

**Minutes of a Meeting of
The Undergraduate Council
Wednesday, May 3, 1995
#6**

Kenneth Thomas, Chair; Coral Brenneise, Secretary; Arthur Coetzee, Paul Denton, MaryAnn Hoffmann, Mailen Kootsey, Harold Lang, Beverly Matiko, Richard Orrison, Ray Paden, David Penner, Derrick Proctor, Laun Reinholtz, David Steen, Jack Stout, Elizabeth Watson, Gary Williams

**MEMBERS
PRESENT**

Linda Closser

APOLOGIES

Jim Hopkins, Malcolm Russell

BY INVITATION

Richard Orrison

PRAYER

Minutes were approved for April 12.

MINUTES

Items referred from those minutes are the Who's Who response from the Student Senate which will be discussed May 10 and the requirements for graduation discussion which has been referred to a joint meeting of the Undergraduate Council and the Graduate Council to be held May 17.

The General Education Mission and Goals Statement and the Recommended General Education Requirements for BA and BS degree documents were presented by Malcolm Russell, chair of the General Education Committee for a first hearing before Undergraduate Council.

**GENERAL
EDUCATION
OUTLINES**

The mission and goals of general education at Andrews are based on the following assumptions mandated by repeated accreditation recommendations:

1. General education is to prepare qualified alumni of the institution, not to support departments. It should be thematic, with an interdisciplinary approach which benefits the students.
2. A General Education administrative unit will oversee the courses, faculty, and any petitions for changes from those requirements. This will no longer be done by the deans and departments of the separate schools, colleges, or divisions on campus.
3. General education must be an assessable product and therefore the present variety of coursework available to fulfill requirements must be reduced.
4. It is felt that there is importance to an "Andrews University experience" which can be developed through the general education package all students will participate in.

The requirements BS and BA students document doesn't include specific courses which are in the development stages. Those will be brought to Undergraduate Council next year, but the General Education committee requests that the outlines of the program be approved so they have something to go on in developing those courses.

Members asked questions from the floor about the following:

1. What will transfer students do when faced with large-block, specific general education core requirements? There will be a very specific set of transfer requirements which will be easy to understand. There will also be the ability to challenge-test out of some requirements, however, the current system of accepting high school courses and grades to reduce general education requirements will not continue.
2. More than one department is fairly concerned about approving a number of credits without specific course requirements being included in the discussion. How do they know that these courses will work, that their departments will be able to offer courses they need for their majors and minors as well as whatever is developed for GE?

Programs requiring licensure or students enabled to pass exams in general fields affected by general education share this concern. Will their students be able to pass exams based on broad core courses?

The response is that faculty will just have to have some faith in the reform process. There would be a great deal more distress if nothing were brought for a vote until all courses had been determined. Those involved in course development will certainly be in extensive contact with departments involved. Exams and licensure requirements will be studied to be sure that courses fulfill requirements or that ways are devised for students to meet requirements without a great deal of additional work.

This document will be discussed further and voted upon at the next meeting. Members were urged to read the document carefully and think about it in the meantime.

VOTED to approve The Procedural Policy for Program Development and Review document (attached).

It should be clear that this document is a policy for the periodic scheduled review of departments and programs as developed and maintained by the Vice President for Academic Administration in cooperation with the appropriate school or college deans. It outlines deviations from this schedule and procedures to be followed for the protection and best development of the University and its various departments and programs.

The Academic Policies Sub-Committee meeting dates for the 95-96 academic year are as follows:

October 25, 1995	February 28, 1996
November 29, 1995	April 3, 1996
January 24, 1996	April 24, 1996
February 28, 1996	

**PROCEDURAL
POLICY FOR
PROGRAM
DEVELOPMENT
AND REVIEW
94-95, #13**


**ACADEMIC
POLICIES
SUBCOMMITTEE
DATES**

They will not, however, appear in the schedule of University Committees because the document would become too large.

At the next meeting, business will include the choice of members for the subcommittees and new officers for Undergraduate Council. Other business will include votes on the general education documents, Who's Who, and possible other items.

