymatters.org/</a>) endorsement for IAMD-PBC courses that are currently endorsed.</p>
Metropolitan Studies (B)  <i>Metropolitan Studies, continued</i>	2009-10: 13/3 2010-11: 16/2 2011-12: 22/7 2012-13: 20/4 2013-14: 17/6	<p><b>Internal and External Review Summary:</b> The metropolitan studies program review was originally scheduled for 2013, but an extension was granted due to the illness and subsequent retirement of the program director and examination by the College regarding an appropriate home for the program. The program currently resides in the Department of Political Science.</p> <p>The evaluation process identified the following program strengths: 1) Metropolitan Studies has skilled, knowledgeable, experienced faculty who bring a variety of disciplinary perspectives to the program. 2) With the inclusion of a "Metropolitan Perspectives" category into the University Core Curriculum, Metropolitan Studies enjoys both a steadily expanding range of courses for its program curriculum AND benefits from opportunities for students to be introduced to metropolitan issues. 3) There is an established culture of strong, personalized advising and a subsequent strong identity among Metropolitan Studies majors. 4) Like many programs at the University, Metropolitan</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>Towson University</b>		
		<p>Studies students have many opportunities to engage metropolitan issues given the university's proximity to the Baltimore/Washington, DC area. 5) Increasing opportunities to work collaboratively within the university and with other universities in graduate programs and other areas.</p> <p>The following areas were identified for improvement: 1) Limited program visibility that is a key contributor to low degree productivity. The program needs to be more visible to increase student interest. A shift to Interdisciplinary Studies area should result in increased viability for the interdisciplinary program. Further integration of the program with respect to marketing, oversight, etc. is on schedule. Economies of scale should result in increased resource support. 2) The curriculum should be reexamined to ensure continued currency with course offerings across campus. 3) Assessment-While ambitious and innovative in approach, assessment processes are not yet up to the quality of the curriculum and faculty expectations. A recent analysis of program assessment practices noted several areas for improvements.</p> <p><b>Action Plan:</b> In response to the areas identified for improvement, strategies to be employed, include: 1) To increase program visibility to address low enrollment and degree productivity, a) the program will be incorporated within the Interdisciplinary Studies (IOIS) program; b) an advisory committee will be established; c) efforts to pursue a 3+2 Bachelor's/Master's program with Morgan State University's Urban Planning master's will continue; and, d) ways to engage other constituents (community colleges, school districts, city/county government agencies) in support of extracurricular programming. 2) Align program assessment practices with IOIS procedures; 3) Examine program curriculum for possible expansion or revision to enhance program visibility, and develop a more global, international focus.</p>
<b>Program (Degree)</b>		
<b>University of Baltimore</b>		
<p>Health Systems Management (M)</p> <p><i>Health Systems Management continued</i></p>	<p>2008-09: 63/10  2009-10: 88/16  2010-11: 94/14  2011-12: 104/26  2012-13: 103/30</p>	<p><b>Internal and External Review Summary:</b> The program is designed to provide management skills to health care clinicians and supervisors seeking in-depth strategic knowledge that a master's-level education provides. The curriculum addresses the 10 critical content areas recommended by the Association of University Programs in Health Administration. Among the key strengths identified in the review are: 1) the program faculty consists of nationally and internationally recognized, award-winning scholars and practitioners who prepare students to be reflective managers, researchers, and academics; 2) the program attracts mid- and entry-level healthcare employees from hospital, insurance, government, consulting and private medical practice settings that makes for a more diverse and interesting classroom atmosphere; 3) resources such as the Library and Academic Learning Center with a specific librarian assigned to the program, the Center for Excellence in Learning, Teaching, and Technology's specialized workshops on instruction and learning, the on-line platform (Sakai), and access for students to computer labs with the latest software; and, 4) The Saturday classroom and online formats allow students to maintain full-time employment while completing their degree.</p> <p><i>Challenges and Opportunities:</i> Offered at the Baltimore campus and at the Universities at Shady Grove, there are some administrative challenges to overcome. It is also apparent that in order to continue to attract students to the program, the University will need to earn accreditation through the Commission on Accreditation of Healthcare</p>





Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Baltimore</b>		
		<p>nearby community colleges; consider a minimum number of credits with the major; website updates to include sample programs; market itself as veteran-friendly; consider adding a B.S. option; develop hybrid courses; partner with Admissions and Career Services; and that the program receive some specific budget allocation.</p> <p><b>Action Plan:</b> To address challenges and improvement areas: 1) the Director will advocate for hiring a full-time lecturer for IDIS 201 and 497; 2) the program will collect assessment data to document learning outcomes of the new coursework; 3) the Director will advocate for professional development opportunities for the IDIS advisor; and, 4) the Director will bring these recommendations to the Advisory Board for the further development of the action plan to include the suggestions noted in #4 above.</p>
Legal and Ethical Studies (M)	2009-10: 94/17 2010-11: 114/34 2011-12: 109/37 2012-13: 102/33 2013-14: 83/30	<p><b>Internal and External Review Summary:</b> Since the last review, an additional track has been added to the program that focuses on law school bound students. Anecdotal evidence indicated that student’s deficiencies in writing were presenting a significant obstacle to their progression to law school. The law school track includes a new required course that offers students more advance and intensive instruction in writing about the law. Enhancements have also been made to the program’s required legal research and analysis class, which should now better serve the students who wish to become paralegals or who are already paralegals seeking to improve their skills.</p> <p>The program has some curricular features of special note, including: 1) over the last three years, the program has each semester cross-listed two courses from UB’s law school – topics that are not currently in the LEST curriculum, such as Military Law, Elder Law, Law and Social Reform – students thus have the opportunity to “test-drive” the law school experience; 2) the program offers a formal internship with the Legal Aid Bureau, where students may participate by assisting the Supervising Attorney with client intake interviews and eligibility assessment, as well as engage in some basic legal problem-solving; and 3) students may engage in research, either independent study or in conjunction with the new Baltimore City District Court Research Project.</p> <p><b>Action Plan:</b> The plan to address the challenges and opportunities identified in the review, include 6 primary areas: 1) As one of the external reviewers suggested, there is an advantage to having faculty who teach full-time in the program to enhance their understanding of and dedication to the program’s mission and expected learning outcome, therefore, a new faculty member has been hired; 2) Breadth of curriculum has been addressed with the addition of the new faculty member who has expertise in bioethics, which should allow for improvement in the coverage of health law; 3) The program’s role in preparing students for law school should be carefully balanced against the other purposes it serves and the program director will continue to monitor the curriculum to meet these needs; 4) The program continues to expand the experiential learning components and will take advantage of the recent move into the old law school building to enhance (and inspire new) experiential learning components through the use of the Moot Courtroom located there; 5) Both an improved assessment plan and a capstone course are presently being explored, and, more resources are being devoted to improving student writing; and, 6) The Alumni Association plans to improve collaboration with the programs in the future and provide a better opportunity to maintain contacts with program alumni.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Baltimore</b>		
Publications Design (M)	2009-10: 136/39 2010-11: 129/50 2011-12: 118/38 2012-13: 118/26 2013-14: 103/38	<p><b>Internal and External Review Summary:</b> Among the strengths identified by both the external reviewers, alumni, and the internal review are: 1) The integration of study and experience across writing and design, giving students a holistic understanding of the writing, design and production process, therefore providing the ability to manage the whole; 2) Because of this integration, the training and education this program offers transcends several specific professional roles and disciplines, and thus is more flexible and adaptable than one more narrowly focused; 3) The focus on ensuring that students leave the program with a strong portfolio, and the capstone experience that offer students an opportunity to develop an intensive project that expresses depth and communication expertise; 4) Teamwork that prepares students for the collaborative nature of professional communication and work environments; and 5) Familiarity with multiple dimensions of the publication process provides creative confidence and managerial perspective.</p> <p><b>Action Plan:</b> To address the challenges and opportunities identified, the program director and faculty will: 1) conduct focus groups to better understand ways to improve the recruitment of new students, and contact alum and some professionals in the field; 2) work together to re-envision how individual classes might offer more fully integrated environments to address the issue of depth vs. breadth; 3) discuss the naming and branding of the program that better conveys the range of expressions, skills, and jobs covered by the program; and, 4) examine the efficacy of the program at Shady Grove to determine its future in light of low enrollments at that location.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, Baltimore County</b>		
