

Department/Program Self-Study & Review

Earlham College

Purpose

Reviews are a time for departments and programs to reflect, assess, and plan. The primary goals of the process are to help departments and programs fulfill the mission of the college successfully and to plan for the future. The secondary goal is to assure accreditors and outside constituencies that Earlham is delivering the unique, high-quality education that we know we are delivering.

Reflection

Departments and programs use this process to reflect on where they are as a department/program, where they have been, and where they want to go; what the strengths, weaknesses, and vulnerabilities are for the department/program; and it is a time to reflect on their goals for the department/program and for the students. There are other areas where departments/programs may reflect as well.

Assess

As part of the reflection process, departments will discuss and share their assessment of student learning in relation to learning goals and aspirations of the department/program. Assessment should be systematic, aligned with department/program and college goals, and formative for the department, in that the results of assessment should inform changes to the curriculum, teaching methods, or both. Assessment is meant to guide the department in their reflection and is expected by accreditors.

Plan

The review process, including the self-study and conversation with leadership in Academic Affairs, is intended to help the department/program plan for the future, with consideration for opportunities, challenges, and shifts in the discipline, Earlham, and the world at large.

Process

Departments will complete a self-study over the course of a year. Departments will meet with someone from the Office of Institutional Effectiveness (OIE) near the beginning of the process to discuss data and assessment.

Departments/programs will have access to a Box folder that contains relevant data and information. Departments/programs may also use the Box folder to store supporting documents or appendices. Faculty are encouraged to treat the self-study as an iterative process. Rather than completing the prompts in order, faculty are encouraged to revisit sections based on

conversations that may occur later in the process. Faculty may want to begin with the appendix and work their way back to the narrative portions.

Staff in OIE will be available for consultation throughout the process. At the end of the academic year, the department/program will submit their self-study and supporting documents and evidence.

In the semester following the submission of the self-study, the Committee on Assessment and Accreditation (CAA) will read the document and write a minute with feedback, which will be shared with the department/program. The tenured or tenure-track members of the department will meet with the appropriate leadership in Academic Affairs (e.g., Provost) and a member of OIE jointly or separately to “close the loop”. Visiting faculty and other members of the department/program are invited to these meetings at the discretion of the department/program.

At the conclusion of the review, the self-study, CAA minute, “Closing the Loop” meeting minutes, supporting data/documents, and any corrections or addenda will be posted in Box and available to Earlham faculty. Departments/programs can request that certain documents, data, or minutes are kept private.

Self-Study

Description of Department/Program

- Describe your department/program.
 - You may use the description that appears on your department/program’s webpage as a starting point if it is accurate.*
 - Describe the major areas of expertise within your department/program.
 - Describe interdisciplinary contributions of members of your department. This might include contributions to other programs or applied minors as well as interdisciplinary research interests, etc.
 - Describe how your department/program provides mentorship for new colleagues. *(Required for departments who have made hires since the last review; optional for others.)* How well does this mentorship provide support for new colleagues to thrive at Earlham? In what ways would the department/program like to change or improve its mentorship model? What supports does the department/program need to provide high-quality mentorship?
- Earlham Mission
 - Describe how your department/program is aligned with and helps fulfill [Earlham’s mission](#). Please provide specific examples.
- Diversity, Equity, Inclusion, & Justice
 - What aspirations does the department/program have with respect to DEI? What steps is the department taking to realize those aspirations?
 - In what ways does the department promote or contribute to DEI outside of curricular offerings? This might include in areas of student support (including formal & informal advising), events offered, committee work, or other areas. (Curricular offerings are addressed in the [State of the Major](#) section.)

- What professional development experiences have faculty engaged in with respect to DEI? This might include formal workshops or trainings, as well as shared readings groups, individual education, or other possibilities.
- History of Department/Program

This section is optional, but encouraged. Including this in your review can provide context through turnover for future colleagues.

 - Provide a brief history of your department.
 - Highlight past events or situations that are critical for understanding where the department is today and where it is headed in the future.
- Department/Program Mission Statement

Optional

 - If your department/program has a mission statement, please include it.
 - If your department/program has multiple majors and there is a separate mission statement for each major, please include each one and indicate which statement belongs with which major.

State of the Major

For departments responsible for more than one major and who have chosen to submit a single department review, please complete this section separately for every major in the department.

