Adult Undergraduate Program Self-Study
University Assessment Committee

Department Name: 

Academic Year: 

The University Assessment Committee is responsible for developing policies regarding assessment; coordinating assessment activities; counseling departments in assessment; ensuring that all areas of the University are conducting assessment; and evaluating assessments. The University Assessment Committee reports to the Provost.

The committee is composed of faculty and staff. There must be one faculty representative from each School and the College, and one faculty representative from a graduate program. The Director of the Library may designate one representative from among the library faculty. There must also be at least three staff representatives. One from Student Life to be designated by the Dean of Students. The other two staff representatives must be selected from Advancement, Business Affairs, Enrollment Services, and/or Academic Affairs. The committee chair will assign the workload to avoid conflicts of interest. All members will serve for three-year rotating terms.

This document will be used as the basis for program reviews. The assessment should involve all faculty, staff, and administration in the department.

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Mission, History, & Goals

1. Describe the history and development of your department, as well as any significant changes in the last five years.

2. What is your mission statement?

3. How does your mission fit with Judson’s institutional mission statement?

JUDSON UNIVERSITY MISSION STATEMENT

Judson is an evangelical Christian university that represents the Church at work in higher education, equipping students to be fully developed, responsible persons who glorify God by the quality of their personal relationships, their work, and their citizenship within the community, the nation and the world. Through a broadly based education in the liberal arts, sciences and professions, the college enables its students to acquire ideas and concepts that sharpen their insights, develop skills appropriate to their career goals, and develop the skills and commitment for lifelong learning. The Judson community experience challenges graduates to be decisive leaders and active participants in church and society, articulate proponents of Biblical Christianity, persuasive advocates for the sovereignty of God over all life, and effective ambassadors for Christ.
4. In what ways is your program essential to the University?

5. Describe the department goals for teaching, research, campus service, and community relationships.

6. How would you describe the maturity of your program?

7. How would you describe the visibility of your program?

8. List other departmental distinctives.

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**Faculty**

9. For full-time faculty, provide:
   a. Curricula vitae (place in an appendix)
   b. Rank
   c. Date of last PTC, post-tenure, or faculty evaluation committee review
   d. Courses Taught

Example:

<table>
<thead>
<tr>
<th>Name</th>
<th>First Name Last Name</th>
<th>First Name Last Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank</td>
<td>Associate Professor</td>
<td>Instructor</td>
</tr>
<tr>
<td>Date of Last PTC Review or Post-Tenure Review</td>
<td>Spring 2010</td>
<td>To be reviewed Spring 2013</td>
</tr>
<tr>
<td>Courses Taught</td>
<td>GEN 000: Introduction to College</td>
<td>GEN 000: Choosing a vocation</td>
</tr>
<tr>
<td></td>
<td>GEN 000: Taking Notes</td>
<td>GEN 000: Academic Writing</td>
</tr>
<tr>
<td></td>
<td>GEN 000: Taking Tests</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
10. Provide the names of adjuncts, the courses they teach, and their academic credentials, special licenses, etc.

Example:

<table>
<thead>
<tr>
<th>Name</th>
<th>First Name Last Name</th>
<th>First Name Last Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses Taught</td>
<td>GEN 000: Introduction to College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEN 000: Taking Notes</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>GEN 000: Choosing a vocation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEN 000: Academic Writing</td>
<td></td>
</tr>
<tr>
<td>Academic Credentials, special licenses, etc.</td>
<td>Ph.D. in Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ph.D. in English</td>
<td></td>
</tr>
</tbody>
</table>

11. For each faculty member (full-time, part-time, or adjunct), report how many classes he/she has taught during the last two academic years, how many total students taught during the last two academic years, and how many students have been in their program(s) during the last two academic years. Also note sabbatical replacements, independent study, private lessons, or directed research responsibilities for the last two years. Overloads may also be noted, if desired.

Example:

<table>
<thead>
<tr>
<th>Name</th>
<th>Number Courses Taught (YEAR-YEAR)</th>
<th>Number Students Taught (YEAR-YEAR)</th>
<th>Number Students in Program (YEAR-YEAR)</th>
<th>Number Courses Taught (YEAR-YEAR)</th>
<th>Number Students Taught (YEAR-YEAR)</th>
<th>Number Students in Program (YEAR-YEAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name Last Name</td>
<td>10</td>
<td>200</td>
<td>20</td>
<td>12</td>
<td>300</td>
<td>21</td>
</tr>
</tbody>
</table>
12. Provide evidence of faculty development throughout the department. This can be anything related to improvement of teaching methodologies and/or professional development within your various fields.