Cultural Anthropology (B)	2008-9: 54/12 2009-10: 65/21 2010-11: 73/12 2011-12: 87/14 2012-13: 85/21	<p><b>Internal and External Review Summary:</b> The internal review emphasized that the department focuses on three core substantive areas within each of its programs which include health and aging; gender, inequality and diversity in global perspective; and applied social science research methods. The programs offered have grown overall since the last periodic review, with substantial gains in the overall credit hours generated. There has been an increase in the number of undergraduate student majors, particularly with the addition of the Public Health track in HAPP. The master's program in Applied Sociology has also seen significant increases in the number of students and has become more selective by requiring that applicants complete the GRE. The department has experienced a high level of faculty retirements, and is succeeding in hiring new tenure track and non-tenure track faculty. The department favors the addition of full time tenure and tenure track faculty positions in the Sociology and HAPP programs in order to sustain its current levels of faculty productivity given the growing enrollments and its contributions to a number of interdisciplinary and inter campus programs. The department also has goals to support and mentor faculty in the pursuit of external funding, explore how its expertise and course offerings might contribute to pre-medical students' academic preparation, and further attract students to the MA in Applied Sociology.</p> <p>The external review noted that the department shows significant strength in scholarly accomplishments, faculty recruitment, research funding, university service, curricular innovation, and student enrollment. The reviewers highlight that the Department has created a unique integrated program that features talented faculty, enthusiastic students, and high staff morale. They emphasized the great benefits that the HAPP effort to improve retention has pro-</p>
Health Administration & Policy Program (B)	2008-9: 126/50 2009-10: 189/50 2010-11: 233/60 2011-12: 264/88 2012-13: 298/63	
Sociology (B)	2008-9: 166/38 2009-10: 182/45 2010-11: 209/57 2011-12: 207/51 2012-13: 214/56	

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
<b>University of Maryland, Baltimore County</b>		
Applied Sociology (M)  <i>Cultural Anthropology, Health Administration &amp; Policy Program. Sociology, Applied Sociology, continued</i>	2008-9: 67/26 2009-10: 57/27 2010-11: 56/20 2011-12: 63/32 2012-13: 65/22	<p>vided for the university and found the Center for Aging Studies to be excellent in its role of supporting faculty scholarship and extramural research. The faculty is extremely productive in publications and external funding. The external review recommended that future hires should be broadened to areas of interest in addition to health and aging, more steps be taken to promote interdisciplinary connections, and that more faculty be added with a focus on the gender and inequality area. The reviewers comment that the configuration of the HAPP program should be evaluated in relation to the Department's curricular and research mission.</p> <p><b>Action Plan:</b> In fall 2014, the Chair, Deans, and Provost will together develop the action plan resulting from this review and relate it to the University's ongoing planning and budget process.</p> <p>A report on this APR will be shared with faculty governance committees. Specifically, the self study, the external review report, the Dean's report and the action plan will be submitted for review and comment to the Undergraduate Council, the Graduate Council, and the Academic Planning and Budget Committee before forwarding to the Faculty Senate. At the end of three years a formal follow-up report will be made by the chair, discussed with senior administration, and shared with faculty governance committees.</p>
Instructional Systems Development – Training Systems (M)  Instructional Systems Development – Training Systems – Online (M)	2008-9: 134/47 2009-10: 111/29 2010-11: 87/38 2011-12: 49/23 2012-13: 26/18  2010-11: 18/1 2011-12: 22/6 2012-13: 45/11	<p><b>Internal and External Review Summary:</b> The ISD program enrollment is strong and relatively stable. It has benefited from experienced faculty and flexible design, with the Division of Professional Studies providing effective management and infrastructure. Goals for the future include adding new programs for e-learning, social media as a learning tool, and chief learning officer programs. Additionally there is hope of moving to increase the program's interdisciplinary collaborations. The reviewers praised the ISD program, noting the experience and expertise of the adjunct instructors involved, the effectiveness of the director and the content and delivery system of the curriculum which is well suited to its audience. They recommended a focusing of the curriculum's scope, clarification of learning goals, and revisions in funding models.</p> <p><b>Action Plan:</b> A report on this APR will be shared with faculty governance committees. Specifically, the self study, the external review report, the Dean's report and the action plan will be submitted for review and comment to the Graduate Council and the Academic Planning and Budget Committee before forwarding to the Faculty Senate. At the end of three years a formal follow-up report will be made by the chair, discussed with senior administration, and shared with faculty governance committees.</p>
Language, Literacy, and Culture (D)	2008-9: 51/8 2009-10: 53/1 2010-11: 65/7 2011-12: 57/7 2012-13: 61/6	<p><b>Internal and External Review Summary:</b> The internal review emphasized that the LLC doctoral program is relatively new (it was first offered in 1998) and has become a stand-alone doctoral program in the College of Arts, Humanities, and Social Sciences at UMBC with its own courses and regular faculty, as well as cross-listing courses with other departments. The program is interdisciplinary and involves research across the humanities, social sciences, and education applicable to educational and cultural practices, policy at the national and local levels, and social justice initiatives. The considerable scholarly productivity and strong reputation of the four regular faculty members are evident in the fact that since the last review \$2.1 million has been raised in external grant funding, over 100 scholarly works have been produced, and 45 dissertations have been completed. The review expresses the aspiration of LLC to be-</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, Baltimore County</b>		
<i>Language, Literacy, and Culture (D) continued</i>		<p>come a department and to change its CIP code and program description to “interdisciplinary humanities”, along with designing strategies to move toward being a nationally recognized top-tier interdisciplinary doctoral program. Compared to national and UMBC averages, the LLC degree completion rate is very high at 97% once students have reached candidacy and a 72% completion rate overall. This success is due to a highly competitive admissions process, individualized mentoring, and a rigorous 12 course structured sequence. The program seeks to serve traditionally underserved populations. The LLC has goals to increase the size of graduate assistantship budgets, collaborate with programs at UM-Baltimore, become a leader in multimodal research and publication as well as on new forms of digital cultures and literacy, and meet administrative needs by increasing staff and space.</p> <p>The external review noted that the LLC program's accomplishments have been stunning, crediting the collaboration throughout the university of the four faculty members and their deep commitment to their students, the program and the university. All regular LLC faculty members are highly productive scholars. The reviewers consider the faculty to be putting considerable effort into their roles as a result of the diversity of their students' interests and the task of coordinating the diverse desires and needs of affiliated departments.</p> <p><b>Action Plan:</b> In fall 2014, the Chair, Deans, and Provost will together develop the action plan resulting from this review and relate it to the University’s ongoing planning and budget process.</p> <p>A report on this APR will be shared with faculty governance committees. Specifically, the self study, the external review report, the Dean’s report and the action plan will be submitted for review and comment to the Graduate Council and the Academic Planning and Budget Committee before forwarding to the Faculty Senate. At the end of three years a formal follow-up report will be made by the chair, discussed with senior administration, and shared with faculty governance committees.</p>
<p>Teaching English to Speakers of Other Languages (TESOL) (M)</p> <p>Teaching English to Speakers of Other Languages (TESOL) - Online (M)</p>	<p>2009-10: NA/8 2010-11: 33/28 2011-12: 38/17 2012-13: 40/18</p> <p>2009-10: 9/1 2010-11: 11/6 2011-12: 13/5 2012-13: 19/9</p>	<p><b>Internal and External Review Summary:</b> The internal review emphasized that the TESOL program has seen an increased development of online sections which has greatly aided in recruiting students nationally and internationally. The program has collaborated with the LLC program since that doctoral program's inception, and students from the M.A. TESOL Program consider LLC for their doctoral work. Data over the last 5 years from the Educational Accountability System via Tk20 provide strong evidence that the TESOL program is meeting and in most cases exceeding the standards for preparing TESOL teachers. Student enrollment numbers show a strong and growing program. The graduate placement rate remains very high, and graduates are highly sought after. Further growth in the program is anticipated as enrollments of English language learners in public school systems increase, especially in light of the recent passage of the DREAM act. The program has as goals to maintain its reputation through continuous program improvement and to expand and strengthen the online program. The external review noted that the level, diversity, and quality of the scholarly work from the TESOL faculty are clearly aligned with the program and have led to its excellent reputation. Students they talked to reported complete satisfaction with the program. The reviewers suggested the pursuance of closer collaboration between TESOL and the TESOL professional training program. They also noted that the program could develop an undergraduate degree for elementary school teachers.</p> <p><b>Action Plan:</b> In fall 2014, the Chair, Deans, and Provost will together develop the action plan resulting from this</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, Baltimore County</b>		
		review and relate it to the University's ongoing planning and budget process. A report on this APR will be shared with faculty governance committees. Specifically, the self study, the external review report, the Dean's report and the action plan will be submitted for review and comment to the Graduate Council and the Academic Planning and Budget Committee before forwarding to the Faculty Senate. At the end of three years a formal follow-up report will be made by the chair, discussed with senior administration, and shared with faculty governance committees.