Intro to Capstone to Beyond

- Describe the general pathway of your major.
 - Describe whether students tend to follow a regimented path through your major or whether students tend to follow many different paths or something in between.
 - Discuss how this pattern matches (or does not) the needs of your discipline, the vision for your major, or both.
- Discuss the curricular engagement of diversity, equity, inclusion, and justice within the major and how well this engagement is meeting [Earlham's aspirations](#). You will discuss progress toward student learning in the next sections.
- What is unique, innovative, or special about your curriculum or approach to your major in comparison to other comparable small liberal arts colleges?
- If you were given data about post-graduate outcomes or track data yourselves, describe common post-graduate outcomes for your majors and your interpretation of these outcomes.

Learning Goals of the Major

Collect and review the information requested in the [Learning Goals section](#) of the Appendix. Following discussion and reflection among department/program members, answer the prompts below.

- Discuss your discipline-specific learning goals. How were they developed? Why are these the department's learning goals? If the goals have changed since the last review, discuss the process that led to the change. If they have not changed, explain why they are still relevant and important to the major.
- If not addressed above, discuss your curricular map. This discussion might address questions such as whether every goal is covered at the "highest" level (e.g., emphasize, mastery, etc., based on the language of your map); whether some goals are covered in

many classes/experiences and some in fewer classes/experiences; whether there were changes to the curricular map & what the purpose of the changes were.

- Discuss your interpretation of the evidence that your graduates are achieving each of your major goals. Describe the areas where your students excel and areas where they are weaker based on the evidence provided. If new assessment measures/evidence have been developed or planned as a result of this process, explain why and what the new measures are addressing. For example, if you discover in compiling evidence linked to each goal that some goals are not being assessed and you have developed a new plan for that, please describe the plan and what you expect to find.
- Discuss your interpretation of evidence that the students in your WI and RI courses are meeting the WI & RI goals respectively.
- Discuss how the skills, knowledge, and experiences of your graduates help them develop transferable skills that will allow them to adapt to changing environments, changing circumstances, and emerging trends after graduation. If clearly addressed in response to a prior response, you may indicate that here rather than answering it again.

College Learning Goals

If you have provided a clear map between the learning goals in your major and all of the college learning goals in your curricular map, you may skip this bullet as it should be addressed in the section about learning goals in the major.

If you do not have a clear map, please collect and review the information requested in the [College Learning Goals section](#) of the Appendix. Following discussion and reflection among department/program members, answer the prompts below.

- Discuss which [College Learning Goals](#) are addressed by courses in the major. In this discussion, explain which 3-4 college learning goals are particularly emphasized by courses in your major.
- Discuss your interpretation of evidence that students in your courses are achieving these college learning goals. Discuss which seem to be areas of strength for students and which seem to be areas of weakness.

Curricular Changes

Discuss any changes made to your curriculum, including changes in individual classes, changes in teaching methods, changes in required classes, addition or removal of classes, etc. Discuss these changes in light of the evidence and interpretation discussed in the [State of the Major](#) sections above. That is, clearly connect goals, evidence, and curricular decisions. Curricular decisions may have occurred since the last review or as a result of the current review process. If you have not made any curricular changes, please explain why, making reference to evidence of student learning.

General Education Contributions

- Which class(es) do you perceive tend to serve the divisional distribution requirement? Select at least one of these classes and discuss your interpretation of evidence that students in that class are making progress toward the college learning goals emphasized in that class.
- Discuss how members of the department/program [contribute to](#) the [general education requirements](#), not including divisional distribution requirements.

- Discuss how these contributions have (or have not) changed since the last review. What is the department/program’s expectation about whether the contributions are likely to change over the next 5-6 years?

Additional Contributions

- Highlight particularly noteworthy department/program member contributions to the college. In the appendix, please list all committee contributions, leadership, advising, and other activities.
- Discuss additional opportunities and supports the department/program provides to students that was not captured in previous sections. This might include student employment opportunities, performances, off-campus programs, collaborative research, support for student groups, events, informal advising, conferences, etc.
- Are there [Center\(s\)](#) to which members of the department/program contribute to or support through course offerings, administratively, with advising, or in other ways? If so, please describe.
- Describe any additional contributions from the department that have not been captured elsewhere.

Planning

In this section, the department/program should discuss plans for the next 3-6 years. The department should review current enrollment trends at the college and department/program level, college enrollment projections, and any relevant national/international trends.

