Application for ASBMB Degree Accreditation
March 24, 2014

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Institution

The name of the degree program and the identity of the participating units

[inaudible], founded [inaudible], is a [inaudible] college. The current enrollment of 1,432 includes students from 42 states and 21 countries. The Biochemistry/Molecular Biology (BCMB) program at [inaudible] is an interdisciplinary program that includes [inaudible] faculty members from the Biology and Chemistry departments. The program offers an interdisciplinary major in Biochemistry/Molecular Biology that includes course work in biology, chemistry, mathematics, and physics and emphasizes the importance of independent research with a required undergraduate research experience. There are currently [inaudible] declared BCMB majors of which [inaudible] are graduating seniors.

Contact Person

[Contact information]

Letter of support from the Dean

See next page.
March 20, 2014

Accreditation Committee
American Society for Biochemistry and Molecular Biology
1120 Rockville Pike, Suite 302
Rockville, MD 20852-3110

Dear Members of the Accreditation Committee:

Even more impressive, it has claimed a disproportionate share of our best students, sending its graduates to the best Ph.D. programs in the country, where they continue to distinguish themselves.

I am very proud of what the Biochemistry/Molecular Biology Program accomplished in such a short time, and have every confidence that it will continue to build on those successes in the future. I urge you to give the application for accreditation your careful consideration.
Number of BMB degrees awarded each year for the preceding five years

The Biochemistry/Molecular Biology Program began in the 2004-2005 academic year and grew rapidly to become one of the more popular majors on campus. The number of recent graduates is shown in the table below:

### Table 1: Number of Biochemistry/Molecular Biology Graduates since 2009

<table>
<thead>
<tr>
<th>Year</th>
<th>BCMB Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td></td>
</tr>
</tbody>
</table>

Description of instructional facilities, including teaching and research laboratories, major instrumentation, and safety infrastructure

Courses in the Biochemistry/Molecular Biology major are taught in two new science facilities, the opened in 2001 and 2002, respectively. Both of these facilities house the classrooms, teaching, and research laboratories used by the faculty in the BCMB program. The teaching classrooms range in size from small 24 seat seminar style rooms to a large 100 seat theatre style classroom. Each classroom is equipped with a computer projection system that includes a “Smartboard” monitor and allows multimedia presentations and lecture capture technology. At least one classroom in each building contains a sink and gas/vacuum outlets for demonstration purposes. Both buildings also contain several teaching laboratories to support the laboratory sections of the courses in the major. The laboratories seat an average of 24 students and contain discipline specific equipment and instrumentation to support the varied laboratory exercises in the different courses. In addition, each laboratory space is equipped with a fume hood, emergency shower/eye wash station, fire blanket and other specific safety features. Each of the faculty in the BCMB program also have approximately 400 square feet of dedicated research space for their own research programs. To support both the teaching and research laboratories, there are several shared facilities including an animal housing facility, greenhouse, tissue culture facility, microscopy facility, autoclave and dish washing facility and chemical storage facilities. The individual research labs as well as the tissue culture and microscopy facilities host several pieces of shared equipment that are essential to the faculty’s ability to carry out cutting edge research. In the Center, there are several research grade microscopes, both upright and stereo, equipped for epifluorescence, DIC, brightfield, and darkfield imaging using dedicated digital cameras for each microscope. There are also two real-time PCR thermocyclers, a chemiluminescent/fluorescent imager, a flow cytometer, a nano-drop spectrophotometer, a microplate reader, two cryostat microtomes, a muscle physiology rig, and equipment for pulsed field gel electrophoresis. In the Center, shared equipment includes a 400 MHz NMR spectrometer, three FTIR spectrometers, three UV-visible spectrophotometers, an atomic absorption spectrophotometer, an HPLC and an Ion chromatograph, a gas chromatograph, a gas chromatograph-mass spectrometer and a microwave reaction system.

