

# SELF-STUDY NARRATIVE GUIDELINES: GRADUATE PROGRAMS

## Part I. Preface/History

In this part of the self-study, the program should present a **brief** summary of its activities and identify factors, which have significantly affected its mission during its recent history. This section should present five-year (or longer, if appropriate) patterns in resource allocations and productivity indicators consistent with the program's mission. Changes in organizational structure, curriculum, goals, and direction should be highlighted.

### *Questions to be answered*

1. What changes have occurred in the program in recent years?
2. What trends are occurring in the following:
  - student performance on standardized exams?
  - placement of students in occupational positions related to major field of study?
  - student research activity?
  - student satisfaction with UTC?
  - enrollment growth?
  - enrollment diversity?
  - student retention?
  - credit hour production?
  - faculty scholarship?
  - student enrichment activities?
  - other?
3. Briefly outline the major findings and recommendations of the previous review and the department's, college's and/or university's response to them.

## Part II. Curriculum

1. What competencies/educational outcomes are expected of students who satisfactorily complete a course of study in the program? Do students develop these competencies and attain these outcomes? (Please include results of recent SACS outcome assessments.)
2. How does the program ensure that graduates develop the following basic competencies:
  - communicate orally and in writing appropriately for the degree and discipline;
  - develop critical thinking skills;
  - develop appropriate computer/technology skills;
  - develop research skills appropriate for the degree and the discipline?
3. Describe the program's core courses and the rationale for this core. Describe disciplinary specialization beyond the core. Assess whether courses offer appropriate advanced disciplinary content.
4. Are courses listed in the catalog offered regularly? Do course schedules enable students to make reasonable progress toward their degrees?
5. What percentage of total hours required can be earned with dual-listed courses?
6. How do students develop an understanding of the tools, technologies, and methodologies needed to understand and practice the discipline? How are students required to demonstrate their abilities to apply the knowledge they have learned?
7. Discuss how students perform on relevant licensure/certification exams. [NOTE: May not be applicable to some programs]
8. Describe and assess opportunities students have to participate in research. (Analyze Provost Student Research Awards received by students in the program; student publications/presentations at research and professional conferences; other faculty/student collaborations).
9. Describe and assess opportunities students have for internships/practica/field experiences. Analyze the number and percentage of students who participate, the locations of their experiences, how these experiences are supervised, and the benefits offered to students (skills developed, jobs obtained).
10. Does the program provide opportunities for extra-disciplinary experiences (e.g., related courses outside the major)?
11. Does the program ensure that all students have appropriate culminating experiences (e.g., thesis, written report on practicum or internship, etc.)?

12. Describe the program's comprehensive examination. Are all student exams kept on file for at least five years?
13. How is the curriculum evaluated and updated? What curricular revisions are likely to be needed in the near future because of changes in market-place trends, licensure requirements, professional certification standards, etc.?
14. Does the program systematically collect information on its graduates? Discuss how this information is used in planning and program revision.
15. How successful are graduates in obtaining occupational positions related to their degrees? Discuss any career development/ job search support provided to students by the department.
16. After reviewing and assessing the information above, what is the program's conclusion regarding the strengths and weaknesses of its curriculum? What curriculum changes, if any, are needed?

*Suggested Sources of Information*

1. SACS outcomes data
2. Course syllabi/schedules
3. Department surveys results (Dept.)
4. Provost Student Research Awards
5. Student research data (conference presentations, 598 theses, articles published, etc.)
6. Student performance on licensure/certification exams
7. Placement of students in occupations related to major field of study
8. Employer satisfaction with academic program (Dept.)
9. Additional information as provided by the department

## **Part III. Faculty**

### **Faculty Profile**

1. Describe the academic backgrounds of faculty. Are the qualifications and preparations of faculty sufficiently diverse and varied? Do faculty specialties correspond to program needs?
2. As appropriate to the demographics of the discipline, are the faculty diverse with respect to gender and ethnicity?

### **Teaching Quality**

3. Assess the quality of teaching in the program (including an analysis of recent teaching evaluations).
4. Does the program engage in any type of faculty development to improve the quality of teaching? Describe any professional development needs among the faculty.
5. Is mentoring or special faculty development provided to new faculty? To adjunct faculty?

