Earlham College
5-Year Review Form for Departments and Programs

Each department and program completes a 5-year review for multiple purposes: to make sure each department or program’s goals and successes are visible to the institution as a whole and to external stakeholders, to help departments and programs keep track of their own goals and their progress toward achieving them, to assess staffing and other needs of the department, and to help the Curricular Steering Committee link a given department or program to others in the college with possible shared purposes and needs.

Please note the following:

1. Reviews will typically be 10-20 pages long excluding appendices.
2. As of Fall 2011, all programs/departments must be reviewed by an outside reviewer. Conveners should submit a list of three possible reviewers to the Academic Dean, who will make a selection. These should be chosen from with the GLCA, ACM, ACS, or another liberal arts college comparable to Earlham.
3. All reviews should address learning goals, assessment methods, and proven outcomes.
4. Reviews will be read and responded to by the Academic Dean, Associate Academic Dean, and Curricular Steering Committee.
5. Each review should include the elements detailed below.

I. Describe your department

Your description should include each of the five kinds of information requested here, but you may arrange the order within your own narrative.

A. Give an overview of the state of your discipline and locate your department within current and anticipated trends. Given these trends, what are you inclined to pursue, and not pursue? What compelling reasons in the field and within your current resources drive this inclination? What does CSC need to understand about your field, and your position within it, to support your future directions?

B. How has your department or program changed in the last five years? What was the rationale for any changes?

C. Compare the strengths and weaknesses of your department or program with some peer institutions.

D. Situate your department or program with respect to the mission of the college, our 10 college-wide learning outcomes, and our stated Action Initiatives and Considerations for the future.

E. How does diversity play out in your department in terms of faculty hires and retention, students who tend to major and minor in your discipline, and offerings in your curriculum?
F. What learning goals and outcomes have you established for your majors and minors?

G. Describe the structure of the department/program (e.g., disciplinary, interdisciplinary) & current staffing (FTEs, Adjuncts, Teaching Assistants). Additionally, characterize the following:

1) The structure of your major and minor and your curriculum more broadly. Which courses are routinely taught and indispensable?

2) The average annual number of majors and minors

3) Typical enrollment patterns in your courses: how many students do you teach? How do you interpret your enrollment numbers: e.g., are there national trends, has there been a blip due to a leave or sabbatical, is this a gateway course?

4) Your contributions to General Education. Include the number of courses and the typical number of students. Which learning goals are fulfilled by your Gen Ed offerings?

5) Your contributions to interdepartmental majors and other programs

6) Support you provide for students outside the classroom (collaborative research, conferences, grants, etc.)

7) Service to the college in terms of co-curricular programs and activities and administrative duties

8) Accomplishments of faculty/department/program: publications, grants, presentations, performances, exhibits, conferences, innovations

II. Assessment

A. Given the learning goals and outcomes you’ve established for your majors and minors and your General Education contributions, what measures are you using to determine whether these outcomes are being accomplished?

B. How do you collect evidence of your successes and apply it to improvement of teaching and learning?

C. Characterize particular learning goals and outcomes you are working toward in upcoming years. How are you proceeding to accomplish and assess these?

D. Describe post-graduation patterns of your majors. How many tend to go on for advanced degrees? How do you gather and maintain data on your graduates and their accomplishments?
III. Modeling

A. What are your goals and expectations for the next five years, in light of the department or program’s changing vision, trends in your discipline, and learning outcomes you hope to institute or improve?

B. Describe your anticipated staffing needs to meet these goals and expectations.

C. Develop a possible model for each of the following scenarios:
   1) One additional FTE
   2) One less FTE

D. If you had to share an FTE with another department, what might that look like?
E. What equipment and facilities needs do you anticipate in the coming five years?

IV. Summary of Review

Write a 150-250 word summary of your review that can be posted in the Evidence-Based Learning assessment tab on Earlham’s website.

V. Appendix

Include the following materials in appendices:

A. Current c.v.’s for department members

B. Your departmental curriculum maps, rubrics, and other assessment instruments

C. Your latest two-year Unit Plan using the electronic format developed in Fall, 2012

D. A report from your outside reviewer

Recommended Questions for Outsider Reviewers

1. What do you see as the strengths of the department? What do you see as weaknesses or gaps?

2. Are the goals and outcomes for competency in the discipline/department adequately expressed, and is the structure of the curriculum coherent for achieving these goals and outcomes as to coverage and sequencing?

3. Does the senior capstone/comprehensive exam arrangement appear effective? Are the measures for judging this sufficient?

4. What do our students think about the major? The department?
5. How well are students being advised and receiving support by tutoring, library instruction, technology, experiential opportunities?

6. Do the approaches to teaching in your department demonstrate the state of the art in the national arena?

7. Are the accomplishments of alumni of the department adequately documented?

8. Based on the current state of the department and the discipline more broadly, what should be future priorities for the department or program?

9. Do you perceive that the department has adequate facilities, staffing, and support?

Add questions specific to your current concerns as a department or program.