# Minutes of the Undergraduate Council
# Andrews University
# February 4, 2008

Martin Smith, chair; Ben A. Maguad, secretary; Verlyn Benson, Emilio Garcia-Marenko, Annetta Gibson, Heather Knight, Shanna Leak, John Markovic, Keith Mattingly, Donald May, Boon-Chai Ng, Lawrence Onsager, Stephen Payne, Allen Stembridge, Tiffany Summerscales, Charles Tidwell, Gary Williams, Jeannie Wolfer

Members present

Alice Williams

Invitee

Martin Smith welcomed the members and called the meeting to order.

Welcome and call to order

Allen Stembridge offered the opening prayer.

Prayer

Registration electronic queue

The Council heard from Verlyn Benson about his communication with Lorena Bidwell from ITS regarding the possibility of putting in place a registration electronic queue system especially for general education courses. He was informed that the technology is there for such a system. It may need some fine-tuning before it becomes operational. The next step is to make sure that those departments closely connected with this issue are aware of what we are trying to accomplish as a university.

Undergraduate admissions standards bulletin revisions

The Council moved to accept the bulletin revisions to the undergraduate admissions standards that were presented and discussed during the meeting. Some additional revisions recommended by members were as follows:

- Change the heading "General Admission Standards and Requirements" to "Admission Standards and Requirements".
- Revise the statement "All undergraduate students must meet minimum general admission standards" to be "Undergraduate students are expected to meet the following minimum admission standards".
- Revise the statement "The individual admissions status of each applicant is subject to the review and final decision of the Undergraduate Admissions Committee on the Andrews University campus" to be "The individual admissions status of each applicant is subject to the review and final decision of the Undergraduate Admissions Committee".
- Move the section "Students Accepted with Prescribed Intervention" to another page after "Admission of International Students".

Dr. Knight's presentation on Program Review

Dr. Knight did a presentation on the subject of Program Review. She presented a brief history of program review at the university. She also shared a number of documents and list books that can provide us valuable information on the process. The question at this point is how do we roll it out? Some programs have already been reviewed in the past. For example, Physical Therapy has gone through professional accreditation in 2006. It may be advisable to start with professional programs. Dr. Knight will ask Larry Schalk to set aside a small fund for public relations to support the program review process so that the effort made would be considered worthwhile. The content section of the self-study report should not be more than 20 pages long (15-20 pages).

The Council is currently in the process of forming the Program Review and Development Sub-Committee. The sub-committee consists of 9 members: 2 ex-officio members and 7 faculty members. Currently, the two ex-officio members are the Provost and the Chair of the Undergraduate Council. The sub-committee should be faculty driven. The task of the members is to read the self-study report submitted by the academic department being reviewed and give a response in no more than 5 pages.

Program Review and Development Sub-Committee

The Council voted to add the name of Alice Williams (Director of Assessment) as a non-voting member of the Undergraduate Council.

Add new non-voting UC member

Martin Smith, chair

Ben A. Maguad

Ben A. Maguad, secretary

## John Markovic

**From:** Lawrence W. Onsager [lonsager@andrews.edu]
**Sent:** Thursday, April 19, 2007 10:01 PM
**To:** John Markovic
**Subject:** Evaluation of library support
**Attachments:** Evaluation of Needed Library Support forCurrent Academic Programs.doc; Evaluation of Needed Library Support for an Engineering Program.doc

John,

This is the form that I developed for evaluating library support for current academic programs. I developed a similar form for new programs. Attached is the report that I made for engineering.

Larry

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**ANDREWS UNIVERSITY**

**JAMES WHITE LIBRARY**

# EVALUATION OF NEEDED LIBRARY SUPPORT FOR CURRENT ACADEMIC PROGRAMS

## BACKGROUND

1. Identify the program's offerings by obtaining copies of degree requirements and course descriptions. The strategic plan of the program is crucial: Does the program serve additional disciplines, degrees, or levels of students (undergraduate, masters, doctoral)?

2. Does the program build on existing strengths of the other programs of the university? It should be understood that programs that take the university in a new direction will require more resources than those that build on existing strengths.

3. James White Library Collection Development Policies.

## ASSESS THE COLLECTION

1. Review guides to the literature
   - Determine balance between monographs and periodical literature for the program.
   - Determine balance between print vs. electronic formats.

2. Determine the general reference sources and information access tools

   - Identify key index and abstracting services

   - Compare current holdings against a pick list for key manuals, dictionaries, encyclopedias, handbooks and other reference tools

   - Determine types of information needed in the program to identify, locate, access, interpret, and evaluate information in the field of study. This includes monographs, journals, conference proceedings, reports, catalogs, handbooks, regulations, government sources, professional and trade associations, Internet resources, etc.

3. Determine accreditation standards for library support

4. Evaluate JWL for materials holdings

   - Reference

     - Retrospective holdings using a core list of recommended titles if available

- Currency, holdings added in the past five years
- Determine average annual number of reference tools published in the field of study and the average cost per volume.

- Evaluate JWL for monograph holdings noting what types of materials are in the circulating collection and the age of those materials.
  - Retrospective holdings using a core list of recommended titles
  - Currency, holding for the past five years
  - Determine annual number of monographs published in the field of study and the average cost per volume.

- Evaluate JWL for Journal/Serial holdings
  - Determine what indexing tools JWL presently has.
  - Determine JWL print and electronic journals which support the program
  - Determine a core list of journal publications and average cost per subscription

**FUNDING FOR LIBRARY MATERIALS TO SUPPORT THE CURRENT PROGRAM**

Funds should include both one-time funds and continuing funds. One-time funds can help purchase books and serials retrospectively; continuing funds are essential for current books and journals/serials, as well as supporting current and new services.

1. Identify institutions that AU uses for institutional benchmarking studies.

2. Identify institutions that closely match the program.

3. Identify institutions in the region that offer the program.

4. Evaluate other similar programs at AU and determine average amount that should be spent annually.

5. Examine the last 5 years of monographic materials budgets to determine the current level of spending. Compare with budgets in nos. 2, 3, & 4. Determine the level of spending needed to support the undergraduate and/or graduate programs.

6. Determine the support needed for a core of journals and indexing services.

7. Determine relevancy of current periodicals/serials as determined by core lists, benchmarking, and faculty requests to the curriculum.

## BUILDING THE COLLECTION

Once the program offerings are reviewed and the current state of the collection assessed, the collection development librarian, library liaisons and faculty liaisons should prepare preliminary collection development guidelines for each subject area, based on knowledge of the program offerings.

1. Reference materials.

Review standard guides to the literature of the field and the pick lists determined during assessment

2. Monographs

- Retrospective purchases
  - Determine if there are core lists available
  - Develop a profile with a book vendor and ask for slips covering the previous year
  - Examine bibliographies of newer, high-quality undergraduate texts.
  - Use review sources such as Choice to identify reviews of recommended titles for the past few years.
  - Ask faculty to identify titles of importance to the collection.
  - Search library holdings of schools with similar programs.
  - Check journal literature for bibliographies on this subject.
  - Identify books that have won awards.
- Current books/Ongoing selection
  - Set up a profile with an approval vendor
  - Check review sources such as Choice and scan magazines that feature new books.
  - Ask faculty to send suggestions of titles that they consider appropriate to the collection.
  - Periodically review the collection to identify gaps.

3. Serials (scholarly journals, magazines, newsletters, monographic series)

Serials are critical in obtaining current news and reports on recent research. Determine serial/monograph ratios from serial use statistics found in citation studies, guides to the literature, etc.

Focus on publications from the major societies in the discipline. Subscribe to at least one news magazine in the discipline.

Should conference proceedings be part of the collection? This will depend on the makeup of the program and faculty recommendations. Conference proceedings become more important as the degree level moves from bachelor to more advanced degrees.

To identify those periodical titles that will be critical to the collection:

Consult bibliographies such as Magazines for Libraries
Consult with the faculty.

If conference proceedings are collected:
Ask faculty to identify key conferences.
Review guides to the literature.
Review the list of conferences indexed in the major indexes and abstracting services for the discipline.

Consider purchasing yearbooks and annual reviews. These sources review the research of the past year and are usually excellent summaries.

**LIBRARY SERVICES**

All academic programs have an impact on patron services, interlibrary loan and document delivery services, library instruction, reference services, collection development and the library liaison program, library systems, media services, and technical services.

Compare reference statistics with comparable programs. For example, number of consultations and number of electronic reference questions submitted.

Count number of classes and students taught in comparable programs.

Count number of interlibrary loans requested by comparable programs.

Determine budget needed to process materials. For example, OCLC charges to catalog materials.

Summarize impact on library staff workload.

2/25/04

**ANDREWS UNIVERSITY**

**JAMES WHITE LIBRARY**

# EVALUATION OF NEEDED LIBRARY SUPPORT FOR AN ENGINEERING PROGRAM

**November 25, 2002**

## BACKGROUND

1. Identify the program's planned offerings by obtaining copies of proposed degree requirements and course descriptions. The strategic plan of the new program is crucial: will the program grow to serve additional disciplines, degrees, or levels of students (undergraduate, masters, doctoral)?