Evidence of institutional value and support for diversity of faculty and students

In the College’s *Statement of Purpose*, revised and adopted by the College faculty and Board of Trustees in , one finds four goals related to the College’s curricular and co-curricular programs, the first of which commits the College to offer programs
First, the College has long worked toward geographic diversity, enrolling students from the nation’s major geographic regions. Realizing that geographic diversity alone did not provide our students with exposure to the “richly diverse” traditions that shape our world, the College further defined diversity to include international diversity, ethnic diversity, religious diversity, economic diversity, social diversity, and diversity of learners. In both its enrollment of students and its hiring of faculty and staff, the College has added both numbers and programs.

The College has long recognized that encouraging concern for a just society and preparing students for a culturally diverse world requires making our own community diverse and just. Beyond statements affirming the College’s commitment to a policy of equal opportunity in its employment and enrollment practices, the College has sought actively to diversify faculty, staff, and student body. All advertisements for faculty and staff positions include the following language: “The College adheres to the principle of equal educational and employment opportunity without regard to age, race, gender, disability, sexual orientation, or national origin. Further, the College is committed to the maintenance of an atmosphere of civility and respect for all students, faculty, and staff.”

Enrolled students from diverse backgrounds have available an array of organizations and administrative offices that support and affirm who they are. The Director of Multicultural and International Student Affairs is housed in Student Affairs, but that office works closely with the Director of International Programs and the faculty Committee on International/Intercultural Studies to assure that domestic minority students and international students are welcomed and supported, an effort complemented by a number of funded student committees and organizations: Multicultural Development Committee, Students for Black Culture, Students for Latin and Iberian Culture, Students Promoting Education on Asian Cultures, and the International Club.

Recognizing that diversity is not limited to racial, ethnic, and national groups, the College supports a Chaplain’s office, and has just initiated the Religious Life Office for students seeking to pursue their interest in religion outside the classroom. Related student organizations include the Interfaith Student Organization. A faculty Committee on Diversity Concerns exists to address particular issues or problems as they arise.

Description of information resources and, where applicable, library facilities

1 GBit connection to the internet for the campus. There is wireless internet coverage across the entire campus, including internet access in all teaching areas. There are also computers in every teaching space as well. The library has over 195,000 books, Over 30,000 e-books, and numerous journals and periodicals, many of them online. The library also provides access to
numerous databases, including 16 specific databases in the area of science and technology. The Library also houses the Academic Resources Center with a computer lab open 24/7, study carrels, the Writing Center, and a seminar room.

Description of professional development programs and opportunities for BMB faculty encourages and seeks to facilitate the professional development of all faculty members including those that participate in the BCMB program. Toward this end, the College funds the faculty travel and faculty project grant programs in addition to supporting sabbatical leaves. Faculty are also eligible to obtain project grants from the College’s program, and can apply for a . The College also encourages faculty to apply for external grant and foundation support. Finally, is a member of the consortium which provides numerous professional development opportunities.

The College supported faculty travel grant program provides funds for faculty members to attend scholarly conferences, seminars, workshops, and meetings of professional societies. The College views attendance at such meetings as being vital to the continued professional development of the faculty. The College also supports the faculty project grant program that awards grants to enhance teaching, research, and professional activity of faculty that receive them. Work supported by the project grant program can take place during the academic year, during the summer, or during a sabbatical leave. The primary purpose of the sabbatical leave program is for the enrichment of the academic life of the College through either development of the professional expertise of the faculty member or enhancement of the educational program of the College. Faculty members are eligible for a sabbatical leave after six years of full-time service to the College since initial hiring or the year of any previous sabbatical leave.

The academic program titled : Engaging in Active Learning” was implemented in the fall of 2005 to encourage all students to embark on educational adventures in experiential learning. Students are required to complete an approved activity in at least three of the following categories: Artistic Creativity, Global Awareness, Professional and Leadership Development, Service to the World, Undergraduate Research, and Special Projects. Faculty can apply to the Odyssey program for project grants to enhance the offerings of Odyssey experiences for students which may also include faculty professional development. A separate program, the Professorships, was established to encourage and support faculty members who demonstrate a passion for the value of engaged learning in the liberal arts. This program provides financial resources for selected faculty members to develop academic courses and engaged learning experiences that further enrich the experience of students. This program also provides resources for faculty members to continue their own professional development in ways that complement their work with students.