### **Faculty Scholarship**

6. Assess the scholarly productivity of program faculty. Provide information on recent scholarly and professional activities for each full-time faculty members, including the following:

Publications	conference presentations	professional awards
Internal/external grants	offices in professional organizations	juried exhibitions
Journal review service	grant review service	other

### **Faculty Service**

7. Assess linkages with the community, including paid and unpaid consulting, faculty service on community boards/commissions, etc. In view of UTC's metropolitan mission, are the program's community linkages adequate?
8. Are faculty workloads reasonable and equitable? Present information to summarize faculty course assignments, teaching load profiles, and student credit hour production.
9. How are course offerings balanced between regular and adjunct faculty?

### **Retirement Outlook**

10. What is the retirement outlook for program faculty? What kinds of faculty qualifications will be sought to replace upcoming retirements?

### **Overall Faculty Quality**

11. Overall, are the faculty and administration satisfied with the quality of teaching, scholarship, and service in the program? What improvements/enhancements are needed?

*Suggested Sources of Information*

1. Faculty vitae
2. Faculty publications records
3. Faculty conference presentations
4. Internal/external grant proposals/awards
5. Juried exhibitions and other creative activities
6. Inventions/software systems/patents
7. Honorary/Professional awards
8. Offices held in professional organizations
10. Service on grant review panels
11. Faculty review/referee service for journals/manuscripts
12. Student ratings of faculty
13. Student/alumni surveys
14. Teaching awards
15. Faculty Sabbaticals
16. Percentage of student credit hours generated by faculty holding the terminal degree/  
percentage of courses taught by adjunct faculty
17. Faculty who serve on boards of local and regional businesses/government/non-profits
18. Other faculty consulting/service to local and regional businesses/govt./non-profits
19. Activities/linkages with area schools/colleges

## **Part IV. Connecting with Students**

1. How are applicants and enrolled students informed of admission and retention standards?
2. How does the program monitor student progress through the program? How are time limits checked to ensure that students are up to date when their degrees are awarded?
3. Does the program have a critical mass of students taking sufficient coursework to ensure a coherent group of peers?
4. Discuss trends in the program's overall enrollment, as well as its enrollment of minority and non-traditional students. Have enrollments grown, declined, or remained stable over recent years? Discuss possible contributing factors.
5. Discuss trends in the number of degrees awarded. Has the percentage of students completing degrees increased, decreased, or remained stable over recent years? Discuss possible contributing factors.
6. Discuss participation by program faculty in recruiting and retaining students.
7. Discuss whether/how the program provides effective curricular and career advising and guidance.
8. Describe enrichment opportunities for students (e.g., lecture series, student club, etc.).
9. Describe opportunities provided by the program for students to be exposed to cultural and ethnic diversity.
10. In conclusion, what are the strengths and weaknesses of the program's linkages with students? What changes, if any, are needed?

### *Suggested Sources of Information*

1. Student surveys
2. Student organization activities, including involvement/mentoring by faculty
3. Record of student recruiting activities by faculty
4. Additional information as provided by the department

## **Part V. Resources/Support**

1. Describe the program's instructional equipment, laboratories, and facilities and assess their adequacy.
2. Discuss the program's level of library support.
3. Does the program have adequate office space?
4. Discuss the adequacy and accessibility of the program's computer support.
5. Describe sources of support available from UC Foundation programs and discuss the degree to which program faculty seek support from these and other internal sources of support.
6. Discuss the program's activity in seeking support from external sources of support. Summarize proposals and grants from external agencies and foundations.
7. If any departmental resources are deemed inadequate, discuss the impact upon the department and its ability to achieve its goals. If possible, discuss alternative ways of meeting resource needs.

### *Suggested Sources of Information*

1. Listing of major equipment and year of acquisition
2. Description of instructional lab/research lab facilities
3. Annual library budget for books/journals
4. Number of current library subscriptions
5. Description of office space/assignments
6. Number of personal computers provided to department
7. Number of microcomputers available to students
8. Faculty/support staff ratio
9. Departmental operating budget
10. UC Foundation program summary
11. External grants/proposals

## Part VI. Goals/Objectives

1. What indicators/measures of program quality, growth, and productivity are (or should be) used regularly by the department to assess its operations? Which of the following indicators (or others) are most appropriate for the program?
  - student performance on standardized exams?
  - placement of students in occupational positions related to major field of study?
  - student research activity?
  - student satisfaction with UTC?
  - enrollment growth?
  - enrollment diversity?
  - student retention?
  - credit hour production?
  - faculty scholarship?
  - student enrichment activities?
  - other?
2. What have been the program's most significant strategic goal achievements in recent years? What are the program's most significant strategic goals for the next five years?

### *Suggested Sources of Information*

1. Course syllabi (Dept.)
2. Mission/goals statements (Dept.)