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, College Park</b>		
Art (B) <i>Advanced Specialization in Design, Concentration in Graphic Design</i>	Bachelor's 2009: 338/112 2010: 346/90 2011: 319/113 2012: 288/116 2013: 262/93	<p><b>Internal and External Review Summary:</b> B.A. Programs – The undergraduate program is large and popular, given the small number of faculty (15 tenured or tenure track), and the teaching load is heavy for junior faculty as well as for graduate assistants. Consistency of instruction across some of the large introductory courses, when multiple instructors are involved, was noted as in need of improvement. Nonetheless, student satisfaction is high, and the departmental honors program was singled out for praise. The students also expressed a desire for more formal career mentoring and preparation.</p> <p>M.F.A. Program – The M.F.A. program was viewed as “a great strength of the department” with the works produced by the most recent graduates as “on a par with [that] produced in top MFA programs.” Graduates are successful in gaining national recognition for their work. The program was praised for moving in the direction of more inter-disciplinarity. The department is in need of technical support, particularly in support of the growing discipline of digital media, for both faculty and for the graduate program.</p> <p><b>Action Plan:</b> Undergraduate programs: Undergraduate programs: The curriculum committee is reviewing the foundational courses to provide more general guidelines so that consistency across sections taught by different instructors can be improved. A review of the graduate program will include strategies for improving TA training and preparation.</p> <p>Graduate programs: While the program is seen as strong, an area that is not well integrated is that of Design, due to lack of faculty. The dean has given priority to a faculty hire in this area. Technical resources are also a significant need. The dean has charged the department to develop a “facilities” master plan, in collaboration with the office of the dean to address important needs. The Provost has broadened this call to include the School of Architecture, Planning, and Preservation as well as Libraries to determine if a shared design laboratory might be a solution.</p>
Fine Arts	Master's 2009: 16/3 2010: 16/5 2011: 13/4 2012: 9/6 2013: 8/2	
Geographical Sciences (B) <i>Specializations in Geography and Geographic Information Systems (GIS)</i>	Bachelor's 2009: 122/48 2010: 135/42 2011: 129/50 2012: 143/57 2013: 167/58	<p><b>Internal and External Review Summary:</b> The reviewers identified the department as “an internationally recognized leader in Earth observations” and “on a strong trajectory to become a leader in human-environment interactions”, noting its impressive growth since the last review. Recommendations include reducing the heavy teaching loads of junior faculty, fostering more integration across the research areas within the department, increase opportunities for interaction among undergraduates, graduate students, research faculty and tenured/tenure-track faculty, and exploring the feasibility of a department-based institute or center in Geographical Information Systems.</p> <p>B.S. Program – The curriculum has undergone continuous incremental revisions over many years, but the faculty noted that the curriculum no longer reflects their expertise and more significant revision is now called for. Revisions would include increasing opportunities for internships, more support of non-majors through the new General Educa-</p>
M.S./Ph.D.	Enrollments/M/D 2009: 76/5/4 2010: 73/12/9	

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
<b>University of Maryland, College Park</b>		
<p><i>Geographical Sciences continued</i></p> <p>Master of Professional Studies <i>Track in GIS</i></p>	<p>2011: 83/6/4 2012: 73/5/7 2013: 70/1/7</p> <p>2009: 57 (1<sup>st</sup> yr) 2010: 61/26 2011: 94/16 2012: 126/14 2013: 122/30</p>	<p>tion curriculum, expanding the use of blended and online approaches, more opportunities for instruction in GIS, and creation of a 3+2 B.S./M.S. program.</p> <p>Doctoral Program – The most recent National Research Council review of doctoral programs ranked UMD’s Ph.D. program as #3 nationally. The department has substantial external funding, providing a rich experience for graduate students. As a result, however, not all students who desire teaching experience will be guaranteed an opportunity.</p> <p><b>Action Plan:</b> Undergraduate programs: The department has undertaken a major curriculum review and implemented changes to the program that strengthens computational and mathematical skills prior to students taking the upper-level curriculum. The department plans to establish a Faculty Learning Committee to focus on best practices and curriculum reform in the lower-level courses.</p> <p>Graduate programs: The department is developing a bridge program to actively recruit under-represented minority students, in collaboration with a comprehensive effort by the American Physical Society. The Physics Student Services staff members are expanding TA training, including peer-to-peer interactions, and improved use of surveys and evaluations to provide feedback. The Graduate Committee plans a discussion of several of the above issues at the August 2014 faculty retreat.</p>
<p>Jewish Studies (B) <i>Minors in Jewish Studies, Religious Studies, and Israel Studies</i></p> <p>Jewish Studies and Hebrew Language Pedagogy (M)</p>	<p>Bachelor’s 2009: 60/14 2010: 61/23 2011: 57/13 2012: 60/12 2013: 53/11</p> <p>Master’s 2009: 6/2 2010: 10/3 2011: 11/1 2012: 12/4 2013: 4/2</p>	<p><b>Internal and External Review Summary:</b> The Center for Jewish Studies is an endowed interdisciplinary program that includes an undergraduate major, three minors, two masters programs, the Meyerhoff Center for Jewish Studies, and the Gildenhorn Institute for Israel Studies. Many of the courses offered under the JWST acronym are cross-listed with other departments. Despite the complicated set of faculty appointments, the faculty functions well together and collaborate well with other departments. The review team had many complementary remarks about the high quality of the faculty and the academic programs within Jewish Studies, noting it as one of the strongest in the country. They noted that the programs are very well run administratively. They also noted as a strong feature of the undergraduate major the requirement in Hebrew language proficiency, which allows students to study original Hebrew texts. The review team, the director and the Dean all agreed that it is time to review the relationship between the Meyerhoff Center and the Gildenhorn Institute for Israel Studies and consider whether Israel Studies should be part of a larger Center for Middle Eastern (or Near Eastern or Mediterranean) Studies. Support of Hebrew instruction should continue in any case.</p> <p>B.A. Programs – The B.A. program is thriving and is a popular double major. However, many students from out-of-state were enrolling through the Academic Common Market, a consortium that makes in-state tuition rates available to out-of-state students. The University withdrew from ACM as of the end of Spring 2014, so enrollments are likely to drop. The program will thus need to consider a new recruiting strategy. The minor in Religious Studies is popular and successful, but both the reviewers and the program faculty believe it should be broader and independent from Jewish Studies. The reviewers recommended that the undergraduate major undertake a full curriculum review, with more structure given to the upper-level curriculum, more breadth provided in some of the courses, and a change in how the Hebrew requirement is counted towards the major requirements.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, College Park</b>		
<i>Jewish Studies continued</i>		<p>Master's Program – The M.A. in Jewish Studies is strong, but also in need of a full curriculum review. The M.A. in Hebrew Pedagogy, funded by a grant from the Morningstar Program of Bethesda, provides high-level instruction in the Hebrew language, but its funding is coming to an end. New alternatives will need to be identified to continue to provide instruction in Hebrew Language.</p> <p><b>Action Plan:</b> The director plans to undertake a review of the program's Plan of Organization, and, with the help of the Dean and the Provost, establish a Board of Visitors to participate in the development of a future vision and to help identify additional external sources of support for the academic programs.</p> <p>Undergraduate programs: The Director will undertake a review of the undergraduate curriculum.</p> <p>Graduate programs: A review of the M.A. curriculum will be undertaken. The program will also explore the development of a Professional Master's program in Hebrew instruction</p>
<p>Language and Culture (B) <i>French Lang. &amp; Lit; Germanic Studies; Spanish Lang., Lit, &amp; Cultures; Italian Studies; Romance Lang.; Russian Lang. &amp; Lit; Arabic Studies; Persian Studies; Chinese Lang.; Japanese</i></p> <p>Second Language Acquisition; Modern French Studies; Germanic Studies; Spanish and Portuguese Language &amp; Literature (M, D)</p>	<p>Bachelor's 2009: 632/150 2010: 658/147 2011: 624/150 2012: 566/145 2013: 503/160</p> <p>Enrollments/M/D 2009: 92/18/6 2010: 93/17/7 2011: 94/6/8 2012: 88/5/14 2013: 87/3/12</p>	<p><b>Internal and External Review Summary:</b> The School was created in 2005 to create more synergy and commonality of purpose among the many language and culture programs. Some senior faculty have not accepted the change in organizational structure. The external review noted that the school has made significant progress but that morale issues remain. The School also suffers from a poor quality building that is in need of major renovation. Among the successes is the creation of a new interdisciplinary B.A. in Film Studies, joint with the Department of English (enrollments not included above), as well as a successful graduate program in Second Language Acquisition. The School also offers many minors, accommodating the high interest in international languages among the College Park students.</p> <p>B.A. Programs – The largest undergraduate program is Spanish and Portuguese, followed by French, Arabic Studies, Japanese, and Chinese. Italian, one of the smaller programs, relies on a single faculty member and is at risk. The review team thought the Middle Eastern Studies programs could be more integrated into the School. The team also noted the highly successful Language House and several Education Abroad programs that are supported by the School, as well as a faculty who are strongly dedicated to the teaching mission.</p> <p>Doctoral Program – The Second Language Acquisition program is strong and growing, with a relatively new Master's degree program to complement the Ph.D. The SLA program has strong ties to Linguistics and is part of a campus-wide IGERT program in language sciences. The Germanic Studies program is now very small, and at risk for continuation. The review team recommended that the School continue to integrate, does not recommend that the program in Spanish and Portuguese separate from the School as has been advocated by some faculty, but instead look for opportunities to grow offerings in U.S. Latino topics, and Central American language and literature. Outreach to neighboring Hispanic communities with cultural events would benefit the School, the University, and the local region.</p> <p><b>Action Plan:</b> Undergraduate programs: The Director recommends a hire in Italian with expertise in Italian Film that would support both the Italian major and the Film Studies major. The School plans to hire another Chinese scholar to further strengthen its program.</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
<b>University of Maryland, College Park</b>		
<i>Language &amp; Culture continued</i>		Graduate programs: The Dean has directed the School to develop a Plan of Organization that gives more authority to the Director and removes barriers between the historical divisions, and concentrate on providing more interdisciplinary opportunities within the graduate programs. Admissions to Ph.D. program in Germanic Studies has been suspended for three years while the School develops a comprehensive plan that might include collaboration with other universities in the region.
