

SELF-STUDY NARRATIVE GUIDELINES: UNDERGRADUATE 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. Changes in organizational structure, curriculum, goals, and direction should be highlighted.

1. What changes have occurred in the program in recent years?
2. What current 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?
 - **continuing education, distance learning, and/or service 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.

12. How successful are graduates in securing admission to graduate and/or professional schools? In obtaining occupational positions related to their degrees? Discuss any career development/ job search support provided to students by the department.
13. 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
4. Provost Student Research Awards/Honors projects
5. student research data (conference presentations, 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
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 for 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 the following):
 - Recent teaching evaluations
 - Student/alumni surveys regarding teaching quality
4. Does the department 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 member, including the following:

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

Faculty Workloads

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 publication records
3. Faculty conference presentations
4. Internal grant awards
5. External grant proposals/awards
6. Juried exhibitions and other creative activities
7. Inventions/software systems/patents
8. Honorary/Professional awards
9. 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 courses taught by adjunct faculty
17. Faculty service 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. What criteria are used in admitting/retaining students? Are these criteria appropriate?
2. Does the program attract/ develop sufficient numbers of high-ability students? If not, what strategies should be employed to enroll/ develop outstanding students?
3. Analyze trends in the department's enrollment in both major and service courses. Have enrollment and credit hour production grown, declined, or remained stable over recent years? Discuss possible contributing factors.
4. Describe and assess efforts by the department to recruit and retain students. Are different/additional efforts needed?
5. Discuss any financial assistance/ awards available to students in the program. Do students have unique assistance needs that should be addressed?
6. Describe and assess the department's curricular and career advising. What have been the results of student/alumni surveys regarding satisfaction with faculty advising?
7. Describe and assess efforts by the department to include students in the life of the department (seeking student input in reviewing course schedules, attending dept meetings, etc.)
8. Describe and assess department-sponsored enrichment opportunities (guest lecture series, etc). Describe other organized student activities (student club, etc.).
9. Describe and assess opportunities provided by the department for students to interact with professionals in the field and – in settings beyond the campus – apply what they have learned.
10. **Describe and assess program connections with participants served through continuing education, distance learning, and/or service activities.**
- 11 Overall, are the faculty and administration satisfied with the program's linkages with students? What improvements, if any, are needed?

Suggested Sources of Information

1. Student surveys
2. Enrollment/retention data

Part V. Inclusiveness

1. As appropriate to the demographics of the discipline, is the student body diverse with respect to gender and ethnicity?
2. Analyze current trends in the enrollment and retention of minority and non-traditional students. Are special efforts warranted to improve student diversity?
3. Describe opportunities provided by the department for students to be exposed to diversity .
4. How does the department include the perspectives and experiences of underrepresented groups in both curricular and extracurricular activities?
5. What is the department's overall conclusion regarding opportunities for students to be exposed to diversity? What changes, if any, are needed?

Suggested sources of data

Profile of enrolled students by gender and ethnicity

Syllabi of courses that address perspectives of underrepresented groups

Student/alumni surveys

Part V. Resources

1. Describe the program's 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/technology support.
5. **Describe and assess the program resources used in continuing education, distance learning, and/or services activities.**
6. Describe the degree to which faculty seek support from the UC Foundation, CECA, student technology fees, and other internal sources of support.
7. Discuss the program's activity in seeking support from external sources of support. Summarize proposals and grants from external agencies and foundations.
8. 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. Which 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

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.)

GUIDELINES

FOR

**ACADEMIC
PROGRAM
REVIEW**