The proposal seeks approval to replace the 4-year engineering technology program with a 4-year engineering program. The program would be a Bachelor of Science of Engineering with 30 credits of core course work and 33 credits in one of two concentration areas, electrical/computer engineering and mechanical engineering.

The strategic plan is to seek enrollment of about 100 students with 5 faculty members. Accreditation from the Accreditation Board for Engineering and Technology (ABET) will be sought within a time frame of 5-6 years.

2. Does the new program build on existing strengths of the current programs of the university? It should be understood that programs that take the university in a new direction will require more resources than those that build on existing strengths.

In the present bulletin, AU offers the first two years of an integrated 4-year professional engineering program with Walla Walla College and an engineering technology program. Engineering Technology includes both the engineering technician (2-year associate degree) and the engineering technologist (BS in Engineering Technology).

Other current programs that provide existing strengths include mathematics, computer science, engineering technology, information systems, and physics.

3. James White Library Policies

An engineering degree at Andrews University will need to be supported as defined in the James White Library Resources Development Policy. As a 4-year degree, the program should be supported at the C Level – Advanced Study Level:

> *Resources to support upper level undergraduate and master's degree programs. Typically includes basic monographs, complete collections of important writers, selections from works of secondary writers, basic reference tools and bibliographic apparatus, selection of representative journals.*

## ASSESS THE COLLECTION

The processes of identifying, locating, accessing, interpreting, and evaluating technical information are crucial to the science and engineering enterprises (Lord, ix).

Increasingly, engineers must also be knowledgeable about areas beyond their specializations. Engineers must maximize their access to a wider variety of information sources (Lord, 6-7).

1. Review guides to the literature

The library has two current guides to the literature:

- Charles R. Lord, *Guide to Information Sources in Engineering*, Englewood, Colorado, Libraries Unlimited, 2000. Ref T10.7.L67 2000
- Malinowsky, H. Robert, *Reference Sources in Science, Engineering, Medicine, and Agriculture*, Phoenix, Arizona, Oryx Press, 1994. Ref Q158.5.M34 1994

Articles found include:

- Brin, Beth L., "Building a Library Collection to Support New Engineering Programs," *Science and Technology Libraries*, v. 19 (3/4) 2001, pp. 19-37.
- Robinson, Carol S., "Journals of the Century in Engineering and Computer Science," *The Serials Librarian*, v. 39 (4) 2001, pp. 119-132.
- O'Gorman, Jack, "Core Collection: Engineering Reference Sources," *Booklist*, Dec 1, 1999, p. 732.
- Orsdel, Lee Van & Kathleen Born, "Periodical Price Survey, 2002," Library Journal, Apr 2, 2002, pp. 51-2.

- Determine balance between monographs and periodical literature for the program.
  - Even with the multitude of organizations and publishers collaborating to provide more integrated information packages, engineering information remains fragmented and expensive for the user. Engineers need very specialized and specific information. They are trained to first rely on their experience and knowledge. In most cases, engineering environments establish in-house specifications and procedures to guide the engineer. It is only when these primary sources cannot provide the needed information that the engineer will move to familiar published sources, including handbooks, standards and specifications, catalogs, and data books.

- Determine balance between print vs. electronic formats.
  - Print resources still provide a fundamental core in engineering information. In addition to these print resources, the rapid migration of conventional information resources and the development of new information in the digital environment have established complementary and unique sources extremely critical to the information needs of the engineer (Lord, xi).

2. Determine the general reference sources and information access tools

- Identify key index and abstracting services
  - Three indexes that cover a broad range of engineering disciplines are:
    - *Wilson's Applied Science and Technology Abstracts* (online version).
      An undergraduate program may be able to minimally manage with only this abstracting service (Brin, 28).
    - *CompendexPlus* (Web version of the Engineering Index)
      Most comprehensive engineering index. Only this tool regularly indexes conference
      papers (Brin, 28).
    - *Science Citation Index*
      Useful for engineering but the expense is such that it isn't recommended unless it can be used for multiple scientific disciplines (Brin, 28).

- Make a pick list for key manuals, dictionaries, encyclopedias, handbooks and other reference tools

  - See Charles R. Lord, *Guide to Information Sources in Engineering*, "General Reference Sources," pp. 9-40; "Handbooks, Manuals and Tables," General engineering, pp. 134-141, Computer Science Engineering, pp. 115-6, Electrical engineering, pp. 116-127, Mechanical engineering.

  - Because this is an undergraduate program with minimal funding needs, I have not included the chapters on information access tools, grey literature, buyers' guides, databooks, and catalogs, standards sources and government publications. For these areas, resources will be purchased only very selectively by faculty or student request.

- Determine types of information needed in the program to identify, locate, access, interpret, and evaluate information in the field of study. This includes monographs, journals, conference proceedings, reports, catalogs, handbooks, regulations, government sources, professional and trade associations, Internet resources, etc.

  - Engineering information comes in a variety of forms including books, which focus on a given topic, often providing historical perspective or overviews of the state-of-the-art; journals which contribute technical articles on the most recent research and current practices; government research reports and documents which supply even more timely information on research in progress; validated numerical engineering data on material properties, their physical, chemical, and electrical characteristics, which is often found in handbooks, manuals, computerized databases, or subscription data sets; specific product information including sizes, composition, configuration, performance characteristics, compatibility, availability and vendors for a wide range of engineering components and equipment; and industry standards and specifications.

3. Determine accreditation standards for library support

- There are no set guidelines for specific titles or minimum expenditures, but accreditation teams typically want to see evidence that the engineering students, staff and faculty are

being supported by the library, and that the faculty do have input into materials being provided (Brin, 23). The accreditation questions for support include a question about the equipment expenditures for the past 5 years. A comparable question for library support might be what have the book, journal, and other library materials budgets been for the past 5 years.

- Accreditation Board for Engineering and Technology (ABET). Evaluation criteria: 2002-2003, engineering criteria, http://www.abet.org/criteria.html.

- Self-studies compare the library with benchmark institutions, guides to the literature, and the specific curriculum being taught to determine level of support for the program.

4. Evaluate JWL for materials holdings

- Reference

  - Retrospective holdings using a core list of recommended titles if available.

    O'Gorman published a "Core Collection: Engineering Reference Sources" in *Booklist* in 1999. The list of 13 reference books was aimed for medium-sized university libraries without an engineering program. JWL has 2 of the 13 books.

    Lord lists the following numbers of general reference works: Directories, 61; encyclopedias and yearbooks, 62; and dictionaries and glossaries, 85.

    Specific titles, JWL has:
    McGraw-Hill Encyclopedia of Science and Technology, outdated, 1988.
    Kirk-Othmer Encyclopedia of Chemical Technology, outdated, 1985

    A specialized title in electrical engineering not held:
    Wiley Encyclopedia of Electrical and Electronics Engineering.

  The cost of current editions of these three encyclopedias would be $12,000.

  - Currency, holdings added in the past five years

    A keyword search of the JWL catalog for electrical engineering reference books in the past five years produced 0 books; a similar search for mechanical engineering reference produced 3 books. A search of the JWL catalog for engineering reference in the past 5 years produced 3 books.

  - Determine average annual number of reference tools published in the field of study and the average cost per volume.

    Statistics are not available for reference books specifically. Yankee Book Peddler provides statistics for the average cost of books published by subject area for the past year. The average cost of mechanical engineering books was $107.54 and for electrical engineering, $89.14. Computer engineering is included in electrical engineering.

The average cost of reference materials is higher than the cost of general monographs. The 13 reference books in the O'Gorman list cost $8,120. The average is $625 but one is the Encyclopedia of Electrical and Electronics Engineering for $6,495. If the encyclopedia is not included, the average price is $135.

- Evaluate JWL for monograph holdings noting what types of materials are in the circulating collection and the age of those materials.

  - Retrospective holdings.

    The retrospective holdings reflect the healthier book budgets that Andrews enjoyed in the past.

    Mechanical engineering materials are cataloged in the TJ portion of the Library of Congress classification system.

    The library has 1,045 books cataloged in the TJs (699 books were published between 1970 and 1990 - 67% of the total).

    Electrical/computer engineering materials are cataloged in the TK portion of the LC classification system.

    The library has 2,345 books cataloged in the TKs (1,123 books were published between 1970 and 1990 – 48% of the total).

  - Currency, holding for the past five years

    TJ – The library has 28 books from 1998-2002 (2.6% of total).

    TK – The library has 259 books from 1998-2002 (11% of total). TK also includes books on computer science, a current AU degree, which explains why JWL has more current materials in the TK classification.

  - Determine annual number of monographs published in the field of study and the average cost per volume.

