DEPARTMENT

COLLEGE

University of Massachusetts Lowell

Programs

Academic Quality Assessment and Development

Self-Assessment Report

Semester, Year

Revised Feb.2017
AQAD Self-Assessment Report

I. Introduction
   I.A Introduction to the Department and its Programs
   I.B Progress since last AQAD review
   I.C Summary of Programs and Review Status
   I.D Program Enrollments and Graduation Rates

II. Core Criteria and Related Questions

   II.A. Alignment of Departmental Activities with Campus Mission and Strategic Priorities
      II.A.1. Mission and Strategic Plan of the University
      II.A.2. Mission of the College
      II.A.3. Mission of the Department and its Programs
               II.A.3.a. Strategic Alignment to University Mission
               II.A.3.b. Program Objectives – by programs offered
   II.B. Evidence of Rigorous, Relevant, Current, and Coherent Curriculum
      II.B.1. Curriculum Determination and Relevance to Discipline
      II.B.2. Internal and External Review Measures for Ensuring Relevance of Curriculum
      II.B.3. Structure of Curriculum
               II.B.3.a. Undergraduate Programs
               II.B.3.b. Graduate Programs
               II.B.3.c. Accelerated BS/MS Program
               II.B.3.d. Graduate Certificate Programs
      II.B.4. Curriculum Alignment with Current Industry Needs
      II.B.5. Curriculum contributions to general knowledge, critical thinking and cognitive skills
   II.C. Faculty Quality and Productivity
      II.C.1. Research and Publications
      II.C.2. Grants and Contracts
      II.C.3. Service to the Profession and University
      II.C.4. Professional Development Opportunities
      II.C.5. Service to the Community
   II.D. Facilitation of Student Success
      II.D.1. Program Learning Outcomes
      II.D.2. Analysis of Student Learning Outcomes Assessments
      II.D.3. Evaluation of Post-Graduate Success
   II.E. Resource Allocation
      II.E.1. Allocation of Human Resources
      II.E.2. Allocation of Material Resources

III. Strategic Planning: Future Goals & Specific Objectives

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Report and Recommendations from External Review Team

PART I: AQAD EXTERNAL REVIEW TEAM EVALUATION REPORT

1. Does the department ensure that their goals and objectives are linked to the campus mission and strategic priorities?

2. Does the department evaluate their purpose and planning in light of the campus mission and strategic priorities? Evaluate how the department has addressed the following questions:
   a. What is the department's mission and is it clearly aligned with the campus mission and direction?
   b. How does the department's mission relate to curriculum; enrollments; faculty teaching, research/professional/creative activity and outreach? Is it aligned with the campus strategic priorities?

3. Evaluate the relevancy, currency, and coherence of curricula. Do the programs offered provide a high quality education for students? The curriculum should reflect an awareness of changing knowledge, trends in the discipline, and the professional context for curriculum. Evaluate how the department has addressed the following questions:
   a. How does the department determine curricular content? How does the curriculum relate to current existing standards, if any, of the discipline?
   b. What internal or external measures of review are employed to ensure that the curriculum is relevant and up-to-date?
   c. Are the curricular offerings structured in a logical, sequential and coherent manner? Is there an appropriate balance between breadth and depth?
   d. If consistent with the department’s mission, does the curriculum adequately prepare students for further study or employment?
   e. In what way does the department contribute to the education of students in terms of general knowledge, critical thinking capacity and other essential cognitive skills?

4. Evaluate faculty quality and productivity. Departments shall ensure that faculty members possess the expertise to assure effective curriculum development, instructional design and delivery, and evaluation of outcomes. Faculty should exhibit awareness of trends in the discipline and the professional field as appropriate. Collectively, faculty should be involved in teaching, research/professional/creative activity, and public service/academic outreach as appropriate to the mission and regional context of the campus. Evaluate how the department has addressed the following questions:
   a. Do faculty possess the appropriate background, experience and credentials?
   b. Are faculty current in relation to the knowledge base and content of the discipline and curricular offerings?
   c. Are the department’s expectations for faculty involvement in teaching, research/
professional/creative activity, and public service/academic outreach activities appropriate; and how are these expectations met? Are these expectations consistent with department policies regarding teaching assignments, merit allocations, and other aspects of faculty roles and rewards?

d. In what ways does the department foster professional development and growth of faculty?

e. In what ways does the department faculty lend its professional expertise - as expressed through teaching and research, scholarly and creative activity - to off-campus constituencies?

5. Does the department ensure teaching/learning environments that facilitate student success? Departments shall provide learning environments that promote student success. Students are expected to learn both content and skills appropriate to the discipline. The department should indicate clear expectations for student learning outcomes. The teaching/learning environment should be accessible to all students, should include a variety of instructional methodologies, and should provide timely feedback to students. Evaluate how the department has addressed the following questions:

a. To what extent does the department have articulated learning outcomes (content and skills) for students? By what means are these outcomes measured? Are they achieved by most students?

b. How is assessment of student learning outcomes used in reviewing or evaluating department curriculum and faculty?

c. In what ways does the department evaluate student success following graduation and the department’s contribution to that success?

d. What is the role of the core faculty in teaching lower division, upper division and graduate courses? What is the rationale for these assignments?

e. Does the department have articulated learning outcomes?

f. What means are identified to measure student attainment of those outcomes?

g. How does the department use the assessment data on student learning outcomes?

6. Are department resources are used wisely? Departments shall ensure that the resources available are used to meet department goals and objectives, and as appropriate, engage in use of innovation to enhance resources; should engage in both intra and inter-campus collaboration; and should demonstrate a commitment to effective and efficient use of resources. Evaluate how the department has addressed the following questions:

a. What process does the department use to allocate resources?

b. In what ways does the department maximize the use of its human resources?

c. In what ways does the department maximize the use of material resources such as space, equipment, operating funds, etc.?
PART II: Strengths and Weaknesses

- **Strengths**

- **Weaknesses:**

PART III: Recommendations

Response to External Review Team

Please respond in detail to any weaknesses and recommendations made by the external review team. Departmental and Dean’s response to be included for each recommendation or weakness highlighted.

Conclusions

Appendix

- **Institutional Research Report**
  - Enrollment Data
  - Retention Data
  - Graduation Rates

- **Faculty- CV**

- **Graduating student exit survey**

- **Detailed description of programs under review**

- **Departmental Infrastructure**

- **Annual Learning Outcomes Assessment Reports (beginning Fall 2017)**