FUTURE
BUSINESS


Kenneth E. Thomas, Chair


Coral Brenneise, Secretary

GENERAL EDUCATION MISSION AND GOALS STATEMENT

Mission Statement

The General Education Program bases its mission upon the university's goal of educating the whole person. It seeks to prepare alumni whose breadth of learning distinguishes them as cultivated individuals, whose character and ethics personify a Christian, and who moreover possess the interests, aptitudes and analytical thinking for leadership and service. To accomplish these goals within the context of a Christian world view, the General Education Program provides an integrated study of the universe, humanity's place within it, and the processes of discovering, creating, communicating and appreciating knowledge. The Program also enhances students' skills, and through cooperation with other facets of the university, it fosters social maturation and physical fitness as well as the cultivation of values, civility, and awareness of contemporary issues.

Goals Statements

Religion: Students will learn of God, the Incarnation, and revelation in Scripture, and study the methods of establishing this knowledge. From the study of faith, ethics and doctrine, students will be encouraged to gain an experiential understanding of the Divine and of God's plan for humanity.

Arts and Humanities: Students will understand and experience literature, ideas, and the performing and visual arts both within the historical development of world civilizations and as aesthetic and philosophical expressions.

Social Science and Service: Students will demonstrate knowledge of human behavior as manifested in social, geographic, political and economic relationships, and gain an understanding of the perspectives of various theories and groups. Beyond learning the philosophical basis for the altruistic application of one's skills to benefit others, students will serve a selected community, often within their chosen field of study.

Natural Sciences and Health: Students will obtain a knowledge of the natural universe and the current framework of comprehending it, and through experience acquire an understanding of the scientific method. Within this context, students will study and apply the principles of health and fitness.

Language and Expression: Students will provide oral and written evidence of the ability to communicate in English with clarity, coherence, logic, and style appropriate to the occasion. Bachelor of Arts students will demonstrate intermediate-level skills of speaking, reading, listening and writing in a foreign language.

Math and Computer Science: Students will develop the logical and computational skills associated with statistics and algebra (including geometric formulae and elementary functions), as well as computer usage skills within a context of fundamental computing knowledge and problem solving methodology.

Recommended General Education Requirements: BA and BS degrees only

<u>Category</u> Religion:	<u>Credits</u> 16	<u>Working Format:</u> Course Approval will be sought in 1995-96 after extensive input from departments. Required freshman course: "God and Human Life" 2 of 4 proposed core classes One 4-credit Religion elective course
Arts & Humanities:	12	Hopefully current discussions and course planning by the Arts & Humanities faculty will produce a core course. (Interdisciplinary and team taught).
Social Science & Service:	10	Choice of 2 integrated core courses that combine specific disciplines. Tentatively: Anthropology/Geography; Political Science/Economics; Psychology/Sociology 2-credit Philosophy of Service course, plus fieldwork. Fieldwork: a) through "S" designated courses in the major, b). voluntary actions (e.g., SM); or c). an optional 2-credit fieldwork course.
Natural Sciences & Health:	11	Either the Natural Science Core plus 3-credit health core or Approved alternate science courses plus health core. Exercise/healthful living to be incorporated in the portfolio.
Composition/Communication	12	Format and degree of integration undecided pending discussions with the two departments. However, the General Education Committee reaffirmed on 4/19/95 the total credits required. 2 "W"-designated writing courses and 2 "C"-designated communication courses (in major or other).
Math & Computer Science:	12	Math: algebra plus statistics. Test scores may replace algebra or statistics. Computer Science: 2 + 2 or programming course; other possible courses not yet set.
Foreign Language: (BA)	6	Intermediate level, 2 quarters, following 12 credits of elementary language. Placement depends on proficiency, but typically each year of high school replaces 4 credits of college elementary study.
Academic Breadth:	8	One choice selected from two separate areas (Arts/Humanities, Social Sciences, Natural Sciences). The course must not be in the same area as the major.
TOTALS:	87	87 BA; 81 BS.

+ Indicates a non-credit requirement.

1. Additional Requirements to Graduate: designated tests; a personal portfolio of required items, e.g., papers, exercise records, etc.
2. Waiver by exam: to be considered in most areas.