Neurological and Cognitive Science (D)	2009: 52/4 2010: 52/7 2011: 54/3 2012: 51/9 2013: 52/5	<p><b>Internal and External Review Summary:</b> – In addition to being affiliated with the NACS program, students identify with a “home department”, usually the tenure home of the primary faculty mentor. Of the 53 PhDs identified since 2001, the most common home department affiliations are Biology (19), Kinesiology (15), and Psychology (9). Affiliations in Computer Science are growing with the increased emphasis on Cognitive Science and Computational Linguistics. Program strengths are in cognitive and behavioral neuroscience (Psychology and Linguistics), auditory neuroscience (Hearing and Speech), and computational neuroscience (Computer science, Linguistics). The program is less strong in cell and molecular neuroscience: more strength in Biology, Genetics, and Molecular Genetics is needed to round out the program. UMD’s outdated animal care facilities create a challenging environment to compete for outstanding faculty. Lack of dedicated resources to the program also creates challenges. The program benefits from relationships with several nearby research facilities, with 30 adjunct faculty members who are scientists at NIH, Walter Reed Medical Center, and Children’s Hospital.</p> <p><b>Action Plan:</b> The graduate curriculum has recently been revised to include first-year rotation opportunities for students so they can become more familiar with research beyond their departmental affiliations. The NACS director requested and received additional support from the College for research positions for graduate students that will allow them to transition into research more quickly. The campus has requested funding to create a modern, centralized, animal care facility as part of its Capital Improvement request. The program is also exploring collaborations with UM Baltimore and with UM Baltimore County, as well as the development of an undergraduate major, to strengthen the pipeline into graduate study. Finally, the program is undertaking a strategic planning exercise to identify both its core strengths and a focus for future research, with an eye toward creating a campus-wide Institute for Brain and Behavior. As part of this process, the Provost’s office, the Office of Research, and the program are identifying the existing core facilities on campus to develop a plan for maximizing their shared use.</p>
Physics (B, M, D)	Bachelor’s 2009: 344/78 2010: 326/77 2011: 335/73 2012: 327/59 2013: 353/80  Enrollments/M/D	<p><b>Internal and External Review Summary:</b> The external review team noted the very high quality of research in all areas of the department, as well as the enormous success and visibility of joint ventures with federal labs – the Joint Quantum Institute with NIST, as well as collaborations with NIH and NASA-Goddard.</p> <p>B.S. Programs – While the department is excellent in research, the climate and attention to the department’s educational mission needs attention. A number of specific actions were identified, such as revisions to the entry-level course sequence including the introductory laboratories, creating a more inclusive environment that would attract more women students and under-represented minorities, creation of rigorous upper-level specialized electives, and</p>



Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland, College Park</b>		
<i>Physics continued</i>	2009: 231/5/25 2010: 237/12/34 2011: 228/15/39 2012: 227/14/27 2013: 209/12/30	<p>stronger incentives and rewards for excellent teaching. The external review noted the high quality staff who advise and support undergraduate majors.</p> <p>Doctoral Program – (Note, students are usually not directly admitted for an M.S. degree.) While the research opportunities are outstanding for graduate students, the external review team felt the program could be larger, given the size of the faculty, and recommended a number of steps to improve the climate for students as well as postdoctoral researchers. These include establishing a thesis committee for students early in their studies (rather than towards the end), provide more training for teaching assistants, active recruiting of under-represented minorities, establishment of a graduate student advisory committee, and improved student and postdoctoral mentoring.</p> <p><b>Action Plan:</b> Undergraduate programs: The department has undertaken a major curriculum review and implemented changes to the program that strengthens computational and mathematical skills prior to students taking the upper-level curriculum. The department plans to establish a Faculty Learning Committee to focus on best practices and curriculum reform in the lower-level courses.</p> <p>Graduate programs: The department is developing a bridge program to actively recruit under-represented minority students, in collaboration with a comprehensive effort by the American Physical Society. The Physics Student Services staff members are expanding TA training, including peer-to-peer interactions, and improved use of surveys and evaluations to provide feedback. The Graduate Committee plans a discussion of several of the above issues at the August 2014 faculty retreat.</p>
<i>Survey Methodology-Joint Program with Univ. of Michigan and Westat (M, D)</i>	Enrollments/M/D 2009: 40/11/3 2010: 40/11/2 2011: 42/1/3 2012: 38/18/2 2013: 39/5/7	<p><b>Internal and External Review Summary:</b> This program, established in 1992 through a grant from the National Science Foundation, is jointly offered through a partnership between the University of Michigan, the University of Maryland, and Westat. It is now largely funded through a consortium of federal statistical agencies in collaboration with these three partners. Courses are offered through remote instruction. It is one of a very small number of programs nationally. The external reviewers noted “teaching is a core strength of JPSM”. The program has some risk because of its reliance on federal funding. The reviewers recommended that the number of faculty be increased, as well as possibly increasing the size of the doctoral program, that the program update its delivery methods to accommodate the rapid changes in distance education, and that the program consider options for diversifying its funding, such as offering professional masters degrees or graduate certificates that appeal to a wider audience. The external reviewers also recommended the development of a vision and goals for the program over the next 5-10 years given the changing market.</p> <p><b>Action Plan:</b> In 2014, fully online versions of the graduate certificates in Survey Methodology and Survey Statistics have now been approved. These certificate programs will target a much broader, potentially international, audience than the dedicated synchronous programs that target the federal workforce. The program is also developing more public outreach and marketing materials that will promote more contact between students and more strongly emphasize the opportunities for doctoral study and faculty research.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland Eastern Shore</b>		
Computer Science (B)	2009-10: 114/8 2010-11: 120/7 2011-12: 119/2 2012-13: 124/5 2013-14: 142/13	<p><b>Internal and External Review Summary:</b> In reviewing the Departmental Questionnaire, course syllabi, and interview notes, the reviewer determined that the Department of Mathematics and Computer Science is educating and producing quality graduates in the computing disciplines. These graduates are able to enter the computing workforce or continue study at the graduate school level. In particular, program strengths include: 1) two distinctive baccalaureate programs clearly giving students the awareness and opportunity to focus their training to tools needed for business or industrial settings; 2) the Master of Science in Applied Computer Science gives students advanced database applications, computer networking, and software engineering courses and activities that are sought after in industrial, educational, and research environments; 3) course syllabi are clear, informative, and are resources for students with regards to course content, academic expectations, and resources needed; 4) all advanced courses in computer science are taught by faculty with terminal degrees possessing a wide range of expertise; 5) the collaborative efforts with IBM staffers to develop curricular components in mainframe computing gives students additional employment opportunities with IBM customers and other companies with mainframe computing environments; 6) the Department developed, in collaboration with IBM, the pilot course CSDP 188 Enterprise Hardware/Software Testing potentially attracting online enrollees worldwide; 7) the CSDP 490 Senior Design Project course exposes students to identification of the problem, design of solutions, implementation and testing, and product presentation, similar to activities required of computer science personnel in the workforce; 8) the Department is piloting a number of computer science and mathematics redesign concepts such as the supplemental model, peer learning, infusion of modern technology in instruction, and adding homework laboratories to student weekly schedules; 9) each student is assigned a faculty advisor and are required to make regular appointments for course enrollment, course withdrawals, degree progress and audit, internship search, and graduate school or employment search and application processes; 10) the faculty have undertaken a serious effort in grant proposal writing to secure external funds to provide tutorial services, computational software, and resources for faculty/student research activities; 11) to assist students in service courses in mathematics, the Department has a Mediated Learning Laboratory that provides online tutoring, homework, quizzes, and test preparation materials; and 12) Department has exclusive use of an IBM mainframe in Dallas, Texas.</p> <p>Specific Recommendations from the External Examiner: 1) the University needs to allocate at least 4 new faculty lines to fully staff the Department; 2) faculty should engage in grant proposal writing to support faculty/student research activities, provide scholarship aid to high-achieving students, support release time for faculty for long-range planning, and conference participation and attendance; 3) the Department should add courses or activities that emphasize emerging needs and research; 4) the Department should consider creating a concentration in Enterprise/Mainframe computing.</p> <p><b>Action Plan:</b> 1) the Department has a request that lists the need to appoint 2 or more faculty members possessing masters or Ph.D. degrees in Computer Science or related disciplines; 2) the Chair has established, for the 2014-15 academic year, the Grants and External Support Departmental committee charged with identifying potential external funds that would support research, provide scholarship aid to high-achieving students, support release time for faculty for long-range planning, and conference participation; 3) the Curriculum Committee will be charged with identifying additional emerging interdisciplinary areas in computer science; 4) two faculty members involved in the delivery of the enterprise themed courses are now reviewing enterprise computing curricula at Marist, Syracuse, and West Texas</p>
Applied Computer Science (B, M)	2009-10: 46/9 2010-11: 46/10 2011-12: 30/16 2012-13: 18/9 2013-14: 12/2	

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
<b>University of Maryland Eastern Shore</b>		
<i>Computer Science continued</i>		A&M University, considered leaders in enterprise computing education. The curriculum committee will then develop a recommended course sequence for review and adoption by IBM consultants and Departmental faculty; and 5) The Department will charge the Assessment Committee with the task of monitoring and reporting on the progress that the Department has made toward the recommendations of the external reviewer.