- How does the department/program interpret these data & trends?
- Assuming resources at the current level, how does the department/program plan to maintain or enhance the educational quality available to students over the next 3-6 years?
- What supports does the department/program need, including support for professional development activities, facilitation of partnerships with other academic, co-curricular, and non-academic centers or departments (e.g., admissions, student life, career education, etc.)?
- Describe 3-5 opportunities or threats the department/program will face in the next decade and how the department/program hopes to address each one.¹

Appendix

Appendix information can be included in an appendix in the document, in supporting documents in the review Box folder, or both. If the information is in the Box folder, please insert a link in the appendix to the relevant Box document. The Appendix includes information provided to the department/program by the Office of Institutional Effectiveness and from the department/program to support their review.

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¹ Language from the [Stanford Humanities & Sciences Departmental Review Guide](#).

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HLC Accreditation Expectations

Relevant Accreditation Criteria

The following are some central criteria that are addressed in the department/program review structure, although several other [HLC criteria](#) may also be addressed in part through this process.

- Mission
 - 1.A.4: “The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.”
 - 1.C.1: “The institution encourages curricular or co-curricular activities that prepare students for informed citizenship and workplace success.”
- Teaching & Learning
 - 3.A.: “The rigor of the institution’s academic offerings is appropriate to higher education.”
 - 3.B: “The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.”
 - 4.A: “The institution maintains a practice of regular program reviews and acts upon the findings.”
 - 4.B: “The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.”

Select Quotations from the Visiting Team – HLC Focused Visit, 2022

Some of the changes to the department/program process and review form are in response to concerns raised by the visiting team at the 2022 focused visit.

- “The assessments of student learning, both at the program- and General Education (GE)-levels, are embedded within these reports. This evidence, however, was presented in narrative summaries without evidence of direct measures of student learning that is expected in an HLC comprehensive review.”
- “Similar to the College’s systematic processes, evidence concerning the use of student-learning assessment being used to evaluate and affirm achievement of institutional and program-level learning goals was included in the faculty narratives, but mostly in general terms.”
- “These exercises may have served as acceptable evidence concerning the program and/or GE’s goal attainment if more data elements were presented concerning goal alignment with the examinations and grades in addressing acceptable student learning acquisition as defined by the academic units and the College. These evidence examples and details were absent from the narrative. While descriptive of the work being conducted, they lack the evidence sought to confirm continuous quality improvement.”

Description of Department/Program: [NAME]

- [Website Description]
- Major(s) administered:
 - Concentration/Focus:
- Minor(s) administered:
- Interdisciplinary programs contributing to:
- Department staffing:

State of Major

Intro, Capstone, Beyond

- Provide supporting information for description of the general pathway for your major.
 - Course number & name of the introductory course(s) for your major.
 - Course number & name of the writing-intensive (WI) course(s) for your major.
 - Course number & name of the research-intensive (RI) course(s) for your major.
 - Course number & name of the capstone experience(s) of your major.
 - Provide the syllabi (as links to documents in the Box folder) for the most recent offerings of your major's introductory course(s), WI course(s), RI course(s), capstone/seminar course. Alternatively, you can provide the course numbers & most recent semester & OIE will link them from the shared syllabus folder.
- If not provided in the narrative, provide specific examples of curricular engagement with diversity, equity, inclusions, & justice.
- Data provided by OIE. Please note that for Tableau links, OIE will need to provide you with a Tableau license for the link to work. [Note to accreditors: the items below would be linked to the relevant documents or Tableau visualizations]
 - Graduates by international status/ethnicity/race
 - Graduates by Pell status, First-generation status
 - Graduates by gender
 - First Destinations data
 - Alumni employment information
 - Baccalaureate Origins Report, 2022

Learning Goals of the Major

- Provide discipline-specific learning goals. Indicate changes from the previous review, if there have been any. You can provide “old” and “new” goals or use track-changes to indicate changes.
- Review your curricular map and ensure that your curricular map is up-to-date and includes both learning goals of the major and [college-wide learning goals](#). Submit an updated map if the statements below are not true. If an updated map is not needed, please confirm that the current map is accurate.
 - Courses listed are expected to be taught within the next 3 years.
 - The goals and indicated level (e.g., introduce, reinforce, emphasize²) align with current goals, mission, and approach of the department.
- Provide **specific evidence** that your graduates are achieving **each of the goals of your major**. Departments/programs are encouraged to meet with members of the Office of

² Introduce, reinforce, emphasize is an approach used by some majors, but majors may choose different designations as aligned with their discipline and philosophy of education.