4/24/95

PROCEDURAL POLICY FOR PROGRAM DEVELOPMENT AND REVIEW

I. Authority for Program Review and Development

The Andrews University faculty has delegated to the Undergraduate Council the responsibility for periodic evaluation of existing undergraduate departmental programs as well as the evaluation of proposals to introduce new programs or substantive changes to existing ones. As such, the Undergraduate Council, through its Program Development and Review Sub-committee, established minimum standards and evaluation instruments.

II. Basic Governing Rationale For Program Development and Review

A. The "minimum standards" for program review and development adopted by the Undergraduate Council are based on the following understandings:

1. The University is to operate academically credible programs consistent with its mission to meet the needs of students, church, and community.
2. The University is responsible for maintaining academic units on a fiscally responsible basis. It may offer a mixture of financially strong, average, and even weak programs (if needed for the University's mission), provided it continues to meet an adequate income to expense ratio.
3. The introduction of new programs, the streamlining of existing programs or their termination after program development (see Section IV below) must meet the above parameters.
4. The essence of program development and review is found in a scheduled approach through prescribed procedures delineated below in this document. The review process is executed in such a manner that all the principals are consulted within reasonable time constraints.

B. The Undergraduate Council has established procedures and instruments to evaluate changes in organizational structures, proposed programs, and substantive alterations to or continuation of existing programs. These are outlined below:

III. The Program Review Process

A. Purposes of Review Process

The purposes of regular review of undergraduate programs are:

1. To identify strengths and weaknesses.
2. To evaluate adequacy of faculty, curriculum, academic standards, physical facilities, library holdings, and equipment.
3. To encourage change and improvement in programs in response to changing circumstances and demands.
4. To discover the appropriateness of programs and degrees to the needs of students, society, and the Church.
5. To evaluate resources; support, and cost/return ratios.
6. To prevent duplication of courses and programs.
7. To evaluate the impact of programs on other University academic and support units.
8. To discover and encourage undergraduate student and faculty participation in research.
9. To assess student performance.

B. Frequency of Program Review

The regular review of all Undergraduate programs shall follow a seven-year cycle in consultation with the appropriate academic dean and in accordance with a schedule developed and maintained by the Vice President for Academic Administration. Deviations from the established schedule may be initiated by the Vice President for Academic Administration for reasons such as:

1. a decline in program/department/college/school enrollment
2. the inability to attract and retain qualified faculty
3. a proposal for a new program, major or concentration
4. a request by a department/program/college/school for reorganization

5. an unacceptable income/expense ratio of a department, program, college, or school, as determined by University Administration.
6. a request to introduce a new program after program development as outlined in Section IV below
7. a substantive change after program development (see Section IV below) to an existing program such as:
 - (a) adding new emphases
 - (b) major course offering changes/requirements, and program content changes
 - (c) major changes in academic and admission requirements

(The determination of substantiveness of change shall be made by the Vice President for Academic Administration in consultation with the Program Development and Review Sub-committee.)
8. a request from the Undergraduate Council in session.
9. external departmental/program accreditations.

C. Review Procedure

1. Responsibility for initiating the Program Review is that of the Vice President for Academic Administration.
2. The Scope of the Program Review process

The Program Review process shall always be carried out within the parameters of all the program offerings within a given department and on the basis of a self-study document (see Appendix A).

- (a) Departments with both Undergraduate and Graduate programs. Where the offerings of a department containing both undergraduate and graduate programs are reviewed by schedule every seven (7) years or for other reasons as given in Section III, B above, the review process shall involve a joint effort by the Undergraduate and Graduate Councils' Sub-committees on Program Development and Review. Details of such undergraduate and graduate evaluation processes are jointly worked out and monitored.
- (b) Preparation of Self-study Document. All Program Reviews, including joint reviews, shall

be made on the basis of a departmental self-study document containing the following six main categories of considerations: program operation, faculty, students, resources, financial viability and a summary of the evaluations (conclusions) of the Program Review Sub-committee (see Appendix A for a copy of the self-study document). The self-study document is developed after a thorough process of program development (see Section IV below).