Construction Management Technology (B)	2009-10: 108/13 2010-11: 101/19 2011-12: 77/14 2012-13: 53/19 2013-14: 42/28	<p><b>Internal and External Review Summary:</b> The strengths and opportunities identified during the internal assessment cycle were affirmed by the Visiting Team of the American Council for Construction Education (ACCE). The most recent national review of the Construction Management Technology Program was conducted by ACCE, a specialized professional association in March 2014. The Program was nationally recognized. The next national accreditation visit will take place in Spring 2020. <b><i>The Construction Management Technology Program is accredited through Spring 2020.</i></b></p> <p>Among the findings of the Visiting Team: 1) While the Chair was identified as one of the strengths of the program, his time is extremely stretched with responsibility for not only this program at two locations (UMES &amp; USG), but also for the Engineering Technology and Technology Education programs. It is recommended that additional support be provided; 2) the structure of the Construction Management Technology Program is designed to facilitate communication, coordination, and interactions with administrative officers, faculty, students, and other disciplines which has helped them address any scheduling barriers, customizing of courses for construction, and remedial assistance as required; 3) professional development for faculty is encouraged by administration but not supported through funding; and, 4) the administrator and the faculty both cooperate and collaborate to develop a program of high quality and establish a structure to facilitate planning and evaluation for continuous improvement of the program both at USG and Princess Anne; 5) faculty and staff are noted for their collaboration with each other and with their students; 6) the Industry Advisory Board is a strength to the program for their continuous support of the program, and awareness of the need for growth; 7) the students are noted for their enthusiasm for the program and their future in the industry; and 8) the program at USG is noted as a strength under the leadership of the program director.</p> <p><b>Action Plan:</b> The Department will seek opportunities to address the 6 recommendations from ACCE as follows: 1) The Construction Management Technology (CMT) program will continue to strengthen its relationship with its Industrial Advisory Board (IAB) by hosting three meetings per year, i.e. Fall, Spring, and Summer, to discuss opportunities ideas for partnership, input on curriculum issues, scholarship fund development, and program growth; 2) Ensure CMT Students apply for industry association scholarships and the Department pursue funding for CMT students to participate in industry student competitions, and; 3) Increase the web site presence of the Construction Management Technology program by employing a webmaster; 4) Increase the number of projects assigned to students in their course work which requires the use of the Department of Technology laboratories facilities; 5) Increase the Department of Technology interaction with UMES Office of Enrollment Management to facilitate recruiting; 6) The department will send a representative to the Mid-year and Annual ACCE national meetings to ensure the program receives for discussion and possible implementation: continuous accreditation standards updates, curriculum best practices information, funding ideas, new technologies, and emerging industry practices; 7) the Chairperson's time is being addressed by the permanent hire of the Director of the program at USG, and by submitting a request to hire Lecturer/Laboratory Technician to support the activities of the Technology program; and 8) faculty development is being addressed through application for Faculty development funds offered by the Title III office at the University.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland Eastern Shore</b>		
Engineering (B)	2008-09: 93/1* 2009-10: 112/3* 2010-11: 120/5 2011-12: 126/2 2012-13: 138/1 * Graduates of collaborative Elec. Engr. Program with SU & UMCP	<p><b>Internal and External Review Summary:</b> The initial national review of the Engineering Program was conducted by the Engineering Accreditation Council of the Accreditation Board for Engineering and Technology Inc. (ABET), a specialized professional association in November 2012. The Program was nationally accredited and recognized with an official letter from ABET dated August 8, 2013. <b>The accreditation is effective October 1, 2011 through July 1, 2018.</b></p> <p>The self-study and review by ABET noted that although relatively young and small, the program benefits from an unusually enthusiastic and engaged Engineering Advisory Council that provides it with meaningful feedback and support. Also, the initial collaborative program provided strong foundation for the engineering program. There were a few areas that, while in compliance with the standards have the potential to be cited as a weakness if not addressed. Among these are: 1) documented processes for assessment and evaluation; and, 2) resources sufficient to attract and retain a well-qualified faculty.</p> <p><b>Action Plan:</b> To address the areas of concern, the department has: 1) collected assessment data for student outcomes to implement the continuous improvement process required by ABET, enhanced advising requiring meetings with an advisor prior to registration, and implemented a junior level degree audit; 2) reduced faculty teaching loads from 12 credits/semester to nine.</p>
Engineering Technology (B)	2009-10: 52/7 2010-11: 52/3 2011-12: 73/6 2012-13: 72/8 2013-14: 61/7	<p><b>Internal and External Review Summary:</b> The reviews identified areas of improvement that must be addressed for UMES to be successful in earning ETAC-ABET accreditation. The areas identified include: 1) each program concentration needs one additional faculty with industrial experience; 2) appropriate funding for faculty development; 3) a Laboratory Technician to assist in laboratories activities with the students; 4) expansion of subscriptions for engineering technology related publications in the library; 5) services to help students to find jobs upon graduation; 6) updating of laboratory teaching equipment; and, 7) consultant to assist the department chairperson and faculty with development of Assessment systems and Self-study.</p> <p>The external reviewer noted the following program strengths: 1) the dedication of the faculty to their students and the program in general as evidenced by how highly graduates spoke of the commitment of the faculty and their wealth of knowledge; 2) the energy of the chair was commented on by faculty and students about the commitment to the success of the students and advocacy for faculty and staff; and, 3) the administrative assistant was cited as a “true asset” to the department – proactive in serving the needs of students and providing support for the chair and the entire faculty, and contributing to the positive and collaborative work environment.</p> <p><b>Action Plan:</b> To address the identified needs to prepare for accreditation, the department has: 1) submitted a proposal to the Dean for additional full-time faculty; 2) developed a Strategic Plan for developing duties and responsibilities of the Industrial Advisory Board; 3) requested additional funds for faculty professional development; and, 4) prepared a request to update laboratory instructional equipment.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland Eastern Shore</b>		
PGA Golf Management Program (B)	2009-10: 12 2010-11: 24 2011-12: 9 2012-13: 10/7 2013-14: 14/12	<p><b>Internal and External Review Summary:</b> The PGA Evaluation Team convened on-site to conduct a two-day evaluation of the program consisting of: review of facilities, review of records and documents, interviews with key university administrators, PGA Golf Management University Program staff, faculty, and students. A written report outlining any problem areas or discrepancies to be corrected was then prepared and forwarded to the UMES President, key University Administration, and the Program Director. <b><i>The UMES PGA Golf Management Program was found to be in full compliance by The PGA of America on April 30, 2014.</i></b></p> <p>Among the identified strengths: 1) the UMES administration, including the President, Provost, Dean, and Department Chair are very knowledgeable and supportive of the PGA Golf Management Program; 2) the program has a very dedicated and committed staff and has the minimum staff required that meet the PGA Standards and Criteria; 3) staff and student involvement in conducting PGA of America Growth of the Game initiatives; and 4) UMES has an excellent PGA Golf Management Program Policies and Procedures Manual.</p> <p><b>Action Plan:</b> The Program Director will work closely with the UMES Executive Vice President, Institutional Advancement, Dean of the School of Business and Technology, Chair of the Department of Hospitality and Tourism Management, and Chair of the PGA Golf Management Advisory Committee to identify and secure funding for the recommended projects.</p> <p>The Program also recognizes the importance of the recommendations and the effect they will have on recruiting, retaining, and graduating students.</p>
<b>University of Maryland University College</b>		
Cybersecurity (M)	2010-11: 521 2011-12: 1178 2012-13: 1499/342	<p><b>Internal and External Review Summary:</b> Four primary findings were made by the reviewers who participated in the academic program review process: 1) The scope of <i>cyber security is increasing in relevance</i>. It is no longer just a highly specialized area; it is something that impacts almost every conceivable discipline. Preparing an expert cybersecurity workforce has become a national priority. Therein lays an opportunity to provide an expanded disciplinary-relevant degree program; 2) There is <i>increasing attention and demand from students, private industry, and government agencies</i>. The demand for graduates is still growing at an increasing rate. However, while a significant percentage of the students in the MS Cybersecurity program are already engaged in a job related to the field, have industry related certifications, and/or have a high level security clearance; a proportion of students do not have any background in cybersecurity or in information technology. Due to the open admission policy of UMUC this presents a significant challenge. It was agreed that an introductory level preparatory course would benefit student success and address higher than expected attrition rates. Moreover, the rising demand is prompting the creation of more opportunities for the cybersecurity program to partner with government and industry to address needed competencies for graduates; 3) The field of cybersecurity has also significantly expanded with <i>more domains to secure and more ways to attack</i>. This means more to teach and to learn. Today, attacks are extremely hard to detect; attackers are stealthier and more evasive. In response, the program must continue expanding beyond traditional areas like cryptography, and counter-ing sniffing and denial of service attacks. Cybersecurity education must also cover emerging areas such as cyber-physical attacks, the protection of heterogeneous systems and real-time security data analysis; and, 4) Academic pro-</p>