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**Student Admissions & Demographics**

Faculty may access the necessary data to answer these questions by logging into My Judson, clicking the *Faculty Info* link, clicking *Reports and Attendance* (on the left hand side of the screen), clicking *Judson Web Reports* (on the right hand side of the screen), clicking *Faculty* (inside the window), and clicking *Assessment*.

13. Provide the number of students in your department over the last five years.

14. Provide the student/faculty ratio for the last five years, if available.

15. Provide the general demographics of students pursuing your department’s majors over the last five years. Include sex, race, marital status, home state, age, and denomination.

16. Provide the quality of your incoming students over the last five years. Please make note of GPA, ACT/SAT, as well as any other types of information that you think may be relevant in this regard. The goal here is to try to see if there are any trends that your department should be aware of.

17. Evaluate the answers from questions 13-15 above. What appears to be the trends over the last five years?

18. What is the regional and national demand for your program and the projected demand for the next five years? Describe any admissions trends of incoming students that you are aware of. [This information may be obtained from the *Digest of Educational Statistics* available at [http://nces.ed.gov/programs/digest](http://nces.ed.gov/programs/digest). Look for the most current year available for the *Digest of Educational Statistics*, choose *Postsecondary Education*, and use the data in the tables to answer the question].

19. What requests does your department receive for programs that are not currently offered in your department?

20. If you have a separate recruiting and admissions criteria for your program, please provide that information.
Student and Program Assessment

Please answer questions 20-21 for your programs and for your Gen Ed courses.

21. What is your assessment plan?
   a. What are your student learning objectives?
   b. What specific instruments do you use?
   c. Who administers the instruments and when?
   d. How do you, as a department, evaluate this work?
   e. How/when do you make changes/improvements based on your evaluations of the assessments?

22. Please provide a record of adjustments you, as a department collectively (and individually) have made over the last five years.

23. How do you use course evaluations?

24. When was the last time your department made sure that your classes were in line with the campus-wide credit hour policy mandated by HLC?

25. How do you engage with and provide support for students in your department? (Majors meetings, progress checks, opportunities for student/faculty interaction outside of class, research, internships, professional organizations, honor societies, remedial courses, how program expectations are communicated to students, etc...)

26. If available, provide the following: Student satisfaction; alumni placement and satisfaction; employer satisfaction; national exams and certification results.

27. Please provide any examples of exemplary student work created and/or presented outside of the classroom (conferences, awards, recognition, etc...).

28. Provide your cohort schedules.

29. What changes have occurred in your cohort schedule (course offerings and course sequencing) over the last five years?

30. Provide your updated course mapping chart. As you update your course mapping chart, consult syllabi as needed [Go to http://sharepoint.judsoncollege.edu/syllabus to see the syllabi].
Resources
[Some of these answers may be obtained from the Business Office]

31. Report your operating budget over the last five years, indicating significant changes, reductions, and/or additions.

32. What sources of external funding have been available to your department over the last five years possibly including, but not limited to the following: grants for research, equipment, or students; fundraising done by the department or designated donations received; ticket or admission sales; other.

33. Please list any and all scholarships (# and $ totals) that your department has had responsibility for awarding over the last five years.

34. Assess the quality and/or limitations of the main facilities used within your department. The goal here is to highlight where your environment’s strengths are, as well as what types of things need to be updated/improved for further development and growth.

35. Describe and evaluate library resources specific to your department/majors (feel free to consult with library).

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External Relationships

36. Describe external relationships (formal and informal) your department has with the following: community colleges/other colleges/high schools; corporate/government entities; churches/religious organizations; community organizations; professional organizations; other.

37. List service learning opportunities and volunteer opportunities for students in your department.

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Summary

Briefly summarize your report. Include an explanation of three-five strengths and how you plan on leveraging your strengths. Explain three challenges and how you plan on addressing the challenges. Include your vision and plan for the next year, the next five years, and the next ten years. This section will be distributed to the Judson campus community. It should not be more than two pages long. It will also help campus groups identify trends and commonalities between and among departments.
As the final step in the review process, the Provost, Dean, and Department Chair will create an action plan that will link the review results with strategic planning and budgeting.