- (c) For regularly scheduled Program Reviews the Vice President for Academic Administration notifies the dean of the relevant school by way of a request to complete the self-study document.
- (d) For specially triggered Program Reviews (see Section III, B above) he/she informs the dean of the relevant school as well as the Undergraduate Council. The dean of the relevant school is then additionally requested by the Vice President for Academic Administration to complete the self-study document as contained in Appendix A.

D. Disposition of Self Study Report

1. The completed self-study document is submitted to the Vice President for Academic Administration who, after a review for completeness of requirements, sends it to the chair of the Program Development and Review Sub-committee.
2. The Vice President for Academic Administration shall next instruct the Program Development and Review Sub-committee either to carry out the Program Review itself or may assign it to an appropriately constituted committee that he/she shall appoint.

The person in charge of University Strategic Planning shall be informed at the same time by the Vice President for Academic Administration when new programs are proposed for approval or existing ones deleted.

3. The entity for carrying out the Program Review may ask for additional material or clarifications before making evaluations and submitting a report with recommendations.
4. Sub-committee action. After evaluating the self-study, the Program Development and Review Sub-

committee shall recommend to the Undergraduate Council:

- (a) to Approve program to continue.
 - (b) to Approve program to continue with appropriate recommendations.
 - (c) to Restructure program (reasons to be given).
 - (d) to Reduce program (reasons to be given).
 - (e) to Terminate program (reasons to be given).
5. Where another entity other than the Program Development and Review Sub-committee carries out the Review, its recommendations shall be sent to the Program Development and Review Sub-committee for information. Such a Review entity follows the same format of action as outlined in Section III, C, 4 above.
6. Discussion of the Self-study report by the Undergraduate Council. The chair of the Program Development and Review Sub-committee next presents to the Undergraduate Council the Committee's recommendations. The Undergraduate Council shall discuss the self-study report (whenever deemed necessary by the chair) at least at two meetings of the Undergraduate Council prior to taking a vote and acting on the recommendations.
7. Undergraduate Council action shall be to concur with or amend the report and proposed action of the Sub-committee. The action of the Undergraduate Council is then submitted to the Vice President of Academic Administration for information and processing.
8. Administrative consideration of the report by the president, where appropriate, shall next be carried out prior to submission to the Board of Trustees.
9. Board of Trustees action shall be to vote on the introduction of new or elimination of existing programs as requested by the president.

IV. Departmental Program Development

Departmental program development involves restructuring of old programs, reorganization of departmental offerings and structuring of new programs and consists of the following elements:

- Preliminary departmental program development and preliminary evaluations of the same which shall include the preparation of a proposal and seeking the approval of the department;
 - Preliminary approval by the relevant school in which the department is housed via its curriculum committee and faculty in session; and
 - Approval by the Undergraduate Council after prior evaluation by the Vice President for Academic Administration and the Program Development and Review Sub-committee.
- A. Preparation of a proposal. After the preliminary development of a program a proposal shall be developed before seeking approval. The proposal should give evidence that adequate attention had been given to the following:
1. a thorough and critical review of the need, marketability, academic quality and financial viability of the program.
 2. final financial implications for all aspects of the program and the future plans including start up funds.
 3. availability and appropriate and efficient use of faculty, faculty qualifications and faculty development plans.
 4. availability and appropriate and efficient use of facilities and equipment and cost for future requirements.
 5. an assessment of the advantages and disadvantages of the impact of the proposal on a given department, school, other school of the university, of the university itself.
 6. possible program or course duplications and course proliferation.
 7. affects on accreditation.
 8. adequacy of library holdings and anticipated operating and capital expenditures required.
 9. the reliability of the financial, personnel and enrollment projections over an initial period of five years.