<i>Cybersecurity continued</i>		

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
<b>University of Maryland University College</b>		
		<p>grams are moving away from teaching purely the principles and theory of security to <i>focus more on the practices</i>.</p> <p>Recommendations include: 1) The existing UMUC program, while good, is limited in focus and can be developed further to help ensure technologically-skilled and cyber-savvy graduates with knowledge in current and emerging areas, who can serve as an effective pipeline of future employees; 2) The program also needs a more defined structure for aligning its goals and student outcomes with industry needs. A strategy for success is to align the program with the NICE (National Initiative for Cybersecurity Education) initiative. 3) In order to attract more students and in a wider scope of career-relevant fields, more case studies and topics in other domains need to be included in the curriculum. 4) It is recommended that a foundations course precede CSEC 610: Cyberspace and Cybersecurity, for those students who do not have an appropriate technical background.</p> <p><b>Action Plan:</b> CSEC program administrators 1) are redesigning the curriculum within a competency-based education (CBE) structure that is in concert with the revised NICE framework of May 2014. Discussions, lab activities, individual paper assignments, team projects, and exams in the courses will be improved to more adequately address the most current knowledge, skills and abilities expected in the cybersecurity domain; 2) will develop initial learning goals and competencies inclusive of an expanded career focus during the CBE redesign process. Working with government and industry, program administrators will develop mini-internships for students. A series of weekend, evenings, or several weeks of internship might be feasible; and some students could potentially find an internship with their existing employer; 3) will complete development of a foundations course for those students who do not have a technical background or prior coursework in information technology or cybersecurity. This course will be centered on preparing newly admitted graduate students to think more broadly about cybersecurity and the challenges of protecting systems for industry, defense, and the public sector.</p>
Cybersecurity Policy (M)	2010-11: 93 2011-12: 172/12 2012-13: 241/70	<p><b>Internal and External Review Summary:</b> The MS in Cybersecurity Policy meets critical workforce needs. It was developed at a crucial time to meet the needs for increasing the pool of cybersecurity professionals to combat rising crime in cyberspace. After four years, the course content, assignments, discussions and activities are still relevant and provide students with competencies they need for success in the public and private sectors. However, it is incumbent that the program move beyond its current focus to areas that prepare students to make cyber policy impacts on expanded industry sectors and in other disciplines like law, economics, finance, human resources and healthcare administration. Recent reports indicate that 90% of cybersecurity professionals are needed beyond the government sector.</p> <p>While billions of dollars are being spent on new systems to secure the U.S. government in cyberspace, it is the people with the right knowledge, skills, and abilities who will determine success. However, as was found through program review research, there is neither an adequately established Federal cybersecurity policy career field, nor enough cybersecurity policy experts within the Federal Government or private sector to carry out national cyber security policy initiatives. The existing UMUC program, while good, is limited in focus and can be developed further to help ensure graduates with knowledge in current and emerging areas.</p>
<i>Cybersecurity Policy con-</i>		

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
<b>University of Maryland University College</b>		
<i>tinued</i>		<p>A current need is to update learning objects and assignments. The vendor modules that were developed for the launch of the Cybersecurity Policy program are now out of date and unwieldy. They are also in Adobe Flash, which is no longer supported on mobile devices. The recommendation is to split the modules up into smaller learning objects, which could enhance students' learning and understanding of the material. Additionally, during the review it was noted that the assignments in the courses are mainly writing assignments. Student feedback has often noted this fact and more hands-on graded activities are needed.</p> <p><b>Action Plan:</b> Program administrators: 1) are in the process of redesigning the curriculum within a competency-based education (CBE) structure that is in concert with the revised NICE framework of May 2014; 2) will revise Cybersecurity Policy courses to include a greater private sector component; 3) are in the process of reviewing and updating the vendor developed modules; and are reorganizing them into smaller learning objects; and 4) will create a better balance of writing assignments and hands-on learning demonstrations by incorporating cybersecurity-related tools into the courses in the areas of privacy, digital rights management, piracy, hacker motivation, and policy development. The courses will then be migrated to a Virtual Desktop and Application (VDA) environment.</p>
Distance Education and E-Learning (M)	2008-09: 148/20 2009-10: 161/33 2010-11: 166/23 2011-12: 168/16 2012-13: 176/22	<p><b>Internal and External Review Summary:</b> The Master of Distance Education &amp; E-learning program is well aligned with UMUC's mission and The Graduate School's vision of educational excellence. It benefits from and contributes to UMUC's reputation in online education, and brings international visibility through a high-quality program. The program, learner, and faculty support provided by units through the University have helped to sustain the program. The partnership with Carl von Ossietzky University Oldenburg is a critical differentiator of the program in an increasingly competitive market. It enables a unique educational experience that prepares distance education and e-learning professionals for leadership in the field, nationally and internationally.</p> <p>The program has shown recovery in terms of enrollments since the decline in 2009, but needs to grow in order to remain viable. The changing e-learning landscape and the emergence of a large number of competitors are both a challenge and an opportunity for the program towards enhancement and reaffirmation of its identity. A competency-based redesign effort under way throughout the Graduate School is fertile ground to polish the focus of the program and better align its goals to the needs of the job market. The recommendations and associated action plan define a feasible path for the program to move forward on solid ground and continue to be an emblem of quality in the area of distance learning.</p> <p><b>Action Plan:</b> 1) <i>Program focus and market needs</i> - Through the competency-based education (CBE) redesign initiative already underway, the MDE will develop a new programmatic competency framework that clearly focuses on leadership, management and administration of distance learning and e-learning. The framework will provide a multidisciplinary approach to the field, including competencies in the following areas: distance education history &amp; theories, management &amp; organizational issues in DE, pedagogy, technologies, curriculum design &amp; development, learner &amp; faculty support, business &amp; entrepreneurship, leadership, program evaluation &amp; quality assurance, and practitioner research. The partnership with OUL will also be better showcased and strengthened since it is an important highlight</p>
<i>Distance Education and E-Learning continued</i>		

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
<b>University of Maryland University College</b>		
		<p>currently face challenges with online technology, such as the learning platform, format and software, and adequate training for faculty.</p> <p><b>Action Plan:</b> 1) To “close the loop” on past assessments, program administrators will reexamine past assessment data to see if it provides any relevant information and will work to develop new program assessments building on past results. In addition, the revised program outcomes created from the curriculum redesign in 2010-2011 will be reviewed with the goal of creating assessments that are clear, feasible, and manageable. 2) In consultation with relevant stakeholders in the Undergraduate School, the history program will develop a plan to reevaluate the entire program including program outcomes and course inventory during AY 2014-15. The goal will be to reevaluate the degree path for history majors, review history courses that also serve as GERs, and determine which courses are necessary to achieve the program outcomes. This review may result in recommendations to deactivate courses that are not essential to the degree plan, merging courses that have significant overlap, or changing distribution requirements within the major. Streamlining the program will also address one the external reviewer’s recommendations and create the conditions for improved quality control across remaining courses. 3) During AY 2014-15 the history program will review and develop teaching resources that will enhance Open Electronic Resources in a select list of ten history courses, chosen because of the central role they play in the major and as GER courses. This process may include revising and/or developing new course modules or creating alternative teaching resources. Overall, it is expected that all of these enhancements will provide a more fruitful learning and teaching experience for students and faculty alike. 4) The program director proposes to reestablish a History Advisory Panel composed of alumni of the program and outside experts in the historical profession. The goal of the panel will be to meet periodically on a semi-annual basis to receive a report from the director and to provide advice and assistance on how the program can better accomplish its mission and goals.</p>
