

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2017-28	2018-19
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)		
Full-time Tenured	1	1
Full-time Non-Tenured (includes tenure-track)	0	0
Part-time and adjunct	0	0
With Master's Degrees		
Full-time Tenured	1	1
Full-time Non-Tenured	0	0
Part-time and adjunct	0	0
With Bachelor's Degrees		
Full-time Tenured	0	0
Full-time Non-tenured	0	0
Part-time and adjunct	1	1
Other		
Full-time Tenured	0	0
Full-time Non-tenured	0	0
Part-time	0	0
Total Headcount Faculty		
Full-time Tenured	2	2
Full-time Non-tenured	0	0
Part-time	1	1

Please respond to the following questions.

- 1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:

- a. Any first-year students taking courses in your program(s).

We have academic advisors and staff members who work hard to encourage new students to attend the orientation before school starts. It is mandatory but some students still ignore their emails, flyers and letters. We also encourage students to take the first-year college course to learn how to be successful college students.

- b. Students declared in your program(s), whether or not they are taking courses in your program(s)

Academic advisors and program coordinators meet those students and help them plan which courses to take to graduate. Students can make appointments with us so that we can sit down and look at their Cattracks and see what they must do. We also return to their emails and phone calls.

- 2) A key component of sound assessment practice is the process of 'closing the loop' – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to 'close the loop'.

We will use the certification exam as an assessment tool to see if students are improving their skills. Based on the result, if we don't see any improvement, we will discuss and change the course materials and contents.