10. an assessment of where majors will come from:
another program within the department, another
department, etc.
 11. an assessment of advertising potential outside the
Lake Union Conference.
- B. Departmental Approval. The program proposals shall not
be submitted for the next step up the ladder for
consideration and approval until there is substantial
agreement at the department level where the program is
housed.
- C. Academic and Curricula Committee Approval. The
committee(s) responsible for academic and curricula
concerns should next give a verdict on the proposal. A
majority vote of recommendation by the Academic and
Curricula Committee is required for the faculty of that
school to consider the proposal (see Section III, C, 7
for the definition of substantive changes).
- D. School Faculty Approval. Substantive changes to an
existing program or proposals for the introduction of a
new program may not be merely circulated to faculty
members of a given school, but must be debated at at
least two regular meetings of the faculty of that school
before a final vote may be taken.
- NOTE:** In each step along the way, voting outside of the
originating department shall be either to approve, refer
back to the department where the proposal originated or
to disapprove. Amendments are to be made only by the
department in question.
- E. Submission to Vice President for Academic Administration.
The request is next officially sent on to the Vice
President for Academic Administration who shall seek the
advice of the Program Development and Review Sub-
committee as to further steps needed (see Section III, C,
7 for the definition of substantive changes).

GLOSSARY

Program Development: This is the process and outcome of constructing the curriculum of a particular degree program. This includes purposes, admission and graduation standards, targeted audiences, targeted student and learning outcomes, available teachers, available facilities, program and course contents, student evaluation procedures, and specific courses to be offered.

Program Review: Is a periodic evaluation of the performance of a specific program. This takes into account program structure and content, personnel, facilities, finances, enrollment and graduates in terms of the mission of the University and the objectives set for the program. This review may be carried out by insiders and/or outsiders to the department/University.

Streamlining of a Program: Involves making a program more efficient and/or effective. Usually this involves curriculum content areas, frequency of offering courses, facility usage, flexibility in the specificity of course requirements, interdepartmental co-operation and sharing of effort.

Substantive Program Changes: Changes to a program are substantive within a department or the University when they involve any or all of the following adjustments within a department: income of a department, expense to the department, number of courses offered, number of teachers required, facilities needed, course content, nature and number of the students targeted, admission and graduation standards, the objectives of the program, the administrative arrangements for a program/department and the delivery system. The determination of whether a change is substantive or not is made by the Vice President for Academic Administration and the Undergraduate Program Development and Review Sub-committee.

Reorganization of Program: A program reorganization occurs when adjustments occur in the following: financial arrangements, administrative arrangements, upgrading or downgrading a program (e.g. minor to major and vice versa), a "track" or emphasis is eliminated or added, the delivery system for the program/courses and when a program/department is eliminated.

New Program: A new program is an addition to a department's existing offerings of programs, "tracks" or emphases. This may result from adding additional courses or just regrouping and/or renaming a group of courses to produce a program not currently being offered.

EXHIBIT 1

**SELF-STUDY DEPARTMENTAL STATISTICS
FOR**

(Name of the Department)

(Date when Statistics were Supplied)

APPENDIX A

DEPARTMENTAL REVIEW SELF-STUDY REPORT FORM

NOTE: Please complete all the questions. Use additional pages when reporting on more than one program being reviewed. It is anticipated to supply a disc for ready additions of space for additional programs that are reviewed in Appendix A.

I. Date of Self-study Completion: _____

II. Name of Department: _____

Kindly check (and correct in red if necessary) the departmental statistics as supplied by the office of the Vice President for Academic Administration in the attached Exhibit 1 and return with the self-study document. Statistics for questions V, 1-3 are also supplied by the Office of the Vice President for Academic Administration.

attached	
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please check

III. Program Operation:

- (1) Purpose and goals of the department and that of the program and relationship of those goals to the University "Statement of Mission" and the school.

State your view: _____

- (2) Description of the department/program at present:

- (a) Has the department/program changed over the previous five years?

Check one Yes: _____ No: _____

- (b) If yes, how and why?

How: _____

Why: _____

- (3) Course and program offerings of the department/program
(attach catalog copy and updated materials).

List total number of courses (and credits) offered in the
department: _____

How many courses are specific to each of your programs: _____

number of courses: _____

name of program: _____

- (4) Admission policy application within the general
university policy.