Humanities (B)	2008-09: 511/67 2009-10: 576/66 2010-11: 570/68 2011-12: 541/82 2012-13: 492/70	<p><b>Internal and External Review Summary:</b> Among the program strengths cited in the review: 1) The long-standing existence of the online Humanities degree program, especially at a public institution offers a stable and known brand. 2) The flexibility of the UMUC online degree appeals students who are older, who work, who are in the military, who have families, and who are otherwise “non-traditional.” 3) The degree provides graduates with the skills employers find most valuable yet most lacking in employees. 4) The proactive integration of support services from the Effective Writing Center, which has various in-class and out-of-class programs designed to improve the writing skills of humanities students, and from the Library system, which has a variety of online tools to help students navigate library resources, as well as the ongoing goal of bringing all class resources into the digital age with completely online resources. 5) In terms of the curriculum itself, the program has a strong breadth of courses for the degree requirement.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland University College</b>		
<i>Humanities continued</i>		<p>Opportunities for improvement include: 1) The structure of the program could be improved by aiming for more coherence and a stronger identity. 2) Better communication between the administration and the faculty could help to create more program coherence and stability.</p> <p><b>Action Plan:</b> 1) <i>Restructure the Humanities Major</i> - Two very different options for restructuring include creating one or more areas of concentration within the major or simplifying and streamlining the existing program to clarify the student's progress through the program. A third option is to fine-tune the program as it currently stands and mold a professional inflection into the requirements. Also to be considered is the creation of an additional HUMN course focusing upon the intersection of the Humanities and contemporary professional life in the United States. These efforts would address the concern raised by the lack of specific job qualifications earned by Humanities students and would provide graduates with skills, insights, and abilities more immediately applicable to the non-academic professional world. 2) <i>Revise the Program-Level Student Learning Outcomes</i> - The program is currently in the midst of deconstructing course outcomes to break them down into their constituent core competencies. As we work through the revision of courses outcomes and subsequent competencies, we will be in a better position to revisit, appraise, and adjust the program outcomes. This process will support the actions being taken under Recommendation #1 above, to revise the structure of the program.</p>
Human Resource Management (B)	2008-09: 1189/117 2009-10: 1395/155 2010-11: 1413/166 2011-12: 1463/204 2012-13: 1497/226	<p><b>Internal and External Review Summary:</b> Among the program strengths cited in the review: 1) The program's intentional approach to the identification and integration of program-based outcomes and competencies. 2) Faculty in the program indicated ways in which they modified their teaching approach to meet the unique needs of the students, forming a unique connection with students. Despite the large size of the program, faculty are clearly engaged. 3) The program is making intentional efforts to engage and train faculty and provides mentors through their first semester of teaching. The faculty are provided with an extensive array of resources to support their teaching and engagement with students. Faculty teaching guides are comprehensive and in addition, library resources provided within courses engage not only students but also faculty with materials to supplement their course and student learning 4) The program as a strong relationship with the Society of Human Resource Management (SHRM), which not only serves to strengthen students' exposure to the most current body of knowledge, but also positions students in leadership among their peers. The alignment with SHRM certification examinations also is an asset to the program that places it ahead of its competition. 5) The movement toward open educational resources in lieu of printed textbooks is a great benefit to the students and the curriculum.</p> <p>Opportunities for improvement include: 1) Although it is a trend to hire an increasing number of adjunct faculty at colleges and universities, full-time faculty are needed to play a role in maintaining and advancing the quality of the program. Full-time faculty are needed to maintain continuity, ensure evolution of courses, and provide curriculum leadership. 2) One of the strengths of UMUCs program is its reputation and affiliation with a strong state institution. However, as many for-profit and private institutions are gaining prominence and legitimacy, the program should be sure to benchmark itself against a wider range of institutions in order to maintain a competitive advantage.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland University College</b>		
<i>Human Resource Management continued</i>		<p><b>Action Plan:</b> 1) Continued and increased activity in associations such as SHRM and NAAHR to continue to foster relationship, strengthen the curriculum, and increase the pool of faculty applicants. 2) Strengthen the curriculum by: a. review of learning activities in HRMN 302, 367 and 400 to determine rigor of assignments, b. review and redesign of HRMN 408, c. examine feasibility and design of a new course focused on HRIS, possibly in conjunction with Performance Management, d. incorporation of development of E-portfolios into the curriculum. 3) Develop external benchmarks for program quality and measures of program success.</p>
International Management (M)	2008-09: 229/47 2009-10: 253/63 2010-11: 225/58 2011-12: 242/60 2012-13: 224/45	<p><b>Internal and External Review Summary:</b> UMUC's Master of International Management (MIM) degree program is at a crossroads. Despite a stable and well-respected faculty and a solid academic program that is appreciated by students, the MIM has become "out of fashion" nationally as a stand-alone academic degree. International content has been increasingly incorporated into and repackaged as other degrees by UMUC's competitors. As the trend has continued in other schools to incorporate international content under a variety of labels, enrollments in UMUC's MIM have become essentially flat.</p> <p>As part of its mission and as Maryland's global university, however, UMUC should continue to educate its students about how to manage in an increasingly global economy. Thus UMUC faces a challenge: how best to retain and reposition its valuable graduate-level international content. Therefore, several options need to be addressed:</p> <ol style="list-style-type: none"> <li>1. Should the MIM continue under a new degree title with one or more of its four track specializations?</li> <li>2. Should one or more of the MIM specializations be repositioned under a general management degree?</li> <li>3. Should the content be embedded across degree programs or as a post-degree certificate program?</li> <li>4. Should the solution be some combination of the above?</li> </ol> <p>The MIM program was ahead of its time when it was created, but it is time to recognize new realities and labels. This academic program review process highlighted the dilemma of what to do with international content. That will be addressed in the coming months after a thorough review of the options.</p> <p>Recommendations include: 1) Due to significant changes in the orientation to teaching international business and management education at the graduate level, <b><i>the Master of International Management degree program is scheduled for phase-out beginning Summer 2015.</i></b> Program administrators need to develop a plan to close the program and teach-out current students. 2) Given that international management curriculum is at a crossroads, a proposal needs to be developed for the Dean of the Graduate School about how best to position international management content within the evolving graduate curriculum portfolio.</p> <p><b>Action Plan:</b> 1) For Summer 2015 implementation, the program director will file a "teach-out" plan with UMUC administration that explains the impact of discontinuing the program on current students, specifies State reporting requirements and deadlines to be met, removes degree information from the school catalog and online sources, provides for appropriate notifications to faculty and students, and assists students in determining whether to complete the MIM or transfer to another degree program. 2) By the end of December 2014, the program director will complete an exploration and make a recommendation to the Graduate Dean about how best to position international man-</p>

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland University College</b>		
<i>International Management continued</i>		<p>agement content. This will require the director to:</p> <ol style="list-style-type: none"> <li>1. Research current trends in international business and management education; particularly identifying the scope and direction that benchmark programs have taken in terms of degrees, content, and work-force orientation.</li> <li>2. Based on benchmark findings, and working in concert with industry professionals, identify and articulate a set of competencies and potential learning experiences that would establish a curriculum to prepare graduates for work in the international professions.</li> <li>3. Meet with graduate school department managers to determine how these competencies and learning experiences could be delivered within the Graduate School's curriculum portfolio. This may include one or more of the following: <ul style="list-style-type: none"> <li>• Envisioning a new stand-alone Master's program consisting of 30-36 credits and including a foundational graduate experience,</li> <li>• Embedding international management or business topics into the mainstream of degree programs,</li> <li>• Creating a certificate that students may take after completing a Master's degree,</li> <li>• Determining whether specializations should continue in relationship to a general management degree,</li> <li>• Determining that international management should not be part of the UMUC portfolio.</li> </ul> </li> <li>4. Make a recommendation to the Dean for approval by December 2014.</li> <li>5. Proceed on the approved recommendation in 2015.</li> </ol>