    Yankee Book Peddler provides statistics for the number of new academic titles published, total list value, and the average price per title for the past fiscal year broken down by LC subclass.

| | No. of Titles | Total List Value | Average Price |
|---|---|---|---|
| TJ Mechanical engineering | 208 | $ 22,368.34 | $107.54 |
| TK Electrical/Computing | 1,401 | $124,883.51 | $ 89.14 |

- Evaluate JWL for Journal/Serial holdings

  - Determine what indexing tools JWL presently has.

Applied Science and Technology Abstracts (OCLC, 1983-)
Minimal coverage of a broad range of engineering disciplines.
Academic SearchEBSCO
Covers 194 engineering related titles.

  - Determine JWL print and electronic journals which support the new program

The library has 9 titles that specifically support the College of Technology engineering program. These titles are
Advanced Materials and Processes
ASTM Standardization News
Civil Engineering
Design News
EDN
IEEE Spectrum
Machine Design
Mechanical Engineering
Modern Plastics

Walla Walla College subscribes to 74 journals that are designated for engineering support. The James White Library subscribes to 24 or 32 % of those journals.

## FUNDING FOR LIBRARY MATERIALS TO SUPPORT THE NEW PROGRAM

Funds should include both one-time funds and continuing funds. One-time funds can help purchase books and serials retrospectively; continuing funds are essential for current books and journals/serials, as well as supporting current and new services.

1. Identify institutions that AU uses for institutional benchmarking studies.

Calvin College and Walla Walla College have all been identified as benchmark institutions for this program.

**Calvin College** offers an ABET accredited Bachelor of Science in Engineering degree with concentrations in chemical engineering, civil engineering, electrical and computer engineering, and mechanical engineering

- Library support
    - Primary databases available
        - Engineering Index ($8,000/yr)

- Budget

| | |
|---|---|
| Books | $ 6,673.00 |
| Journals | $18,660.00 |
| Databases | $ 8,000.00 |
| Total | $33,333.00 |

**Walla Walla College** offers an ABET accredited Bachelor of Science in Engineering degree with concentrations in civil, computer, electrical and mechanical engineering

- Library support:
    - Primary databases available
        - Applied Science & Technology Index
        - Ei Village (Compendex)
        - Cambridge Scientific Abstracts Complete Collection (also supports Biology)

- Budget

| | |
|---|---|
| Databases | |
| Engineering | $ 6,235.00 |
| CSA Collection (also supports Biology) | $17,325.00 |
| Books | $ 3,000.00 |
| Journals (74 titles) | $14,372.00 |
| Total | $40,932.00 |

2. Identify institutions that closely match the planned program.
See Walla Walla and Calvin College above

3. Identify institutions in the region that offer the program.
See Calvin College

4. Evaluate other similar programs at AU and determine average amount that should be spent annually.

Based on the information provided below, I recommend a startup budget of $54,000. The breakdown would be as follows:

| | |
|---|---|
| Startup fund for reference and circulating materials (5 times $6,000) | $30,000.00 |
| Engineering Index (annual cost) | $ 8,000.00 |
| Engineering minimum core journals | $16,000.00 |
| Total | $54,000.00 |

After the first year, the ongoing costs would be:

| | |
|---|---|
| Reference materials | $ 3,000.00 |
| Monographs and other materials | $ 3,000.00 |
| Engineering Index | $ 8,000.00 |
| Engineering core journals | $18,000.00 |
| Total | $32,000.00 |

This does not include inflation, which will be about 5 per cent annually for journals.

This is the minimal recommended funding for small to medium sized programs. These costs do not include interlibrary loan and document delivery costs, cataloging costs, and staff time.

The Engineering Department in the College of Technology at Andrews University has very minimal library support.

Primary Databases
Applied Science and Technology Abstracts
Academic SearchEbsco

| | |
|---|---|
| Books | $ 700.00 |
| Journals (9) | $ 1,300.00 |
| Total | $ 2,000.00 |

Professional programs at Andrews University are being supported at between $2,500-$9,000 annually for books (excluding reference). The addition of the Engineering Index (online version, Ei Village (Compendex) would increase our costs by $8,000/yr. *Booklist* has an Engineering reference list for small academic libraries that do not have an engineering major that totals $8,000.

5. Request 5 years of monographic and other materials budget for start up costs. For example if the budget needed to support the program is $5,000 annually - request $25,000 the first year to build up the collection. Other materials would include videos, cd-roms, computer programs, etc.

Because of the high cost of engineering books and the need for reference manuals, technical reports, patents, and product catalogs, I recommend a budget of $6,000 annually. This budget should be divided into $3,000 for reference materials and $3,000 for monographs and other materials. The first year I recommend a minimum of $30,000 for start-up costs. This fund should carry over so that faculty can recommend resources over more than one year. I recommend that

these materials be purchased very selectively. The library liaison should consult with the engineering faculty to determine the best mix of materials. $30,000.00

6. Request support for a core of journals and indexing services.

Engineering Index. All engineering collections should be receiving this important and comprehensive title (Katz, p.20). Both Walla Walla and Calvin College subscribe to this index. Because of the high cost of engineering journals ($400-$1,250.00/yr) and the fact that the Engineering Index covers conference proceedings, government reports, technical reports, etc, the Engineering Index is recommended as the key for accessing materials via interlibrary loan and document delivery. The online version will be purchased to maximize access and usage. $ 8,000.00

Electrical engineering.

The IEEE publications are vital to any engineering collection (Katz, p. 620).

Subscribe to a news magazine, *IEEE Spectrum* (Brin, 32) (current AU subscription).

The engineering faculty should recommend a selection of the IEEE journals (A discounted subscription to all of the IEEE publications would be $32,000-electronic access would be an additional $7,000) and other critical journals in the field.

Mechanical engineering.

The *American Society of Mechanical Engineers, Transactions* is a basic set of 18 journals (Katz, p. 611). $3,690.00

Subscribe to a news magazine, *Mechanical Engineering* (Brin, 32) (current AU subscription).

I recommend a core of approximately 10 journals in each area depending on the cost and faculty recommendations. Core titles can be determined from list provided by standard sources such a Katz, the libraries of the benchmark institutions, and faculty recommendations. Electronic access will be preferred depending on cost-effectiveness and need for diagrams, drawings, pictures, etc.

Using the example of Calvin College and Walla Walla, small programs with moderate to low budgets for resources ($18,000 and $14,000 journal budgets), I recommend that $8,000 be spent for each emphasis, for a total of $16,000. $16,000.00

7. Request support for backfiles of periodicals/serials as determined by core lists, benchmarking, and faculty requests.

I recommend that backfiles not be purchased. Document delivery and interlibrary loan should be used to obtain these materials.

## BUILDING THE COLLECTION

Once the planned program offerings are known and the current state of the collection assessed, the collection development librarian, library liaisons and faculty liaisons should prepare preliminary collection development guidelines for each subject area, based on the knowledge of the intended program offerings.

Consortium purchases will sought wherever possible to maximize information access and reduce or slow the rate of inflation.

1. Reference materials.

Review standard guides to the literature of the field and the pick lists determined during assessment

2. Monographs.

Retrospective purchases
- Determine if there are core lists available (see Lord)
- Develop a profile with a book vendor and ask for slips covering the previous year
- Examine bibliographies of newer, high-quality undergraduate texts.
- Use review sources such as Choice to identify reviews of recommended titles for the past few years.
- Ask faculty to identify titles of importance to the collection.
- Search library holdings of schools with similar programs.
- Check journal literature for bibliographies on this subject.
- Identify books that have won awards.

Current books/Ongoing selection
- Set up a profile with an approval vendor
- Check review sources such as Choice and scan magazines that feature new books.
- Ask faculty to send suggestions of titles that they consider appropriate to the collection.
- Periodically review the collection to identify gaps.

3. Serials (scholarly journals, magazines, newsletters, monographic series)

Serials are critical in obtaining current news and reports on recent research. Determine serial/monograph ratios from serial use statistics found in citation studies, guides to the literature, etc.

Focus on publications from the major societies in the discipline. Subscribe to at least one news magazine in the discipline.

Should conference proceedings be part of the collection? This will depend on the makeup of the program and faculty recommendations. Conference proceedings become more important as the degree level moves from bachelor to more advanced degrees.

To identify those periodical titles that will be critical to the collection:

Consult bibliographies such as *Magazines for Libraries*.
Seek core lists from benchmark libraries.
Consult with the faculty.

If conference proceedings are collected:

Ask faculty to identify key conferences.
Review guides to the literature.
Review the list of conferences indexed in the major indexes and abstracting services for the discipline.

## LIBRARY SERVICES

A new program will have an impact on interlibrary loan and document delivery services, library instruction, reference, collection development, patron services, periodicals services, and technical services.

Summarize impact on library staff workload.

The resources development librarian, the database librarian, the library liaison for the College of Technology, and the information services staff will need to familiarize themselves with the engineering literature. They will need to recommend materials for purchase, answer reference questions, and provide instruction in the use of the Engineering Index and how to access the engineering literature.

Patron services staff will need to increase shelf space in the TJs and TKs.

Periodicals services staff will need to process, shelve, and bind each title. Binding will be a significant cost.