The College also encourages faculty members to seek and secure funding for their work from outside agencies, such as government, foundation and consortium programs. The Business office provides support for faculty members to apply for and administer these grants.

The is a consortium of liberal arts colleges and universities.
runs joint summer and academic year programs that include professional development opportunities that are open to BCMB faculty.

Description of course availability: timing and capacity

All of the required courses for the Biochemistry/Molecular Biology major are offered on an annual basis and the faculty make an effort to ensure that all students that want to take the courses are admitted. Many of the freshman and sophomore level classes also support other majors on campus so several sections of these courses are offered each semester.

Description of Safety Program as it relates to BMB faculty and students

The safety program for BCMB faculty and students is administered by the [name of administrator] provides support and training for the faculty and trains the students in the BCMB major through their series of chemistry courses. Students in General, Organic, Biological, and Physical Chemistry at [name of department] receive safety training each semester relevant to their coursework. This safety training includes the general types of hazards of chemicals, including health and physical hazards, entry routes, target organs, and exposure limits. The training material is organized in a progressive manner so that each course builds on the knowledge base from the previous course. By the end of the chemistry sequence students have the necessary information to ensure an understanding of chemical hazards, including where to obtain information, federal, state, and local regulations, exposure levels, risk assessment, and routine waste disposal. Quizzes are administered both via the campus [name of system] and in person to insure understanding of the material. Additional training for biological risks and hazards is provided in the context of the individual biology courses taken by the students.

Description of administrative support services available to BMB faculty

Faculty in the BCMB program are supported by several administrative and staff members. [name of administrative assistant] is the Administrative Assistant for the Natural Sciences Area of the College and provides administrative support to all of the faculty members in the BCMB program. Additional administrative support for the Biology department and BCMB program is provided by [name of assistant]. Technical support for the members of the BCMB program is provided by [name of technical assistant].
Faculty

List of all faculty directly participating in the delivery of the BMB bachelor’s degree program

The BCMB program includes faculty members who all participate in teaching the required and elective courses, advising BCMB majors, and supervising research projects both on- and off-campus.

, Associate Professor of Biology

, Associate Professor of Biology

, Professor of Chemistry

, Associate Professor of Biology

, Professor of Chemistry
Associate Professor of Biology, Chair of the BCMB program

Assistant Professor of Biology

Professor of Biology

Assistant Professor of Biology

Additional faculty members in the Chemistry department have supervised research projects for BCMB majors including:
Curriculum

Statement of educational goals for BMB majors and outline of overall educational approach/philosophy

The goal of the Biochemistry/Molecular Biology program at [university] is to provide our students with a rigorous, interdisciplinary major with a focus on inquiry driven, independent research that will prepare our students for graduate programs in the biomedical, chemical, and molecular life sciences. The major was designed to allow our students to tightly focus their education and achieve significant depth in the areas of biochemistry and molecular biology while at the same time achieving significant breadth in their liberal arts education.

Through their coursework in biology, chemistry, math, and physics, BCMB majors are exposed to various sub-disciplines in biochemistry and molecular biology. They not only learn the current state of these fields but are challenged to read and critically evaluate the primary literature so that they can become self-directed life-long learners in the field.

A unique aspect of the BCMB major is the requirement for our students to pursue an independent inquiry-driven research project. Our goal is for our students to fully participate in the process of science from hypothesis development, to experimental design and interpretation, to presenting their research in both written and oral formats. We feel that this experience will serve to both expose students to the excitement and challenge of original research and also to prepare them to succeed in graduate and professional programs.

The culmination of the major, the Senior Capstone Experience, allows our students to make connections between their coursework and their research experience as they prepare their final research paper and oral presentation. They also work together to prepare for the Biochemistry, Cell and Molecular Biology Graduate Record Examination which we currently use as an assessment tool.