Institutional Effectiveness or the Committee on Assessment & Accreditation if they need guidance. Examples of evidence include, but are not limited to the following:

- Example rubrics and a description of the student work that they are meant to assess, clearly indicating how the rubric aligns with the specific department goals.
 - Average exam scores, broken down by content area or question type.
 - Post-graduate outcomes and a discussion of how the outcomes demonstrate that students are graduating with the skills that the department/program expects for its majors. (Post-graduate outcomes should typically not be the sole evidence for a goal, as the information is typically incomplete.)
 - Percent of students whose presentations or papers are accepted at refereed conferences or journals.
 - Evaluations from external evaluators.
 - **Note.** Please provide evidence for each goal and indicate to which goal(s) the evidence is linked.
- Provide specific evidence that students are meeting the goals of [Writing-Intensive courses](#).
 - Provide specific evidence that students are meeting the goals of [Research-Intensive courses](#).
 - If not included in the narrative, provide supporting evidence or explanation about the transferrable skills your graduates have developed.
 - If your department uses an exit interview or survey, please include the questions or process in your evidence file. You can describe the results of the interviews/surveys in the same document, or in another section of the review or appendix, especially if used to determine progress toward learning goals.

College Learning Goals

- The College Learning Goals must also appear in a curricular map. Departments/programs may choose to submit these in a single curricular map or in two separate maps. At least 3-4 of the college learning goals are expected to be addressed by courses in the major.
- If the College Learning Goals are mapped onto Learning Goals for the Major, please provide a table, crosswalk, or narrative describing which college goals are being fulfilled by which learning goals for the major.
- Provide **specific evidence** that your graduates are achieving **each of the college learning goals** noted in your map. Departments/programs are encouraged to meet with members of the Office of Institutional Effectiveness or the Committee on Assessment & Accreditation if they need guidance. If the college learning goals are clearly and convincingly mapped onto the learning goals for the major, additional evidence does not need to be submitted. Examples of evidence include, but are not limited to the following:
 - Example rubrics and a description of the student work that they are meant to assess, clearly indicating how the rubric aligns with the specific department goals.
 - Average exam scores, broken down by content area or question type.
 - Post-graduate outcomes and a discussion of how the outcomes demonstrate that students are graduating with the skills that the department/program expects for its majors. (Post-graduate outcomes should typically not be the sole evidence for a goal, as the information is typically incomplete.)
 - Percent of students whose presentations or papers are accepted at refereed conferences or journals.

- Evaluations from external evaluators.
- **Note.** Please provide evidence for each goal and indicate to which goal(s) the evidence is linked.

General Education Contributions, Additional

- Select a class that your department perceives to serve the divisional requirement. Provide evidence that students are meeting the goals indicated in your curricular map for that course.
- List the courses that contribute to general education requirements that are taught by department/program faculty & indicate how often each one is taught (e.g., yearly, biyearly, etc.). General education requirements include courses tagged as: Wellness, Perspectives on Diversity-Domestic, Perspectives on Diversity-International, Perspectives on Diversity-Language, Analytical Reasoning, Earlham Seminar I, Earlham Seminar II.

Further Contributions

- List committee contributions, leadership, advising, and other activities for each member of the department.
- Advising load of department members
- Optional: include any additional information or evidence that supports the narrative of this section.

Planning

OIE data [Note to accreditors: these would be links to specific documents and Tableau dashboards]

- Retention & graduation rate chart (overall)
- Enrollment 2015-2022, Figure 4, pg. 11 of the Earlham College Financial Sustainability & Enrollment Growth Plan
- Projected Enrollment, Figure 5, pg. 11 of the Earlham College Financial Sustainability & Enrollment Growth Plan
- Graduates by Major, 2017 - (Anticipated) 2023
 - Click on the tabs to see different visualizations
 - Visualizations by gender, race/ethnicity/international status, Pell status, first-generation status
- Class size
- Prospective student primary major interest
- Enrolled student primary major upon entry

Additional data/evidence

The department should provide data/information about national or international trends that they use to complete this section.