The bibliographic services staff will have an increase in workload to purchase, catalog, and physically process materials for engineering.

## John Markovic

**From:** Dennis Hollingsead [hollings@andrews.edu]
**Sent:** Thursday, May 03, 2007 1:26 PM
**To:** John Markovic
**Subject:** Appendix Q

John; I just saw the minutes for Undergrad Council for March 12 mention Appendix Q as the reference for Undergraduate Council. Actually, when we went "live" online in 2005, most of the appendices were renumbered/lettered. Undergraduate Council does not appear now in the Working Policy because Pat Mutch envisioned a separate handbook for committees. That plan was never followed through, so your work on updating the working policy is fortuitous. Over the next year or so, the plan is to update the Working Policy. We will be sure that Undergraduate Council does not fall through the cracks this time.

Dennis Hollingsead
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*"Data isn't information; Information isn't knowledge; Knowledge isn't wisdom."*

## John Markovic

**From:** Lawrence W. Onsager [lonsager@andrews.edu]
**Sent:** Monday, April 02, 2007 8:15 PM
**To:** John Markovic
**Subject:** Re: UNDERGRAD COUNCIL MEETING

John,

1. The Gen Ed Committee has been revamped without communicating with UG Council (apparently it is being done with the Provost). I suggest that Don May report monthly on what is happening.

2. Strategic planning is focusing on undergrads. Duane should make a report to the UG Council.

3. Dr. Knight submitted a grant proposal to the McGregor Fund which focuses on undergraduate education with proposed changes. I suggest that you ask her to make a report to the UG council

Larry Onsager

----- Original Message -----
**From:** John Markovic
**To:** Michelle Bacchiocchi ; atkins@andrews.edu ; Charles Tidwell ; David Beckworth ; Don May ; Duane McBride ; Emilio Garcia-Marenko ; Gary Williams ; gilless@andrews.edu ; Heather Knight ; Jeannie Wolfer ; Keith Mattingly ; kvonmaur@andrews.edu ; lonsager@andrews.edu ; maguad@andrews.edu ; Marsha Beal ; mergag@andrews.edu ; Najeeb Nakhle ; ngb@andrews.edu ; rshow@andrews.edu ; Stephen Payne ; Verlyn Benson
**Sent:** Monday, April 02, 2007 8:43 AM
**Subject:** RE: UNDERGRAD COUNCIL MEETING

Good morning members of the Undergrad Council. I would like to hear from each one of you, at the meeting, what in your opinion should be the ISSUES and TOPICS for the council to address in the immediate future, that is, the next several months.

Cheers,

John Markovic

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**From:** Michelle Bacchiocchi
**Sent:** Friday, March 30, 2007 11:47 AM
**To:** atkins@andrews.edu; Charles Tidwell; dmb@andrews.edu; Don May; Duane McBride; Emilio Garcia-Marenko; Gary Williams; gilless@andrews.edu; Heather Knight; Jeannie Wolfer; John Markovic; Keith Mattingly; kvonmaur@andrews.edu; lonsager@andrews.edu; maguad@andrews.edu; Marsha Beal; mergag@andrews.edu; Michelle Bacchiocchi; Najeeb Nakhle; ngb@andrews.edu; rshow@andrews.edu; Stephen Payne; Verlyn Benson
**Subject:** RE: Meeting April 2

Hello Undergraduate Council Members,

Our next meeting is coming up, April 2 at 3:30.

Have a blessed weekend!

***Michelle K. Bacchiocchi MAT***

*Assistant Professor*

*Department of Teaching, Learning and Curriculum*

*Andrews University*

*Bell Hall Room 014*

*269-471-0235*

*michellb@andrews.edu*

***The glory of friendship is not the outstreached hand, nor the kindly smile, it is the spiritual inspiration that comes to one when he discovers that someone else believes in him and is willing to trust him with his friendship. -Ralph Emerson***

## John Markovic

**From:** Gary Williams [garyw@andrews.edu]
**Sent:** Monday, April 23, 2007 8:35 AM
**To:** John Markovic
**Subject:** Program review Document
**Attachments:** PROCEDURAL POLICY FOR PROGRAM DEVELOPMENT AND REVIEW.doc

John

Thought you might want this document in WORD.

Had a student worker do it.

Gary

***Gary Williams***
*Associate Registrar*

269.471.3305
269.471.6001 fax
garyw@andrews.edu

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# 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 need 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 the 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 asses student performance.

### B. Frequency of Program Review

The regular review of all Undergraduate programs shall follow a sever-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 bye 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 department/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: 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. Dispositions 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 for 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 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 east 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.

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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 proposal 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.

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| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | Mar-07 | Apr-07 | May-07 | Jun-07 | Jul-07 | Aug-07 | Sep-07 | Oct-07 | Nov-07 | Dec-07 | Jan-08 | Feb-08 | Mar-08 | Apr-08 | May-08 | Jun-08 | Jul-08 |
| 2 | | | | | | | | | | | | | | | | | | |
| 3 | **Online Degree Request** | | | | | | | | | | | | | | | | | |
| 4 | Online degree request preparation | | | | | | | | | | | | | | | | | |
| 5 | Online degree request submission | | | | | | | | | | | | | | | | | |
| 6 | Online degree focused visit | | | | | | | | | | | | | | | | | |
| 7 | Report from focused visit team | | | | | | | | | | | | | | | | | |
| 8 | Institution responds to report | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | |
| 10 | **Main Self-Study Process** | | | | | | | | | | | | | | | | | |
| 11 | Set up Steering Committee | | | | | | | | | | | | | | | | | |
| 12 | Set up subcommittees | | | | | | | | | | | | | | | | | |
| 13 | Planning for data collection | | | | | | | | | | | | | | | | | |
| 14 | Develop format for chapters | | | | | | | | | | | | | | | | | |
| 15 | Initial data collection | | | | | | | | | | | | | | | | | |
| 16 | Initial data analysis | | | | | | | | | | | | | | | | | |
| 17 | Planning next round of data collection | | | | | | | | | | | | | | | | | |
| 18 | Secondary data collection | | | | | | | | | | | | | | | | | |
| 19 | Secondary data analysis | | | | | | | | | | | | | | | | | |
| 20 | Subcommittees draft reports | | | | | | | | | | | | | | | | | |
| 21 | Steering Committee drafts self-study | | | | | | | | | | | | | | | | | |
| 22 | Campus community reviews self-study | | | | | | | | | | | | | | | | | |
| 23 | Subcommittees revise reports | | | | | | | | | | | | | | | | | |
| 24 | Steering Committee finalizes self-study | | | | | | | | | | | | | | | | | |
| 25 | Self-Study prepared for publication | | | | | | | | | | | | | | | | | |
| 26 | Document published and distributed | | | | | | | | | | | | | | | | | |
| 27 | Resource Room final preparation | | | | | | | | | | | | | | | | | |
| 28 | Site Visit March 23-25, 2009 | | | | | | | | | | | | | | | | | |
| 29 | Site Visitor Report | | | | | | | | | | | | | | | | | |
| 30 | Institution respond to Report | | | | | | | | | | | | | | | | | |
| 31 | Review by Higher Learning Commission | | | | | | | | | | | | | | | | | |
| 32 | Report from Higher Learning Commission | | | | | | | | | | | | | | | | | |

PROVOST'S PRELIMINARY CALENDAR
FOR PROGRAM REVIEW & DEVELOPMENT
6/2007

| | A | S | T | U | V | W | X | Y | Z | AA | AB | AC | AD | AE | AF | AG | AH | AI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | Aug-08 | Sep-08 | Oct-08 | Nov-08 | Dec-08 | Jan-09 | Feb-09 | Mar-09 | Apr-09 | May-09 | Jun-09 | Jul-09 | Aug-09 | Sep-09 | Oct-09 | Nov-09 | Dec-09 |
| 2 | | | | | | | | | | | | | | | | | | |
| 3 | **Online Degree Request** | | | | | | | | | | | | | | | | | |
| 4 | Online degree request preparation | | | | | | | | | | | | | | | | | |
| 5 | Online degree request submission | | | | | | | | | | | | | | | | | |
| 6 | Online degree focused visit | | | | | | | | | | | | | | | | | |
| 7 | Report from focused visit team | | | | | | | | | | | | | | | | | |
| 8 | Institution responds to report | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | |
| 10 | **Main Self-Study Process** | | | | | | | | | | | | | | | | | |
| 11 | Set up Steering Committee | | | | | | | | | | | | | | | | | |
| 12 | Set up subcommittees | | | | | | | | | | | | | | | | | |
| 13 | Planning for data collection | | | | | | | | | | | | | | | | | |
| 14 | Develop format for chapters | | | | | | | | | | | | | | | | | |
| 15 | Initial data collection | | | | | | | | | | | | | | | | | |
| 16 | Initial data analysis | | | | | | | | | | | | | | | | | |
| 17 | Planning next round of data collection | | | | | | | | | | | | | | | | | |
| 18 | Secondary data collection | | | | | | | | | | | | | | | | | |
| 19 | Secondary data analysis | | | | | | | | | | | | | | | | | |
| 20 | Subcommittees draft reports | | | | | | | | | | | | | | | | | |
| 21 | Steering Committee drafts self-study | | | | | | | | | | | | | | | | | |
| 22 | Campus community reviews self-study | | | | | | | | | | | | | | | | | |
| 23 | Subcommittees revise reports | | | | | | | | | | | | | | | | | |
| 24 | Steering Committee finalizes self-study | | | | | | | | | | | | | | | | | |
| 25 | Self-Study prepared for publication | | | | | | | | | | | | | | | | | |
| 26 | Document published and distributed | | | | | | | | | | | | | | | | | |
| 27 | Resource Room final preparation | | | | | | | | | | | | | | | | | |
| 28 | Site Visit March 23-25, 2009 | | | | | | | | | | | | | | | | | |
| 29 | Site Visitor Report | | | | | | | | | | | | | | | | | |
| 30 | Institution respond to Report | | | | | | | | | | | | | | | | | |
| 31 | Review by Higher Learning Commission | | | | | | | | | | | | | | | | | |
| 32 | Report from Higher Learning Commission | | | | | | | | | | | | | | | | | |