Do they meet the general criteria: Yes: ____; No: ____

State the numbers admitted: Regular: ____;
Provisional: ____; Probation: ____; GED: ____

- (5) Degree requirements for the specific program within the
general university requirements:

-- Gen Ed (credits): ____
-- Core (credits): ____
-- Concentration: ____
-- Major: ____; Double major: ____
-- Minor: ____
-- Electives: ____
-- Residency: ____
-- time limits on degree: ____

- (6) Internships, assistantships, co-ops and other
opportunities for relevant student experience:

- (a) Is it a program requirement or is it recommended?

required: ____; recommended: ____

- (b) Do they receive academic credit?

Yes: ____; No: ____

If yes, how calculated: _____

- (c) Is a written or verbal report required?

Yes: ____; No: ____

(d) What remuneration is given to a student for their work (stipend, etc.)?

Yes: _____; No: _____

(7) Student-faculty interactions (advising program, seminar program, student/faculty research, etc.).

How is advising done? _____

Do you have seminars: Yes: _____; No: _____

If yes, who takes them? _____

Do you have students assist faculty in research?

Yes: _____; No: _____

If yes, to what extent: _____

(8) Relationship of program:

(a) to other undergraduate departments/programs (Do faculty teach graduate courses for other programs, schools, etc.?)

Yes: _____; No: _____

If yes, how much? _____

(b) to graduate programs:

Yes: _____; No: _____

If yes, how much? _____

(c) to the general education offerings:

Yes: _____; No: _____

If yes, how much? _____

IV. Faculty:

(include all faculty for past five years)

(1) Attach an updated curriculum vitae on each faculty member, including professional activities, continuing education, and teaching load over five years:

attached	
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please check

(2) Research/scholarly or professional activity of
Departmental faculty over 5 years in total:

(a) List the types of research/scholarly or professional
activities the faculty are emphasizing in the
Department: _____

(b) Productivity of the research/scholarly or
professional activities in terms of publications and
professional presentations or consultations.
List the following:

Research in Progress: _____

Specific Research completed in terms of reports: _____

publications: _____

consultative: _____

Professional organization membership: _____

officer: _____

other: _____

(c) How have these activities have been funded in the
department: _____

(d) How have undergraduate students (and how many) have
been included in these activities: _____

(e) Identify any departmental initiatives that encourage
these activities: _____

(3) Teaching.

- (a) Attach a list of all teaching loads in general for all faculty for five years:

attached	
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please check

- (b) Attach a list of how advising responsibilities are distributed among faculty members:

attached	
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please check

- (c) Describe efforts being made to improve quality, teaching techniques, and course relevancy:

- (d) Comment on the breadth and depth of faculty/staff expertise to teach the courses required for the program, degree, or emphasis:

- (e) Describe faculty interaction with colleagues, on- or off-campus, in related programs:

- (f) Comment on recognition given faculty members who develop innovative teaching methods, or direct student research, or are active, contributing members of the department:

V. Students:

- (1) List five-year trend of freshmen, sophomore, junior and senior majors:

	Current Year 5	Year 4	Year 3	Year 2	Year 1
Freshmen					
Sophomore					
Junior					
Senior					

- (2) List number of students who applied to the program during the past year:

	Application	Denials
Freshmen		
Sophomore		
Junior		
Senior		

- (3) Outline the average academic achievement of admitted freshmen and transfer students:

	H/S GPA Average	SAT/ACT Average
Freshmen		

	Transcript GPA Average	Current GPA Average
Transfer Students		

- (4) Describe the performance of graduates on national examinations: _____
- _____
- _____

- (5) List percent of graduates receiving honors and/or academic distinction: honors: _____;
academic: _____; distinction: _____

- (6) Give a five-year percentage trend of placement of graduates:

	Current Year 5	Year 4	Year 3	Year 2	Year 1
Percent of graduates employed in discipline or related field:					
Percent going to graduate or professional schools:					
Percent with occupation unknown:					

VI. Resources:

- (1) Financial support:

- (a) Adequacy of supplies budget:

Inadequate: _____; How much needed for adequacy: \$_____

Minimal: _____; How much needed for adequacy: \$_____

Adequate: _____; More than Adequate: _____

(b) Adequacy of equipment budget:

Inadequate: _____;
How much needed to become adequate: \$_____

Minimal: _____;
How much needed to become adequate: \$_____

Adequate: _____; More than Adequate: _____

(c) Adequacy of technical support:

Inadequate: _____;
How much needed to become adequate: \$_____

Minimal: _____;
How much needed to become adequate: \$_____

Adequate: _____; More than Adequate: _____

(d) Adequacy of labor budget:

Inadequate: _____;
How much needed to become adequate: \$_____

Minimal: _____;
How much needed to become adequate: \$_____

Adequate: _____; More than Adequate: _____

(2) Marketing support and arrangements as well as marketing material available:

Are brochures for program available: _____; Dept.: _____

Who does recruitment for Dept:

all teachers: _____

someone designated in Dept: _____

dean/associate dean: _____

general recruitment: _____

other: _____

(3) Library:

- (a) Adequacy of the University library system to meet the needs of faculty and students in the program:

Inadequate: _____;
How much needed to become adequate: \$_____

Minimal: _____;
How much needed to become adequate: \$_____

Adequate: _____; More than Adequate: _____

- (b) Adequacy of the Departmental library (if there is one) to meet the needs of faculty and students in the program:

Inadequate: _____;
How much needed to become adequate: \$_____

Minimal: _____;
How much needed to become adequate: \$_____

Adequate: _____; More than Adequate: _____

(4) Laboratory equipment and facilities, studio facilities, etc.:

- (a) Adequacy for current program:

Inadequate: _____;
How much needed to become adequate: \$_____

Minimal: _____;
How much needed to become adequate: \$_____

Adequate: _____; More than Adequate: _____

for future requirements:

Inadequate: _____;
How much needed to become adequate: \$_____

Minimal: _____;
How much needed to become adequate: \$_____

Adequate: _____; More than Adequate: _____

- (b) Equipment and facilities support for student research projects:

Inadequate: _____;
How much needed to become adequate: \$_____

Minimal: _____;
How much needed to become adequate: \$_____

Adequate: _____; More than Adequate: _____

(5) Computer Facilities:

(a) Adequacy for current program:

Inadequate: _____;
How much needed to become adequate: \$_____

Minimal: _____;
How much needed to become adequate: \$_____

Adequate: _____; More than Adequate: _____

for future requirements:

Inadequate: _____;
How much needed to become adequate: \$_____

Minimal: _____;
How much needed to become adequate: \$_____

Adequate: _____; More than Adequate: _____

VII. Financial Viability:

- (1) Give a thorough and critical review of the marketability and potential student pool: _____

- (2) Describe financial implications for

- (i) all aspects of the program (what percentage of expenses to you cover) and the
- (ii) future plans including
- (iii) start up funds, if a new program:

- (3) Financial implications for other programs of the University: How does this (or proposed) program impact financially on other programs:

VIII. Summary evaluation statements (conclusions)

- (1) Strengths:

-
-
-
-

- (2) Weaknesses and needs:

-
-
-
-

- (3) Suggested changes:

-
-
-
-
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-
-
-
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Department as a Whole:	Current Year 5	Year 4	Year 3	Year 2	Year 1
UG Majors Enrolled (head count) Credits by Majors in dept. (total) Lower level Upper level Credits by Majors in other depts. in same school (total) Lower level Upper level Credits by Majors in other depts. in other schools (total) Lower level Upper level UG non-Majors Enrolled (head count) (FTE) Credits by non-Majors in dept. (total) Lower level Upper level GR Majors Enrolled (head count) (FTE) Credits by GR majors in dept. Credits by GR Majors in other depts. in same school (total) Credits by GR Majors in other depts. in other schools (total) GR non-Majors Enrolled (head count) (FTE) Credits by GR non-Majors in dept. Graduates: Diploma Certificate Associate degree Baccalaureate degree Master's Specialist Doctorate Faculty: UG-regular (head count) (FTE) UG-contract (head count) and visiting (FTE) GR-regular (head count) (FTE) GR-contract (head count) and visiting (FTE) Number of Programs: Diploma Certificate Associate Baccalaureate Master's Doctorate Student/Teacher Ratio: UG and GR total UG total GR total Diploma Certificate Associate Baccalaureate Master's Specialist Doctorate					