Part II – Departmental Information and Analysis

The following questions address issues that typically cut across programs and affect the entire department. Some items are noted as appropriate for graduate (Grad) or undergraduate (UG) programs and students. Please respond to those questions that are appropriate for your department.

1. Curriculum

a. General Education and service courses

(1) What are the student learning outcomes for the General Education courses offered in your department and how do these contribute to the university-wide student learning outcomes and outcomes of the General Education Program? (If desired, Matrix 2 on page 30 can be used to organize this information.) Describe how these outcomes are assessed, what has been learned through assessment and what impact, if any, the assessment results have had on these courses.

(2) Does your department offer service courses for other programs? If so, what are the student learning outcomes for those courses and how are they assessed? What has been learned through assessment and what impact has this had on these courses?

b. Interdisciplinary courses and other curricular collaborations

Do you share courses, faculty, or other resources with other departments (e.g., cross-listed courses, team taught courses, interdisciplinary programs, etc.)? If so, briefly describe these connections and the impact on your department and programs.

c. Minors

Briefly describe any minors offered in your department. What are the student learning outcomes for each minor and how are these assessed? What has been learned through assessment and what impact has this had on the minor?

d. Specific Curricular Issues

Does your department support student learning in the areas listed below? If so, cite examples and comment on the effectiveness of these efforts and any differences between graduate and undergraduate programs, if relevant.

(1) Research experience. Is it an integral part of the program?
(2) Information literacy skills, i.e., the ability to locate, evaluate, and use information, including the ability to use library and other information resources and services.

(3) Information technology skills.

(4) Application of learning through internships, practicum experiences, etc.

(5) Understanding of diversity as it applies to this discipline.

2. **Students**

   a. **Other students served by your Department**

      (1) How many minors are served by your department and do you expect this to change in next several years? If so, how?

      (2) Comment on enrollment trends over the past five years in courses serving primarily students outside your program and whether you expect changes in these trends. (Append relevant tables from the Statistical Packet or insert tables into the text).

   b. **Support services for students**

      Briefly describe the support services offered and comment on their effectiveness for undergraduate and, if appropriate, graduate students. Consider, for example:

      (1) Advisement and mentoring

      (2) Out-of-class contact with faculty

      (3) Professional organizations and clubs

      (4) Orientation

      (5) Academic support services (tutoring, writing center, Science Enrichment Center, etc.)

      (6) Special learning opportunities for high achieving students.

      (7) Career guidance

      (8) Other
3. **Faculty**

a. **Number of faculty and their characteristics**

(1) Append (or insert into the text) the relevant tables from the Statistical Information Packet provided by IR&A. Comment on trends over the past five years, and whether you expect changes in these trends.
- Number of full-time, part-time and adjunct faculty
- Of full-time faculty, the number who are tenured, on tenure track, or on temporary appointment
- Distribution of full-time faculty by rank
- Academic credentials of full-time faculty
- Gender and ethnicity of full-time faculty and adjuncts

(2) To what extent does the program depend upon adjunct faculty, half-time faculty or faculty from other programs? How does this affect the quality of instruction? How does the Department assure quality? Through hiring procedures? Orientation activities?

(3) Attach current curriculum vitae for faculty in your department and provide a brief profile of each faculty member, including: graduate degrees, institutions from which degrees were granted and the date, and specific areas of expertise.

(4) Is faculty sufficient in number, academic credentials, and areas of expertise to ensure that:
- Required courses at both the graduate and undergraduate levels can be offered on a regular basis?
- Specialists are available in important fields that are within the scope of your graduate and undergraduate programs?
- General Education responsibilities can be covered?
- Other service responsibilities of the Department can be covered?
- Appropriate levels of advisement and mentoring can be offered to both undergraduate and graduate students?

(5) Comment on recent faculty searches and the ability of your department to attract faculty with appropriate credentials and expertise.

b. **Faculty accomplishments and reputation**

Drawing from faculty CV’s, and recent faculty and department year-end reports, briefly describe and comment on faculty accomplishments in the following areas.

(1) Research, Scholarship and Creative Expression. If appropriate, append statistical summaries of Faculty Achievements in this area from recent Year-End Reports.
(2) Teaching and program/course development

(3) Grant and other fundraising accomplishments

(4) Fellowships, honors and other awards

(5) Active participation in professional organizations and other areas of accomplishment

(6) Service within and external to the University

c. **Faculty Development**

Briefly describe the opportunities available within your department, college and the university to support the continued growth and development of your faculty. Comment on the number of faculty who take advantage of these opportunities and whether the opportunities are sufficient and appropriate.

4. **Pedagogy/Teaching**

a. What is the average class size for different types of courses? Does this influence teaching methods? If so, how? Give specific examples.

b. Briefly describe the types of teaching strategies used in courses in your department. Comment on the effectiveness of these strategies and changes that might enhance teaching and learning.

c. What opportunities are available for faculty to improve their teaching?

d. What efforts are made to create a learning environment conducive to learning by students from diverse backgrounds?

e. What incentives, support, training, or opportunities are provided to encourage faculty to use active and collaborative learning in class?

f. Is technology integrated into the curriculum? Provide examples.

5. **Library**

In responding to the following questions, refer to the Statistical Summary Characterizing Library Holdings and Services prepared for your department by the Library. (See p. 35 for an outline of the information that will be provided.)
a. Comment on the extent to which Library services and resources adequately support your programs and concentrations at the undergraduate level and, if appropriate, at the graduate level.

b. Given the Library’s primary collection emphasis on curriculum, to what extent do Library resources and services support the research and scholarship needs of your faculty?

c. How are your department’s needs communicated to the Library and how can this process be improved?

d. What Library resources or services beyond those currently available are needed to develop and maintain excellence?

6. **Community Service**

What services does your department offer to the community?

a. How do these services relate to department mission and goals?

b. What is the impact of these services on the community? Your programs? The University? Do the benefits justify the allocation of resources?

7. **Support Staff, Facilities and Equipment**

a. Have resources in the following areas been sufficient to develop and maintain excellence? Consider support staff, computers and other equipment, travel, supplies, facilities (classrooms, offices, labs, etc.).

b. To what extent are resources shared with other departments or programs? How might this be expanded to the benefit of all?