| | A | AJ |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | **Online Degree Request** | |
| 4 | Online degree request preparation | |
| 5 | Online degree request submission | |
| 6 | Online degree focused visit | |
| 7 | Report from focused visit team | |
| 8 | Institution responds to report | |
| 9 | | |
| 10 | **Main Self-Study Process** | |
| 11 | Set up Steering Committee | |
| 12 | Set up subcommittees | |
| 13 | Planning for data collection | |
| 14 | Develop format for chapters | |
| 15 | Initial data collection | |
| 16 | Initial data analysis | |
| 17 | Planning next round of data collection | |
| 18 | Secondary data collection | |
| 19 | Secondary data analysis | |
| 20 | Subcommittees draft reports | |
| 21 | Steering Committee drafts self-study | |
| 22 | Campus community reviews self-study | |
| 23 | Subcommittees revise reports | |
| 24 | Steering Committee finalizes self-study | |
| 25 | Self-Study prepared for publication | |
| 26 | Document published and distributed | |
| 27 | Resource Room final preparation | |
| 28 | Site Visit March 23-25, 2009 | |
| 29 | Site Visitor Report | |
| 30 | Institution respond to Report | |
| 31 | Review by Higher Learning Commission | |
| 32 | Report from Higher Learning Commission | |

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 33 | | | | | | | | | | | | | | | | | | |
| 34 | **Concurrent Institutional Work** | | | | | | | | | | | | | | | | | |
| 35 | ***Strategic Plan 2007-2012*** | | | | | | | | | | | | | | | | | |
| 36 | Strategic Plan developed | | | | | | | | | | | | | | | | | |
| 37 | Strategic Plan discussed by faculty | | | | | | | | | | | | | | | | | |
| 38 | Finalize Strategic Plan | | | | | | | | | | | | | | | | | |
| 39 | Revise Strategic Plan for 2008-2013 | | | | | | | | | | | | | | | | | |
| 40 | | | | | | | | | | | | | | | | | | |
| 41 | ***Program Review Process*** | | | | | | | | | | | | | | | | | |
| 42 | Reinvent Program Review Process | | | | | | | | | | | | | | | | | |
| 43 | Establish schedule of program reviews | | | | | | | | | | | | | | | | | |
| 44 | First round of new program review | | | | | | | | | | | | | | | | | |
| 45 | Second round of new program review | | | | | | | | | | | | | | | | | |
| 46 | Review program review processes | | | | | | | | | | | | | | | | | |
| 47 | Third round of program review | | | | | | | | | | | | | | | | | |
| 48 | Fourth round of program review | | | | | | | | | | | | | | | | | |
| 49 | | | | | | | | | | | | | | | | | | |
| 50 | ***Assessment Office Work*** | | | | | | | | | | | | | | | | | |
| 51 | Department Assessment Reports due | | | | | | | | | | | | | | | | | |
| 52 | Publish Annual Assessment Report | | | | | | | | | | | | | | | | | |
| 53 | | | | | | | | | | | | | | | | | | |

| | A | S | T | U | V | W | X | Y | Z | AA | AB | AC | AD | AE | AF | AG | AH | AI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 33 | | | | | | | | | | | | | | | | | | |
| 34 | **Concurrent Institutional Work** | | | | | | | | | | | | | | | | | |
| 35 | ***Strategic Plan 2007-2012*** | | | | | | | | | | | | | | | | | |
| 36 | Strategic Plan developed | | | | | | | | | | | | | | | | | |
| 37 | Strategic Plan discussed by faculty | | | | | | | | | | | | | | | | | |
| 38 | Finalize Strategic Plan | | | | | | | | | | | | | | | | | |
| 39 | Revise Strategic Plan for 2008-2013 | | | | | | | | | | | | | | | | | |
| 40 | | | | | | | | | | | | | | | | | | |
| 41 | ***Program Review Process*** | | | | | | | | | | | | | | | | | |
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| 44 | First round of new program review | | | | | | | | | | | | | | | | | |
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| 46 | Review program review processes | | | | | | | | | | | | | | | | | |
| 47 | Third round of program review | | | | | | | | | | | | | | | | | |
| 48 | Fourth round of program review | | | | | | | | | | | | | | | | | |
| 49 | | | | | | | | | | | | | | | | | | |
| 50 | ***Assessment Office Work*** | | | | | | | | | | | | | | | | | |
| 51 | Department Assessment Reports due | | | | | | | | | | | | | | | | | |
| 52 | Publish Annual Assessment Report | | | | | | | | | | | | | | | | | |
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| 33 | | |
| 34 | **Concurrent Institutional Work** | |
| 35 | ***Strategic Plan 2007-2012*** | |
| 36 | Strategic Plan developed | |
| 37 | Strategic Plan discussed by faculty | |
| 38 | Finalize Strategic Plan | |
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| 44 | First round of new program review | |
| 45 | Second round of new program review | |
| 46 | Review program review processes | |
| 47 | Third round of program review | |
| 48 | Fourth round of program review | |
| 49 | | |
| 50 | ***Assessment Office Work*** | |
| 51 | Department Assessment Reports due | |
| 52 | Publish Annual Assessment Report | |
| 53 | | |

Minutes of the
Subcommittee on Departmental Review
May 4, 1988

PRESENT: Arthur O. Coetzee, chairman; Delmer I. Davis, Acting Secretary; Merlene A. Ogden, Slimen J. Saliba, Edward E. Wines.

The committee discussed the next stages for handling the Departmental Reviews. Sy Saliba led out in the presentation of possible steps and procedures. The committee VOTED the following:

1. In order to arrive at an appropriate scaling system for the Market Viability Instrument, the evaluators should use a normal distribution (curve) system for indices 1, 3, and 4.

2. An absolute system should be used for indices 2 and 8 with the following absolutes as the measure for setting up the scale:

   a. for index 2, 2.5 should be the expected average for an acceptable ratio

   b. for index 8 (in the present numbering system on the instrument), a number of 15 to 1 in faculty/student ratio should be used as the average

3. The present 8 indices should be reduced to 5 for the final evaluation with numbers 5, 6, and 7 eliminated (these are really subsets of the present number 8).

4. The present instruments should not be changed in format even though some indices will not be used in the evaluation.

5. The weighting of the various indices for the Market Viability Instrument should be as follows:

   #1 = .15
   #3 = .15
   #4 = .15
   #2 = .20
   #8 = .35

6. The possibility of using graphs or visuals to make the numbers clearer should be investigated (these would be for the benefit of departments and schools).

7. The president and vice-president for academic administration might evaluate the departments using Instrument A (Centrality/Quality) in the following manner (Considerable discussion centered on the possibility that other responsible evaluators might be included. Consensus seemed to suggest that such evaluators should not be identified with any of the program-offering schools to insure impartiality.):

a. Rate the departments first (perhaps individually) before examining the departmental self-studies.

b. Discuss the rating as the departmental self-studies are reviewed.

c. Reach a consensus on evaluation numbers as a result of discussion and review of departmental evaluations.

8. The centrality/quality evaluations should be reported with numbers and graphs for each of the seven measures.

9. The seven measures of centrality/quality should be given equal weighting.

10. The suggested final three-dimensial visual graph (page 3 of the "Overview") should be adopted for the reporting of the departmental rankings with the circles representing departments, the size of circles representing credits generated, and the shadings in circles representing contribution to overhead.

The committee discussed future needs and decided that another meeting would concentrate on the issue of how to report the evaluative findings with special attention given to communication to the deans and departments as well as potential reports of finding to the Board of Trustees.

Arthur O. Coetzee, Chairman

Delmer I. Davis, Acting Secretary

# DEPARTMENTAL REVIEW DOCUMENT

## The Overview

April 1988

## Overview of the Departmental Review Instrument

This instrument is designed to assist the Adminstration in doing a departmental review of the university so that effective strategic planning can be implemented.

