

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.

Before beginning your work on the 5-year review, please fill out this [Data Request Form](#) to request institutional data. Also request information about your alumni from Advancement using this [Alumni Information Request Form](#). These data will be included in your Appendix (see below). The Institutional Research Office will follow up to assist with the specifics of your request.

Please note the following:

1. Reviews will typically be 10-20 pages long excluding appendices.
2. As of Fall 2011, all programs/departments have the option to be reviewed by an outside reviewer. An outside reviewer **must** be used at least once every 10 years (every other cycle). Conveners should submit a list of three possible reviewers to the Academic Dean, who will make a selection. These should be chosen from within the GLCA, ACM, ACS, or another liberal arts college comparable to Earlham.
3. You will be assigned a member of the Assessment committee to act as a liaison during your 5 year review process. Reviews will be read by the Dean, the Associate Academic Dean, the Assessment Committee and CSC. A minute from the Assessment committee will be written, and the Dean will meet with each department or departmental representative at the conclusion of the exercise.
4. Each review should include the elements detailed below. It will be most helpful if they are labeled with the headings and questions below, and in the order requested.

I. Describe your department

- A. Think about your department over the past five years and the next five years. Summarize your department, its program and its trajectory as contextualized by your discipline as a whole, comparable departments at other institutions, resources (including staffing), and your goals for students.
- B. Discuss how your program relates to, fulfills, considers, and/or influences the following:
 - a. Our college-wide learning goals.
 - b. Your departmental/program-specific learning goals.
 - c. The mission of the college.
 - d. The ways in which the skills, knowledge, and experiences of your graduates are adaptable to changing environments.

- C. Discuss “diversity and inclusion” in your department, in terms of faculty, students, and student experiences. Be sure to address:
- . Faculty hires, retention, and professional development.
 - a. Patterns of enrollment, success, and/or failure in your courses. How do you interpret these patterns? What plans do you have to address them?
 - b. Course goals and expectations for your graduates.
 - c. Systematic promotion of diversity and inclusion goals.

II. Assessment

In the appendix, you provide your departmental learning goals and outcomes for your major(s), minor(s) and general education course(s). In this section, we ask you to detail your assessment plan for these goals as well as other more general goals such as supporting diversity and creating successful world citizens.

- A. Provide a summary of how you assess your department’s success at reaching these learning goals and outcomes, including the evidence you use to assess it. Describe how you utilize the feedback from assessment to improve teaching and learning, as well as how assessment supports the departmental trajectory described in Part I and connects to the modeling in Part III. Please highlight areas in need of growth and areas that have seen recent growth.
- B. Using the data received from your Institutional Research request, describe post-graduation patterns of your majors. (For example, how many tend to go on for advanced degrees? Are there trends in employment?) Although it is not expected, does your department gather and maintain data on your graduates and their accomplishments? If so, please describe.

III. Modeling

- A. In light of the department or program’s changing vision, trends in your discipline, and learning outcomes you hope to institute or improve, what are your goals and expectations for the next five years?
- 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 fewer 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 to share with the community that can be posted on Earlham’s website.

V. Appendix

The first four sections of this report provide an executive summary of the conversation and analysis completed by your department as you completed your review. In the appendix, we are asking for the data and building blocks that formed the basis of this conversation and analysis. Many of these items were compiled already in either your: semester unit plans, annual faculty reports, data request form results or regular department reflection and curriculum alignment. The appendix is where all of this hard work should come together in one place.

A. State the learning goals, outcomes, and evidence you used to support the discussion in Part I above. Include your departmental curriculum maps, rubrics, and other assessment instruments.

B. Attach your major and minor requirements from the curriculum guide.

1. Which courses are offered at predictable intervals (every semester, every fall or spring, every other spring, etc.)?
2. Which courses are required for your major (not upper level electives, but specific courses that are required)?
3. Which courses contribute to other majors or programs?
4. How many electives are required and how many are offered by your department each year? What challenges, if any, are there to offering enough upper level electives so that students can complete the major?

C. Describe typical enrollment patterns in your courses: how many students do you teach? How do you interpret your overall enrollment numbers: e.g., are there national trends, how have enrollments been informed by leaves or sabbaticals, are there particularly large gateway courses? Provide the number of graduates (major and minor) each year from institutional research data.

D. Describe support and opportunities you provide for students outside the classroom (collaborative research, conferences, grants, co-curricular programs, etc.).

E. Describe departmental service to the college and profession in terms of activities and administrative duties.

F. When you complete your [Data Request Form](#) and [Alumni Information Request Form](#) (see the introductory information), you will receive a variety of data including the information below. Please attach the following as provided:

1. **Average class size**
2. **Number of Graduates by Major and Minor**
3. **First Destination Survey** – Data about student activity right after graduation. These data can be disaggregated by major area of study. Data available for 2014 Graduates. Data for Graduates 2016 will be available early 2017. Response rate for 2014 was nearly 89%
4. **Alumni Outcomes** – The Institutional Advancement Office will provide lists of alumni outcomes within majors.
5. **HEDS Alumni Survey** – This survey is conducted every two years for classes who are 5- and 6-years out. Data sets can be created that are disaggregated by major area of study broadly defined. Information included in this survey that may be of interest :
 - a. Current Primary Activity
 - b. Plans for Future Degrees

- c. In class experiences (at Earlham)
- d. Aspects of employment such as “related to my undergraduate major”
- e. Gross Annual Income
- 6. **PhD Production** – Broken out by area of study of earned PhD

G. Attach your latest two-year Unit Plan

H. Attach the report from your outside reviewer (if available)

Questions for Outsider Reviewers:

1. What do you see as the strengths of the department? How do reported alumni outcomes evidence departmental strengths? 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 are students’ perceptions of the strengths and challenges of the major/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 best practices in the discipline?
7. Based on the current state of the department and the discipline more broadly, what should be future priorities for the department or program?
8. Do you perceive that the department has adequate facilities, staffing, and support?
9. How does the department demonstrate (through the curriculum, teaching, and advising) an awareness and appreciation of the college’s commitment to diversity and inclusion?
10. Add questions specific to your current concerns as a department or program.