Brief description of the curriculum for BMB majors

To major in Biochemistry/Molecular Biology at [university], students must take [requirements], complete an independent research project, participate in BCMB Senior Seminar, and complete the Senior Capstone Experience.

The [requirements] courses consist of four biology courses [requirements], Advanced Cell Biology, and one upper level Biology Elective selected from; Developmental Biology, Animal Physiology, BIOL Cellular and Molecular Neuroscience, Microbiology, Plant Physiology, Immunology, Evolution, Molecular Evolution and Bioinformatics, or Advanced Genetics), six or seven chemistry courses (General Chemistry I and II or Accelerated General Chemistry, Organic Chemistry I, Organic Chemistry II, Physical Chemistry: Thermodynamics and Chemical Kinetics, Biological Chemistry, and Advanced Biological Chemistry), two math courses (Calculus I and Calculus II), and one physics course (General Physics I or General Physics I (Calculus-based)). The relationship between these courses and the core concepts is described in the Major Course Template pages that follow on pages 45 to 52.
BCMB majors must also complete an independent research project comprised either of 8 or more weeks of full time work at [ ] or an off-campus summer research experience, or two semesters work at [ ] during the academic year. All projects must be approved by the BCMB faculty and off-campus projects require a [ ] mentor. To complete the research project, students must turn in an application form before beginning the project, maintain a day-to-day laboratory notebook during the project, write a formal research report to be graded by the [ ] mentor, and present the results of their work in BCMB senior seminar. Students are also encouraged to present their results at regional, national, and/or international scientific conferences during their college career.

BCMB Senior Seminar is a weekly seminar series that takes place during the spring semester of the senior year. Students must present the results of their research project in a 20 minute oral presentation followed by questions. The seminar presentations are graded by BCMB faculty. In addition to presenting their own research, students must attend a minimum of 8 sessions (16 presentations) during the semester. BCMB senior seminar is required for BCMB majors but does not carry course credit.

The final requirement of the BCMB major at [ ] is to complete the Senior Capstone Experience. The senior capstone consists of three elements; a comprehensive examination (the Biochemistry, Cell and Molecular Biology Graduate Record Examination), the grade for the research paper based on their independent research project, and the grade for the oral presentation of their research in BCMB senior seminar. The average of these three grades is reported on their transcript although it is not calculated into their grade point average.
## Major Coursework Template

* For Core Concepts, refer to ASBMB Program Accreditation Application Guide pages 5, 13-28

<table>
<thead>
<tr>
<th>Course Name &amp; #</th>
<th>Required/Elective</th>
<th>Timing</th>
<th>Capacity</th>
<th>Labs</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>☑ Required</td>
<td>Multiple sections are offered in the fall and spring semesters each year.</td>
<td>Approximately 210 students per year.</td>
<td>☑ Yes</td>
<td>☑ Written Communication ☑ Oral communication ☑ Safety ☑ Ethics ☑ Teamwork</td>
</tr>
</tbody>
</table>

**Brief description** (including which Core Concepts are addressed)

The structure and function of cells with an emphasis on evolutionary principles, basic biochemistry, and scientific epistemology. Core Concepts 1, 2, 3, and 4 are addressed.

| Genetics       | ☑ Required       | At least one section is offered in the fall and spring semesters each year. | Approximately 96 students per year. | ☑ Yes | ☑ Written Communication ☑ Oral communication ☑ Safety ☑ Ethics ☑ Teamwork |

**Brief description** (including which Core Concepts are addressed)

Fundamental principles of heredity, including both Mendelian and molecular genetics. Emphasis is on those principles with the greatest implication to understanding biological systems in general, and humans in particular. Core Concepts 2, 3, and 4 are addressed.

| Advanced Cell Biology | ☑ Required       | One section is offered per year usually in the spring semester. | Approximately 26 students per year. | ☑ Yes | ☑ Written Communication ☑ Oral communication ☑ Safety ☑ Ethics ☑ Teamwork |