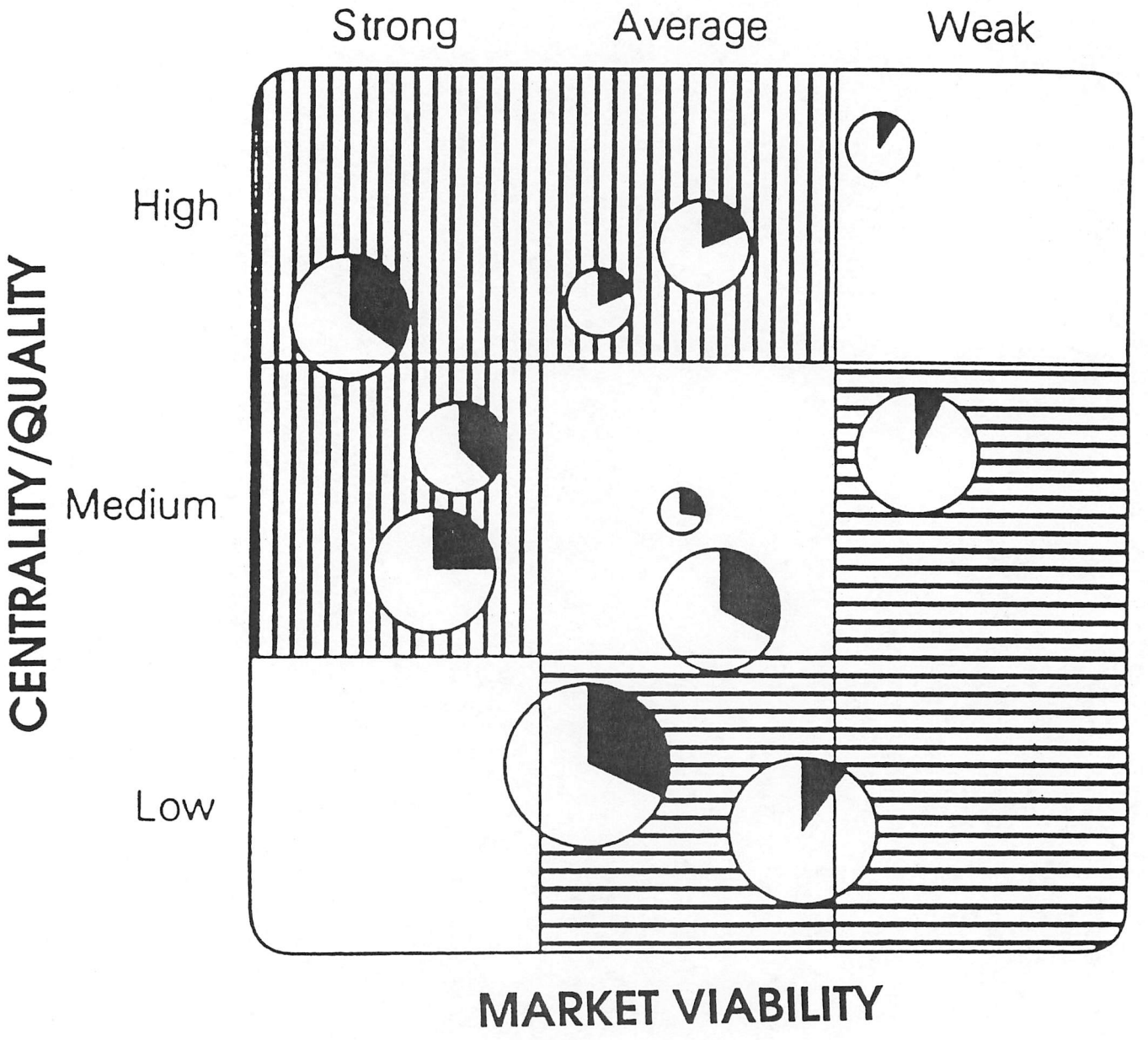
In this stage of planning we will attempt to establish the overall picture of the departments. This will be done as follows:

1. The departments will be ranked on the market viability measures. These are essentially economic indices explained in later pages of the document.
2. The departments will be ranked on the Centrality/Quality measures. These are essentially evaluative measures and represent the top administration's perceptions with input from the respective chairpersons.
3. The two measures will then be combined to form the matrix shown on the following page. This matrix will display the University's portfolio of departments. While chairpersons and deans will be involved in the entire process, central administration will rank the departments and combine the two dimensions of market viability and centrality/quality into the matrix shown on p. 3.

On pp. 4 the items that make up the centrality/quality and market viability dimensions are presented in summary form. The centrality/quality section of the instrument will be passed out to all chairpersons to be answered by them. **Upon completion it should be returned to the dean of the respective school no later than Friday, May 20, 1988.** The market viability measures attempt to show what question each index seeks to answer. This will be computed by central administration and passed out for each chairperson to review.

## Implementation

1. Credits and income generated from 1983/84 to the present will be passed out for departmental chairs and deans to review.
2. The market viability measures will be computed and graphed (where possible) by central administration.
3. The results for each department will be passed out to the chairperson of that department to read and review.
4. The Centrality/Quality measures will be passed out to departmental chairpersons. While they will answer all questions on this instrument, their real task will be to give reasons for their ratings. **This must be returned to the dean of the respective school no later than Friday, May 20, 1988.**
5. Central Adminstration, (Pres. & V.P. for Academic Administration or their designees) will rate the departments before looking at the chairpersons' responses. Then they will review their responses in light of the chairpersons' responses.
6. The measures will be used to produce the university's portfolio.
7. Central Administration will then discuss strategies to shape the portfolio into a more desirable profile.


Strong
Average
Weak
High
Medium
Low
CENTRALITY/QUALITY
MARKET VIABILITY

## Centrality/quality Measures

This section of the instrument measures perceptions of the academic quality of the program and its relationship to the mission of the university.

1. How appropriate is the quality and scope of the department's program to the mission of Andrews University?
2. How essential is the department to the mission of the church?
3. How essential is the department to the concept of a university?
4. What is the employment demand for graduates from the department?
5. What is the overall quality of the students in the department?
6. What is the quality of the departmental faculty?

## Market Viability Measures

This section of the instrument measures the extent to which there is present and future demand for the program area. (All of these indices compare data from 1983/84 school year until the present)

1. Trend of credits generated by department, school, and university.
2. Student teacher ratio by department, school, and university.
3. Tuition and fees income trend by the department, school, and university.
4. Proportion of the university's income generated by the department, school, and university.
5. Trend of the direct costs, by the department, school, and university.
6. Comparison of the department's direct costs with other departments'.
   a. within its school
   b. with the university as a whole
7. Trend of the department's contribution to overhead compared to departments
   a. within the school
   b. with the university as a whole
8. Ratio of income to expense by the department

# DEPARTMENTAL REVIEW INSTRUMENT (A)

## CENTRALITY/QUALITY

April 1988

# CENTRALITY/QUALITY MEASURES

Department:_____

1. On the following scale, rate how appropriate the quality and scope of your department's program is to Andrews University's mission. Circle the number that comes closest to your opinion.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Not very appropriate | | | | | | Very appropriate |

Give reasons for your rating:

2. How essential is your department to the mission of the church? Circle the number that comes closest to your opinion.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Not very essential | | | | | | Very essential |

Give reasons for your rating:

3. How essential is your department to the concept of a university? Circle the number that comes closest to your opinion.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Not very essential | | | | | | Very essential |

Give reasons for your rating:

4. Consult the *Occupational Outlook Handbook* (in your dean's office) and briefly summarize the job *outlook* for your department's majors for the period represented by the handbook. (Quantify where possible.) Delineate each area within your department by programs and number of job openings. (Attach this information on an additional page if necessary.)

5. Rate the employment demand for graduates from your department. Circle the number that comes closest to your opinion.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Very weak demand | | | | | | Very strong demand |

6. Apart from the job demand information given in the *Occupational Outlook Handbook*, what other reasons might you give for your rating?

7. Rate the overall quality of the students in your department. Circle the number that comes closest to your opinion.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Not very high quality | | | | | | Very high quality |

Give reasons for your rating:

8. Rate the quality of the departmental faculty. Circle the number that comes closest to your opinion.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Not very high quality | | | | | | Very high quality |

Give reasons for your rating:

# DEPARTMENTAL REVIEW INSTRUMENT (B)

## Market Viability Measures

## April 1988

# MARKET VIABILITY MEASURES

These are indices that are calculated from historical data. They represent trends and comparisons over the five-year period 1983/84 to the present. These indices will be computed by central administration and passed out to department chairpersons. This specific document is an example of a hypothetical department of the university. Each department will secure its own actual performance indices. How these numbers were computed, and what they mean is written up in the document entitled *Market Viability Measures—an Explanation.* This document should be retained for your records. When your own departmental indices are passed out you may find it helpful to refer to the *Explanation* document for clarification.