Legal Studies (B)	2008-09: 768/104 2009-10: 738/116 2010-11: 755/99 2011-12: 732/152 2012-13: 550/110	<p><b>Internal and External Review Summary:</b> Legal Studies is a viable career option. The BLS reports that, "employment of paralegals and legal assistants is projected to grow 17 percent from 2012 to 2022, faster than the average for all occupations." However, the program has experienced enrollment declines over the 5 years covered by the APR.</p> <p>Opportunities for improvement include: 1) The curricular choices to complete the major are complicated and restrict elective choices. A capstone course is not available. 2) Non-traditional opportunities for internships are lacking. 3) The Legal Studies minor is a general one rather than a targeted minor for particular interests. 4) The learning outcomes assessment program could be strengthened to provide more usable data. 5) The academic rigor of the program could be enhanced.</p> <p><b>Action Plan:</b> 1) Target outreach to community colleges that have paralegal programs in order to enhance transfer opportunities for students with the goal of strengthening enrollments. 2) Work with not-for-profit legal organizations to develop internships for non-traditional students. 3) Revise the requirements for the Legal Studies major with a view to simplification of the curriculum choices. 4) Develop a capstone course. 5) Develop an interdisciplinary minor focused on law for business. 6) Develop an assessment plan that looks at competencies in the core courses and then in the capstone course. 7) Develop and use focused rubrics for each assessment in the courses.</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland University College</b>		
Management (D)	2008-09: 207/30 2009-10: 275/41 2010-11: 319/56 2011-12: 281/48 2012-13: 241/80	<p><b>Internal and External Review Summary:</b> UMUC's Doctor of Management program has two relatively unique specializations: Doctor of Management in Community College Policy &amp; Administration (DMCCPA) and Doctor of Management (DM). From a content point of view, this is an excellent program that well serves a segment of the market for adult learners, who are interested in advancing their careers by more exposure to a combination of high academic rigor and practical experience. As it now stands, the DMCCPA program in particular is well positioned both in content and delivery to address the increasing demand for executive and administrative leaders in community colleges, although there is a need to expand enrollment perhaps through geographically distributed residency modules and differentiated pricing within the DM program as a whole.</p> <p>There is concern for the financial sustainability of these two programs, especially given the trend of adult students having to pay their own way due to the continued national direction of corporations not to pay for degree programs. A more global agenda, with increased emphasis on innovation, technology, industry specific domain content and the cultural aspects of working in a global workplace, will make the program more relevant and attractive to the corporate/business community. Further, an investment in repositioning and rebranding the program, to underscore the distinctive strengths it offers, will enable the University to broaden the appeal of the program and improve its pricing power in the market.</p> <p>The curriculum path forward consists of a central focus for both specializations, while maintaining each specialization as a separate track. The central focus for all students will be achieved through the DM program's present and ongoing development, employing competency-based education (CBE) as the learning model. The DM program has developed six learning goals applicable to any doctoral specialization. Within those six learning goals are dozens of linked competencies and descriptors. For the specialized focus in the DMCCPA program, program directors are developing additional learning goals, competencies, and descriptors intimately connected to the outcomes for senior community college leaders as outlined by the American Association of Community Colleges.</p> <p>Within the redesigned program, student assessment will take place through learning demonstrations that are being developed over the next 12-18 months. The doctoral faculty will develop learning demonstrations connected to the competencies in each specialization. Further, the DM program directors are developing a focused identity of the scholar-practitioner graduate that will be a hallmark of the CBE oriented degree.</p> <p><b>Action Plan:</b> 1) The Competency Based Education (CBE) program redesign initiative, which is presently underway, has set in motion a plan to gather data on learning outcomes. The DM program has already developed six learning goals, each having detailed competencies and descriptors, and is now developing learning demonstrations for each learning goal. Program directors will next align these learning demonstrations with Bloom's Taxonomy and set them into a three-stage framework, by which students may demonstrate increasing levels of competency as they move through the three phases of the doctoral program. Data on student success in meeting learning goals through demonstrations will be collected each semester once the CBE is implemented and will be regularly analyzed for the purpose of pro-</p>

Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland University College</b>		
<i>Management continued</i>		<p>gram improvement. This initiative will be assessed annually to determine the success in garnering relevant data on doctoral student learning outcomes. 2) The program administrators will collect data from program alumni in order to identify the scholar-practitioner competencies and skills exhibited by graduates of our two doctoral specializations. These internal data will then be correlated with external data collected from alumni of the Executive Doctor of Business Administration Council (EDBAC) member universities. EDBAC data are being jointly collected by the UMUC Chair of the doctoral programs and members of the alumni association of EDBAC. Data are being collected over the next three months and preliminary results will be presented at the Engaged Management Scholarship conference in September 2014. Once the data are gathered and correlated, program administrators will work with the Dean of The Graduate School and plan how to best utilize UMUC's marketing and communication knowledge and resources to develop the repositioning and rebranding of the doctoral program. Meetings to discuss findings and to focus on repositioning/rebranding initiatives for the doctoral program will take place during October and November 2014. Progress in completing this action plan and success in closing the positioning and branding gap will be assessed annually. 3) The DMCCPA program is already in the exploratory phase towards the start of its first out-of-state cohort and hosting of residencies for the DMCCPA program in the Chicago, Illinois area. Program administrators have begun to investigate the Request for Proposal (RFP) process for a community college in the Midwest that could host residencies and provide a cohort stream for DMCCPA. This investigation process includes meeting with the Dean of The Graduate School to determine the viability of residencies outside of Maryland. Progress in completing this action plan and success in closing the application and enrollment gap for DMCCPA will be assessed annually.</p>
Marketing (B)	2008-09: 422/50 2009-10: 417/50 2010-11: 461/60 2011-12: 447/69 2012-13: 435/64	<p><b>Internal and External Review Summary:</b> The job market for marketing graduates is buoyant. U.S. Bureau of Labor Statistics (USBLS), projects 18% growth for the common marketing occupations between 2012 and 2022 versus an average of 11% for all occupations. Within the marketing field, the USBLS projects demand for market researchers is to grow rapidly at 32% between 2012 and 2022. At the other extreme, the demands for advertising and promotion positions are projected to grow only 7%. According to a UMUC Burning Glass Analysis of job listings in January 2014, 75% of the listings specified a Bachelor's degree as a qualification for a marketing position while only 20% called for a Master's degree. This indicates that UMUC's bachelor's degree is relevant for our students.</p> <p>Program strengths include: 1) The program requires students to demonstrate a comprehensive knowledge of marketing in the capstone course. 2) The classes make efficient use of technology. 3) The teaching guides and detailed rubrics are of benefit to the faculty and students.</p> <p>Opportunities for improvement include: 1) More classes could make use of the latest technology options such as unique course material that could be streamed on demand, including videos, blogs, and podcasts. 2) The program could differentiate itself by extending the depth and breadth of its offering via the following actions: add a course in marketing metrics, increase the marketing course requirement from 21 credit to 27 credits, create a common, core collection of marketing courses for all majors and then offer different tracks in the form of different elective courses that students can use to complete the major, make MRKT 454 Global Marketing a required course. 3) The program should define benchmarks for retention and graduation rates and develop other metrics to manage for quality.</p>

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Program (Degree)	Enrollment/Degrees	Review & Action Plan
<b>University of Maryland University College</b>		
<i>Marketing continued</i>		<p><b>Action Plan:</b> 1) Develop an Advisory Board. 2) Restructure the Marketing major by adding more marketing courses that will enhance students' preparation and make them more attractive to potential employers by giving them a broader grounding in the key marketing subjects. 3) Develop a Marketing Informatics course. 4) Revise the curriculum to incorporate a required course in global marketing all of our students are introduced to the basics of marketing in the international environment. 5) Build faculty expertise where needed to help insure that the UMUC marketing program can give students training in the latest marketing techniques. 6) The marketing assessment program will be made more robust to insure that student performance is tracking to the course outcomes and/or to identify necessary changes. The program will develop external benchmarks and robust metrics for continual monitoring of program effectiveness and quality.</p>