**Brief description** (including which Core Concepts are addressed)

An examination of current models of intracellular processes such as membrane and cytoskeleton structure, compartmentalization, transport, signaling, and the control of cell division. Emphasis on current research and theory. Core Concepts 2, 3, and 4 are addressed.
Description of required STEM experiential learning component

Biochemistry/Molecular Biology majors at [university name] get extensive laboratory experience in STEM areas over the course of their degree program. All but one (Advanced Biological Chemistry) of the required biology, chemistry, and physics courses in the major are laboratory courses. Each of these courses has a laboratory section that meets for at least one session of 3 hours per week. During the course of a semester there are normally 12 weeks of lab so students receive 36 hours of hands-on laboratory experience per course. Since there are at least 10 laboratory courses required for the major, students get at least 360 hours of hands-on laboratory experience although most students get more than the minimum by taking additional laboratory courses for their non-major courses.

In addition to a minimum of 360 hours of laboratory experience in STEM areas in their course work, students spend a significant amount of time performing inquiry-based research during their independent research projects. Most of our majors participate in a summer undergraduate research program either at [university name] or at one of many SURF and REU programs around the country. Most of these programs consist of 10 weeks of full time work or 400 hours of hands-on experience. The few students that perform their independent research during two semesters work at [university name] work for a minimum of 10 hours per week for 13 weeks per semester or a total of 260 hours.

Therefore, BCMB majors are required to perform a minimum of 620 hours (360 in courses + 260 during independent research) of hands-on experiential laboratory work in STEM areas.

All students that participate in research are trained in laboratory safety and the ethical conduct of research and scholarship through interactions with their mentors. Students that perform their independent research at College receive additional training from the Campus Chemical Compliance Director.

Description of undergraduate research opportunities

Biochemistry/Molecular Biology majors at have taken advantage of a number of different research opportunities to complete their required research project. Many of our majors perform undergraduate research in one of our faculty member’s research labs. Both the Biology and Chemistry departments hold research opportunities meetings at the beginning of the fall semester to announce the availability of research positions in the faculty member’s labs for the upcoming year. Students are encouraged to contact the faculty members whose research projects appeal to them and then apply for one of the open positions. In recent years, there have been approximately 50 to 60 students per year participating in research under the mentorship of biology and chemistry faculty.

Not all students perform their undergraduate research with faculty and the biology department also hosts a research opportunities meeting at the beginning of the spring semester to inform our students about off-campus opportunities. Off-campus opportunities include a couple of programs that specifically hold spaces for students. One program, the Summer Internship, hosts two students a year in alumnus laboratory in the department of State. Another alumnus, who is in the Biochemistry and Molecular Biology department at the University of has hosted students in his lab. In addition to these specific programs, our students have competed successfully for both in-state and national research opportunities. Several of our students were selected to participate in three SURF
Description of how the BMB program promotes communication skills

The BCMB program is the only program at [redacted] that includes a student laboratory research project as a mandatory component. The BCMB major incorporates this research as an integral part of the senior capstone. The experimental research culminates in the preparation of an extensive written report. This manuscript is reviewed by the research mentor and returned to the student along with recommendations for revisions. The revised paper is then evaluated as part of the capstone grade. If the research was performed for academic course credit, it may also undergo further analysis with feedback to the student from the research mentor. As a result, the student receives extensive experience in written scientific communication. An additional component of the senior capstone is an oral presentation of the research results contained in the written report. The students receive assistance in the preparation of a slide talk that is given to BCMB faculty and students during a seminar series expressly for that purpose. In addition, the vast majority of BCMB students present the results of their research at a national scientific meeting. These presentations are typically given at national meetings of the American Chemical Society (ACS), the National Conference on Undergraduate Research (NCUR), and other discipline specific meetings. These combined activities provide our students with numerous opportunities for the development of their communication skills.

Description of how the program fosters the development of teamwork skills

The Biochemistry/Molecular Biology program fosters the development of teamwork skills in three major ways.