### Credits

This figure is derived by adding the total number of credit hours that students register for in the department, school or university.

| | 1983-84 | 1984-85 | 1985-86 | 1986-87 |
|---|---|---|---|---|
| Department | 8,262 | 9,205 | 8,931 | 8,693 |
| School | 59,887 | 66,047 | 63,692 | 62,628 |
| University | 114,848 | 122,057 | 116,370 | 116,301 |

### INDEX #1—Credit Trend (expressed in percentages)

In this index, we are comparing how much faster the sub-unit[1] is generating an increase in credits compared to the school or university.

This means that the school's (A&S) credits generated are increasing 4% faster than the university's. It is slightly above average.

| | 1983-84 % | 1984-85 % | 1985-86 % | 1986-87 % |
|---|---|---|---|---|
| School vs. University | 100 | 104 | 105 | 103 |
| Department vs. University | 100 | 105 | 107 | 104 |
| Department vs. School | 100 | 101 | 102 | 101 |

### INDEX #2—Full Time Student/teacher Ratio Comparison

This is a measure of how the department or school is performing in comparison to the school or university for the given year as far as the student/teacher ratio is concerned.

| | 1983-84 % | 1984-85 % | 1985-86 % | 1986-87 % |
|---|---|---|---|---|
| School vs. University | 93 | 97 | 91 | 105 |
| Dept. vs. University | 161 | 174 | 186 | 200 |
| Dept. vs. School | 173 | 179 | 203 | 191 |

[1] Sub-unit is used to describe either the department or the school.

### INDEX #3—Income Trend

This determines whether the sub-unit's income trend is favorable or unfavorable when compared to its school or the university. For the school vs. university comparison the value of 105.2% means that the tuition/credit ratio was increasing 5.2% faster than the university's for the 1984-85 year. This means that the school is slightly above average.

| | 1983-84 % | 1984-85 % | 1985-86 % | 1986-87 % |
|---|---|---|---|---|
| School vs. University | 100 | 105.2 | 105.3 | 102.8 |
| Department vs. University | 100 | 106.3 | 107.0 | 103.5 |
| Department vs. School | 100 | 101.0 | 101.6 | 100.6 |

### INDEX #4—Income Comparison

This is a measure of the revenue the department or school is generating in comparison to the school or university for the given year. For the school vs. university comparison, the value of 55.2% means that the school was generating 55.2% of the university's total tuition revenue for 1983-84.

| | 1983-84 % | 1984-85 % | 1985-86 % | 1986-87 % |
|---|---|---|---|---|
| School vs. University | 55.2 | 58.1 | 58.1 | 56.8 |
| Department vs. University | 7.6 | 8.1 | 8.1 | 7.9 |
| Department vs. School | 13.8 | 13.9 | 14.0 | 13.9 |

### INDEX #5—Direct Costs/credit (in 1967 dollars)

This calculates the direct costs per credit that were charged to each sub-unit.

| | 1983-84 $ | 1984-85 $ | 1985-86 $ | 1986-87 $ |
|---|---|---|---|---|
| Department | 10.48 | 9.21 | 9.07 | 9.42 |
| School | 20.79 | 20.23 | 20.76 | 20.86 |
| University | 20.10 | 19.90 | 20.60 | 21.31 |

### INDEX #6—Direct Cost Comparison (per credit)

This is a measure of the direct costs the department or school is generating in comparison to the school or university for the given year. For the school vs. university comparison, the value of 103% means that the school's direct costs were 103% of the university's direct costs per credit for 1983-84.

| | 1983-84 % | 1984-85 % | 1985-86 % | 1986-87 % |
|---|---|---|---|---|
| School vs. University | 103 | 102 | 101 | 98 |
| Department vs. University | 52 | 46 | 44 | 44 |
| Department vs. School | 50 | 46 | 44 | 45 |

### INDEX #7—Contribution Comparison

This is a measure of the contribution per credit the department or school is generating in comparison to the school or university for the given year. For the school vs. university comparison, the value of 109% means that the school's contribution per credit was

109% of the university's contribution per credit for 1983-84. This means that the school was making a larger contribution than the other schools of the university.

| | 1983-84 % | 1984-85 % | 1985-86 % | 1986-87 % |
|---|---|---|---|---|
| School vs. University | 109 | 114 | 112 | 114 |
| Department vs. University | 167 | 175 | 176 | 174 |
| Department vs. School | 154 | 154 | 157 | 153 |

**INDEX #8—Income/direct Cost Ratio (per credit)**

This determines what the ratio of income to expense is. The value 3.80 for the department means that the department's income to its direct costs for 1983-84 is 3.80 to 1. The university needs to have *a minimum ratio of 2.5 to 1.* In this case the department is obviously above average.

| | 1983-84 | 1984-85 | 1985-86 | 1986-87 |
|---|---|---|---|---|
| Department | 3.80 | 4.42 | 4.55 | 4.50 |
| School | 1.92 | 2.01 | 1.99 | 2.03 |
| University | 1.87 | 1.91 | 1.89 | 1.89 |

# DEPARTMENTAL REVIEW

# An Explanation—
# Viability Measures

April 1988

# MARKET VIABILITY MEASURES

This is a sample of a hypothetical department's economic indices that measure market viability. This document shows how the indices were generated and what question they answer.

## Credit Analysis

### Credits

This figure is derived by adding the total number of credit hours that students register for in the department, school or university.

| | 1983-84 | 1984-85 | 1985-86 | 1986-87 |
|---|---|---|---|---|
| Department | 8,262 | 9,205 | 8,931 | 8,693 |
| School | 59,887 | 66,047 | 63,692 | 62,628 |
| University | 114,848 | 122,057 | 116,370 | 116,301 |

### INDEX #1—Credit Trend (expressed in percentages)

In this index, we are comparing how much faster the sub-unit is generating an increase in credits compared to the school or university. e.g.—School vs. University is calculated by:

$$100 \times \frac{66,047}{59,887} \div \frac{122,057}{114,848} = 104$$

This means that the school's (A&S) credits generated are increasing 4% faster than the university's. It is slightly above average.

| | 1983-84 % | 1984-85 % | 1985-86 % | 1986-87 % |
|---|---|---|---|---|
| School vs. University | 100 | 104 | 105 | 103 |
| Department vs. University | 100 | 105 | 107 | 104 |
| Department vs. School | 100 | 101 | 102 | 101 |

## Full Time Equivalent Student/teacher Analysis

### Fte Student/teacher Ratio

Here the measurement is arrived at by dividing the number of full time equivalent students by the number of full time equivalent associate professors in the department, school or university so that in 1983-84 this department had 21.5 students to 1 faculty member.

| | 1983-84 | 1984-85 | 1985-86 | 1986-87 |
|---|---|---|---|---|
| Department | 21.5 | 24.3 | 24.5 | 24.1 |
| School | 12.4 | 13.6 | 12.1 | 12.6 |
| University | 13.4 | 14.0 | 13.2 | 12.0 |

### INDEX #2—Full Time Student/teacher Ratio Comparison

Is a measure of how the department or school is performing in comparison to the school or university for the given year as far as the student/teacher ratio is concerned.

(For the school vs. university comparison, the value of 93% means that the school's ratio is 93% of the university's for 1984-85. This means that in 1984-85 when compared to the university, the school's performance was below average. This is calculated by taking: 12.4 / 13.4 x 100 = 93.)

| | 1983-84 % | 1984-85 % | 1985-86 % | 1986-87 % |
|---|---|---|---|---|
| School vs. University | 93 | 97 | 91 | 105 |
| Dept. vs. University | 161 | 174 | 186 | 200 |
| Dept. vs. School | 173 | 179 | 203 | 191 |

## Tuition And Fee Analysis

### Tuition And Fees

The total dollar figure that was generated by the department, school or university by tuition and fees.

| | 1983-84 $ | 1984-85 $ | 1985-86 $ | 1986-87 $ |
|---|---|---|---|---|
| Department | 982,025 | 1,166,361 | 1,187,611 | 1,211,189 |
| School | 7,118,192 | 8,368,779 | 8,469,527 | 8,725,909 |
| University | 12,896,949 | 14,407,439 | 14,579,222 | 15,373,079 |

### Tuition And Fees Reported In 1967 Dollars

This shows the revenue received discounted for inflation into 1967 dollars. This is done so that we can compare dollars across the years having factored out the bias due to inflation. Because the U.S. government bases its Consumer Price Index on 1967 dollar figures we have chosen to use that year.

| | 1983-84 $ | 1984-85 $ | 1985-86 $ | 1986-87 $ |
|---|---|---|---|---|
| Department | 329,097 | 374,915 | 368,594 | 368,815 |
| School | 2,385,453 | 2,690,061 | 2,628,655 | 2,657,098 |
| University | 4,322,034 | 4,631,128 | 4,524,898 | 4,681,206 |

### Tuition And Fees/credit (In 1967 dollars)

This figure is calculated by dividing the total revenue (in 1967 dollars) by the credits generated. (For 1983-84 the department had $329,097 in revenue and 8,262 credits. Thus: $329,097 / 8,262 = $39.83.)

