

Template for Departmental Report for Northwest Commission on Colleges and Universities Self Study (The most critical information is in *Italic*)

Standard One: Mission and Goals, Planning and Effectiveness

Mission and Goals

Mission. Report the department's mission statement and describe any changes made to it in the last three years.

Consonance of Department Mission with University Mission. Describe how the university and college missions guide the activities and plans of the department or program.

Departmental Goals and Objectives. List and briefly describe the department's current goals and objectives for the next three years.

Planning and Effectiveness

Planning Process. Describe the department's planning process and the strategies used in evaluating the activities of the department. Include, where applicable, the following:

- Annual department planning retreats

- Planning and evaluation as part of normal department meetings

- Program Reviews

- Planning within the college or school

Uses of Evidence of Student Learning. Explain how evidence of student learning is used to inform your planning decisions. Discuss, where applicable:

- Analysis of student surveys*

- Analysis of evidence of student learning*

- Standardized or licensed-based testing*

Goal Attainment. Reflect on the department's overall effectiveness in reaching its goals.

Program Reviews. List the primary recommendations from the last program review.

Describe implementation of recommendations, and if not implemented, describe why.

Accomplishments. Summarize, in no more than a page, up to ten of the primary accomplishments of the department in the last three years.

Standard Two: Educational Program and Its Effectiveness

Consonance of Academic Program with University Mission. In a brief paragraph, describe how the department's academic programs are compatible with the university's mission.

Curriculum Design. For each program offered by the department, comment on the current curriculum design. How does the curriculum meet the criteria of coherence, breadth, depth, effective sequencing of courses, and synthesis of student learning?

Curriculum Currency. Describe how the department ensures the currency of the curriculum by appealing to disciplinary standards, employer needs, graduate school expectations, or professional standards. Where relevant, refer to data from assessment programs, surveys of graduating seniors and alumni, internship or employer surveys, employment or graduate program acceptance rates, and other relevant measures that demonstrate the currency of the curriculum.

Curriculum development. Describe the manner in which faculty members are involved in the initiation, development, and improvement of the department's curriculum.

Instructional Effectiveness. Describe the departmental activities designed to review and improve instructional effectiveness.

Evidence of General Education and Departmental Student Learning. For each general education and/or departmental student learning objective covered within the department's curricula, describe the methods used to collect evidence of student learning.

Describe how the department's evidence of student learning results are communicated to department faculty, to university administrators, and to other constituents.

Describe the manner in which faculty and relevant administrators review and respond to evidence of student learning.

Graduate Programs. For each graduate program:

Describe the mission and goals of the graduate program and how they are consistent with the mission and goals of the department, college, and university.

Describe qualities that differentiate the graduate program(s) from the department's undergraduate program(s).

Distance Education. Describe the degree to which distance education technology, including interactive video and web-based courses, is used for instruction, in support of departmental programs.

List all courses taught by distance education in the past three years including enrollment data.

Reflect on the effectiveness of distance education relative to face-to-face instructional procedures.

Off-Campus and Special Programs. Describe how the department ensures that the student's learning experience at WSU centers is close to the main campus as possible. Comment on faculty expertise and access to faculty, advisement, learning standards, learning resources, academic standards, and student outcomes.

Standard Three: Students

Departmental Advising. Describe departmental policies and advising services for students. How are advisors informed and prepared for their duties? Provide copies of student handbooks and other advisory literature.

Transfer Credit. Briefly describe how the department determines if a course from another institution that is not part of an articulation agreement is acceptable for transfer credit.

Student Recruitment. Describe how the department recruits students through internal and external publicity. Include publications, reference web content, etc. If the department's programs are accredited by a professional association or approved by the state,

Academic Remediation. Describe how students are guided to remedial and support services.

Student Services. Describe student services offered through the department including any clubs or organizations that are sponsored by the department.

Student Accomplishments. Describe notable student accomplishments over the past three years.

Student Retention. Describe how the department works with student services to increase student retention.

Student Placement. Describe departmental career placement services or efforts to coordinate with university placement services.

Effectiveness of Departmental Student Services. Reflect on the general effectiveness of the department's student programs and services.

Standard Four: Faculty

Faculty Staffing. Describe the department's faculty staffing plan including how the department reviews and assesses its ratio of full-time to part-time faculty. Include current ratio of full-time to part-time faculty.

Indicate by year for the next five years any know or predicted staffing needs related to program sustainability, expansion, or modification as related to department goals.

What, if any, staffing difficulties may the department face in the next five years in order to continue providing the current level of service?

List full-time faculty who have left the university's employment in the past five years and their stated reason for departure.

Faculty Preparation. Reflect on the overall adequacy and preparation of faculty as well as the appropriateness of the percentages of tenured, tenure-track, full-time non-tenure track, and part-time faculty.

Provide current faculty vitae.

Faculty Development. Describe the department's development activities that maintain or enhance the competence and vitality of faculty. Particularly address development activities intended to remedy deficiencies identified through evaluation. Include activities that promote improvements in instruction, scholarship, and service.

Faculty Retention and Promotion. Describe the departmental policies and procedures by which faculty, both full-time and part-time, are evaluated for retention, promotion and tenure.

Balance of Teaching, Service and Scholarship. Comment on the balance of teaching, scholarship and service responsibilities of the department's faculty. What are the implications of that balance in terms of department goals?

Evidence of Effectiveness of Instruction. What evidence is used by the department to make decisions regarding the effectiveness of instruction?

What other evidence would be helpful and what would enable you to access it?

Faculty Accomplishments. Describe faculty accomplishments for the past year. Include a summary of the most significant artistic creations, scholarly activities, and research by faculty for each of the past five years.

Standard Five: Library and Information Resources

Adequacy of Information Resources. Describe the adequacy and accessibility of the department's library holdings and online information resources. If the department offers programs in multiple locations, describe access to information resources for each location.

Describe the adequacy and accessibility of library acquisitions related to department course work and faculty research.

Use of information Technology. Describe the library and information technologies that faculty regularly and actively use in their teaching.

Faculty Planning of Information Resources. Describe how faculty participate in the planning and development of library and information resources and services.

Departmental Information Resource. If the department maintains its own library of books, journals, or similar material, please describe the holdings and how they are used.

Standard Six: Governance

Departmental Governance. Describe the department's governance system and provide an organizational chart for department including committee assignments.

Faculty Involvement in Institutional Governance. Describe how faculty members are involved in institutional governance, planning, budgeting, and policy development.

Reflect on the adequacy of the faculty's involvement in university governance.

Standard Seven: Finance

Adequacy of teaching and Scholarly Resources. Describe the adequacy of the teaching, scholarly, and service resources available to the department in meeting its goals.

Departmental Fundraising. Describe departmental fundraising activities.

Standard Eight: Physical Resources

Comment on the adequacy of the following resources available to the department in performing its mission. If the department offers programs in multiple locations, describe the adequacy at each location.

Physical facilities and furnishings.

Equipment, including laboratory equipment.

Instructional and research technology.

Faculty Involvement in Resource Planning. Describe faculty and staff involvement in planning the department's facilities.

Standard Nine: Integrity

Ethical Standards. If the department or its programs have statements of professional ethics, provide copies. Include ethical standards of professional organizations the department conforms to.

Integrity Policies. Describe how the department evaluates and revises its policies related to integrity (if applicable).