The laboratory sections of the courses required for the major are organized so that the students work as teams on most exercises. This involves student collaboration and teamwork in the execution of the laboratory exercise and in some cases in the preparation and submission of written lab reports. These collaborative exercises are designed to foster teamwork instead of competition and allow students to develop skills that carry over into study groups that are often formed in each course.

Teamwork is also encouraged in the organization and operation of the BCMB club. This student organization is supported by the BCMB program but is run by the students. The BCMB club organizes a faculty supported study group for the BCMB GRE, invites speakers from the local area to talk about their research, and is in the process of designing an outreach program to encourage science students in the local community. This year the BCMB club became an official chapter of the ASBMB UAN and one of the co-presidents and the vice-president of the club were inducted into the ASBMB Honor Society. The BCMB club helps teach the students organizational, leadership, and teamwork skills.

Finally, the independent research project carried out by BCMB majors clearly promotes teamwork skills. During these experiences, students join existing research labs where they take on a project and become a part of the team that is working on a particular scientific question. This is the best way for students to experience the collaborative nature of modern science and to develop laboratory teamwork skills.
Description of academic and career advising resources and programs

will launch a new integrated advising program in the Fall of 2014. Each entering student will have both a New Student (NA) Faculty Advisor and an Associate Advisor who is a member of the administrative staff. The NS Faculty Advisor will be the advisor of record and the primary person responsible for guiding the new student in a process of course selection and exploration of curricular options and potential majors. The Associate Advisor will also be available to the student and with the NS Faculty Advisor helps the student explore avenues for integrating classroom and outside-the-classroom learning experiences to facilitate a progressive discernment, pursuit, fulfillment and integration of his or her academic and vocational passions.

The NS Advisor and the Associate Advisor will work with the student into the sophomore year and through the crucial process of selecting a major and a Major Academic Advisor. It is anticipated that these decisions will grow out of the student’s maturing capacity for self-ownership over his or her academic and vocational explorations and aspirations.

To aid departments and Major Faculty Advisors in helping students explore and realize the post-graduation outcomes best for them, will have a cohort of “Post-Graduation Specialists,” or professional, career and post-graduation counselors with area-specific expertise and responsibilities. These Post-Graduation Specialists will plan, organize, and provide—both individually and in group settings—specific post-graduation related programming and information relevant to students seeking opportunities in the area of the Specialist’s expertise. The group includes specialists in the following areas: Humanities, Social Sciences, Natural Sciences, Pre-Health (related to Life Sciences area), Service and Nonprofit Organizations, and Post-Baccalaureate Distinguished Scholarships.

will also continue to offer career-related services such as aptitude and interest testing, internships, on-campus interview opportunities with a variety of corporations and nonprofit organizations, and resume and interview workshops and assistance. Students will be encouraged throughout their four years at to see and to use engaged-learning experiences as significant, deliberately chosen avenues for self-discovery and self-development as well as enhanced academic learning and career preparation.

Brief description of the internal assessment methods used to evaluate student performance.

In addition to their performance in individual classes, overall student performance is assessed in the context of the Senior Capstone Experience. The senior capstone consists of a written research report, an oral presentation of their research and a comprehensive examination (the Biochemistry, Cell and Molecular Biology GRE subject test). All senior BCMB majors write a final research report that is graded by their mentor. A copy of the final report is submitted to the chair of the BCMB program for assessment purposes. The oral presentation of their research is graded by two BCMB faculty members (not including their research mentor) and those grades are maintained by the chair of the BCMB program. Finally, the students take the BCMB GRE exam and the results are sent to the chair of the BCMB program.

In addition to the Senior Capstone Experience, the BCMB program collects data on student success after graduation such as acceptance to graduate and professional schools.
Brief description of the assessment method used to evaluate the degree program.
The Biochemistry/Molecular Biology program gathers student assessment data and prepares an assessment report on an annual basis. This data along with other information is used in a program self-evaluation that occurs once in every seven-year cycle. The self-evaluation report has three parts: an initial self-evaluation narrative, a consultant’s report and response, and a programs final response. Assessment information is kept on file in the Office of Academic Affairs.