| | 1983-84 $ | 1984-85 $ | 1985-86 $ | 1986-87 $ |
|---|---|---|---|---|
| Department | 39.83 | 40.73 | 41.27 | 42.43 |
| School | 39.83 | 40.73 | 41.27 | 42.43 |
| University | 37.63 | 37.94 | 38.88 | 40.25 |

### INDEX #3—Income Trend

This determines whether the sub-unit's income trend is favorable or unfavorable when compared to its school or the university. For the school vs. university comparison the value of 105.2% means that the tuition/credit ratio was increasing 5.2% faster than

the university's for the 1984-85 year. This means that the school is slightly above average. This is calculated by taking:

$$100 \times \frac{2,690,061}{2,385,453} \div \frac{4,631,128}{4,322,034} = 105.2$$

| | 1984-85 % | 1985-86 % | 1986-87 % |
|---|---|---|---|
| School vs. University | 105.2 | 105.3 | 102.8 |
| Department vs. University | 106.3 | 107.0 | 103.5 |
| Department vs. School | 101.0 | 101.6 | 100.6 |

### INDEX #4—Income Comparison

Is a measure of the revenue the department or school is generating in comparison to the school or university for the given year. For the school vs. university comparison, the value of 55.2% means that the school was generating 55.2% of the university's total tuition revenue for 1983-84. This is calculated by taking (2,385,453/ 4,322,034) x 100 = 55.2%

| | 1983-84 % | 1984-85 % | 1985-86 % | 1986-87 % |
|---|---|---|---|---|
| School vs. University | 55.2 | 58.1 | 58.1 | 56.8 |
| Department vs. University | 7.6 | 8.1 | 8.1 | 7.9 |
| Department vs. School | 13.8 | 13.9 | 14.0 | 13.9 |

## Direct Cost Analysis

### Direct Costs

The total direct costs charged to the department, school or university.

| | 1983-84 $ | 1984-85 $ | 1985-86 $ | 1986-87 $ |
|---|---|---|---|---|
| Department | 258,379 | 263,813 | 260,952 | 269,026 |
| School | 3,715,347 | 4,155,682 | 4,260,011 | 4,291,099 |
| University | 6,889,339 | 7,557,105 | 7,724,120 | 8,138,088 |

### Direct Costs Reported in 1967 Dollars

This shows the direct costs charged, to the department, school or university, discounted for inflation into 1967 dollars. This is done so that we can compare dollars across the years having factored out the bias due to inflation. Because the U.S. government bases its Consumer Price Index on 1967 dollar figures we have chosen to use that year.

| | 1983-84 $ | 1984-85 $ | 1985-86 $ | 1986-87 $ |
|---|---|---|---|---|
| Department | 86,588 | 84,800 | 80,991 | 81,920 |
| School | 1,245,089 | 1,335,803 | 1,322,164 | 1,306,668 |
| University | 2,308,760 | 2,429,156 | 2,397,306 | 2,478,102 |

### INDEX #5—Direct Costs/credit (in 1967 dollars)

This figure is calculated by dividing the total direct costs (in 1967 dollars) by the credits generated. (For 1983-84 the department had $86,588 in direct costs and 8,262 credits. Thus $86,588 / 8,262 = $10.48.)

| | 1983-84 $ | 1984-85 $ | 1985-86 $ | 1986-87 $ |
|---|---|---|---|---|
| Department | 10.48 | 9.21 | 9.07 | 9.42 |
| School | 20.79 | 20.23 | 20.76 | 20.86 |
| University | 20.10 | 19.90 | 20.60 | 21.31 |

### INDEX #6—Direct Cost Comparison (per credit)

Is a measure of the direct costs the department or school is generating in comparison to the school or university for the given year. For the school vs. university comparison, the value of 103% means that the school's direct costs were 103% of the university's direct costs per credit for 1983-84. This is calculated by taking (20.79/20.10) x 100 = 103%.

| | 1983-84 % | 1984-85 % | 1985-86 % | 1986-87 % |
|---|---|---|---|---|
| School vs. University | 103 | 102 | 101 | 98 |
| Department vs. University | 52 | 46 | 44 | 44 |
| Department vs. School | 50 | 46 | 44 | 45 |

## Contribution Analysis

### Contribution

This figure is the total revenue generated by the department, school or university minus the total direct costs charged to them. (The value $723,646 shows that the department had total revenue that exceeded its direct costs by this amount.)

| | 1983-84 $ | 1984-85 $ | 1985-86 $ | 1986-87 $ |
|---|---|---|---|---|
| Department | 723,646 | 902,547 | 926,659 | 942,163 |
| School | 3,402,845 | 4,213,097 | 4,209,516 | 4,434,810 |
| University | 6,007,610 | 6,850,334 | 6,855,102 | 7,234,991 |

### Contribution in 1967 Dollars

This shows the contribution made by the department, school or university, discounted for inflation into 1967 dollars. This is done so that we can compare dollars across the years having factored out the bias due to inflation. Because the U.S. government bases its Consumer Price Index on 1967 dollar figures we have chosen that year.

| | 1983-84 $ | 1984-85 $ | 1985-86 $ | 1986-87 $ |
|---|---|---|---|---|
| Department | 242,509 | 290,115 | 287,604 | 286,895 |
| School | 1,140,364 | 1,354,258 | 1,306,492 | 1,350,429 |
| University | 2,013,274 | 2,201,972 | 2,127,592 | 2,203,103 |

**Contribution/credit (in 1967 dollars)**

This figure is calculated by dividing the total contribution(in 1967 dollars) by the credits generated. (For 1983-84 the department had $723,646 in contribution and 8,262 credits. Thus $723,646 / 8,262 = $29.35.)

| | 1983-84 $ | 1984-85 $ | 1985-86 $ | 1986-87 $ |
|---|---|---|---|---|
| Department | 29.35 | 31.52 | 32.20 | 33.00 |
| School | 19.0 | 20.50 | 20.51 | 21.56 |
| University | 17.53 | 18.04 | 18.28 | 18.94 |

**INDEX #7—Contribution Comparison**

Is a measure of the contribution per credit the department or school is generating in comparison to the school or university for the given year. For the school vs. university comparison, the value of 109% means that the school's contribution per credit was 109% of the university's contribution per credit for 1983-84. This is calculated by taking (19.04/17.53) x 100 = 109.

| | 1983-84 % | 1984-85 % | 1985-86 % | 1986-87 % |
|---|---|---|---|---|
| School vs. University | 109 | 114 | 112 | 114 |
| Department vs. University | 167 | 175 | 176 | 174 |
| Department vs. School | 154 | 154 | 157 | 153 |

**INDEX #8—Income/direct Cost Ratio (per credit)**

Determines what the ratio of income to expense is. The value 3.80 for the department means that the department's income to its direct costs for 1983-84 is 3.80 to 1. This is calculated using the following figures from previous charts: Department revenue/credit= $39.83. Department direct costs/credit = $10.48. Thus $39.83 / $10.48 = 3.80.

| | 1983-84 | 1984-85 | 1985-86 | 1986-87 |
|---|---|---|---|---|
| Department | 3.80 | 4.42 | 4.55 | 4.50 |
| School | 1.92 | 2.01 | 1.99 | 2.03 |
| University | 1.87 | 1.91 | 1.89 | 1.89 |

Minutes of the
Subcommittee on Departmental Review
May 4, 1988

PRESENT: Arthur O. Coetzee, chairman; Delmer I. Davis, Acting Secretary; Merlene A. Ogden, Slimen J. Saliba, Edward E. Wines.

The committee discussed the next stages for handling the Departmental Reviews. Sy Saliba led out in the presentation of possible steps and procedures. The committee VOTED the following:

1. In order to arrive at an appropriate scaling system for the Market Viability Instrument, the evaluators should use a normal distribution (curve) system for indices 1, 3, and 4.

2. An absolute system should be used for indices 2 and 8 with the following absolutes as the measure for setting up the scale:

   a. for index 2, 2.5 should be the expected average for an acceptable ratio

   b. for index 8 (in the present numbering system on the instrument), a number of 15 to 1 in faculty/student ratio should be used as the average

3. The present 8 indices should be reduced to 5 for the final evaluation with numbers 5, 6, and 7 eliminated (these are really subsets of the present number 8).

4. The present instruments should not be changed in format even though some indices will not be used in the evaluation.

5. The weighting of the various indices for the Market Viability Instrument should be as follows:

   #1 = .15
   #3 = .15
   #4 = .15
   #2 = .20
   #8 = .35

6. The possibility of using graphs or visuals to make the numbers clearer should be investigated (these would be for the benefit of departments and schools).

7. The president and vice-president for academic administration might evaluate the departments using Instrument A (Centrality/Quality) in the following manner (Considerable discussion centered on the possibility that other responsible evaluators might be included. Consensus seemed to suggest that such evaluators should not be identified with any of the program-offering schools to insure impartiality.):