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**SELF-STUDY GUIDELINES:  
GRADUATE PROGRAMS**

Each external evaluator must complete this CHECKLIST FOR ASSESSMENT OF GRADUATE PROGRAMS, indicating whether – in his/her judgment – the program meets the designated criteria. The program being evaluated typically documents how well it meets the criteria in a self-study report using supporting data and information as appropriate.

## Assessment of Graduate Programs Effective Fall 2005

### Instructions for External Reviewers:

In accordance with the 2005-10 Performance Funding guidelines of the Tennessee Higher Education Commission (THEC), each non-accreditable graduate program undergoes external peer review according to a pre-approved review cycle.

The criteria used to evaluate a program appear in the following "Checklist for Assessment of Graduate Programs." The Checklist consists of two standards: Objective and Qualitative. THEC will use the criteria designated with an asterisk (\*) to assess standards in the graduate programs. The remaining criteria will be used by the institution, but will not be included in the overall assessment reported to THEC.

For each criterion within a standard, the responsible program has provided evidence in the form of a Self Study document. Supporting documents will be available as specified in the self study. As the external reviewer, you should evaluate this evidence and any other evidence observed during the site visit to determine whether each criterion within a standard has been met. A checkmark should be placed in the appropriate box to indicate whether you believe that a program has "met" or "not met" each criterion for the eight items under the Objective Standards. The 20 items under the Qualitative Standards must be rated on a 4-point scale ranging from "poor" to "excellent" (or "NA" for items which are not applicable to the program).

This evaluation becomes a part of the record of the academic program review. The checklist will be shared with the department, the college and central administration, as well as the Tennessee Higher Education Commission. When combined with the written report, prepared by the entire program review committee, the checklist will facilitate development of a program action plan to ensure continuous quality improvement.

Your judgment of the criteria designated by an asterisk on this form will be used in allocating state funds for the university's budget.

### Name, Title, and Institutional Affiliation of Reviewer(s):

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

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Title

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Title

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Institution

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Institution

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Signature

Date

\_\_\_\_\_  
Signature

Date

# Checklist for Assessment of Graduate Programs

Please indicate with a check mark whether each of the following **Objective Standards** has been met or not met. Where two or more conditions are associated with a given standard, all such conditions must be fulfilled to meet the standard.

## A. Admission of Students

Met       Not Met

1. Admission standards are appropriate to the degree level.
2. Admission standards are stated clearly and are circulated to all applicants. Inclusion in the institution's catalog is sufficient to fulfill this condition.
3. Evidence exists that admission standards are consistently applied.
4. There is appropriate orientation of new students.

## B. Supervision and Retention of Students

Met       Not Met

1. Retention standards are stated clearly and are circulated to all enrolled students. Inclusion in the institution's catalog is sufficient to fulfill this condition.
2. Evidence exists that retention standards are consistently applied.
3. Orientation, personalized instruction, advisement, and guidance are provided to enrolled students.
4. Students' progress is periodically monitored.
5. Time limits are appropriate for the degree level and are checked to ensure student's knowledge is up to date when the degree is awarded.

## C. Availability and Sophistication of Coursework

Met       Not Met

1. There is a core of planned coursework appropriate to the discipline.
2. Courses are offered frequently enough to allow students to progress at a reasonable pace.
3. There is a provision for planned disciplinary specialization beyond the core.
4. Courses are characterized by advanced disciplinary content and academic rigor.
5. In master's programs, degree credit is given for dual-listed (undergraduate-graduate) courses in no more than 1/3 of total hours required.
6. Sufficient distinction is made between coursework at the master's, educational specialist and/or doctoral levels.

## D. Methodologies and Techniques of Discipline

Met       Not Met

1. The program includes tools, techniques and methodology that are needed to understand the discipline, undertake research in the discipline, and actually practice the education acquired.

**E. Extra-disciplinary Experience** **Met** **Not Met**

1. Some academic exposure outside the degree major or discipline should be available to students without increasing the total number of hours required for the degree. Among the elements that would constitute such exposure are related courses outside the major and internships or practice. In professional fields, students should be allowed courses outside their professional school.

**F. Comprehensive Examination** **Met** **Not Met**

1. At or near the end of all coursework, students should be required to take a written or oral comprehensive examination demonstrating the breadth of knowledge in the discipline, depth in specific areas, and the ability to integrate what has been learned, or to complete a culminating experience that demonstrates communication skills and the ability to apply knowledge independently.
2. A student's comprehensive written examination or culminating experience or the results of oral exams must be kept on file for a minimum of five years.

**G. Research** **Met** **Not Met**

1. Each student must demonstrate mastery of research in the discipline through thesis, dissertation, research papers, literature reviews, reports, or case studies.

**H. Communication** **Met** **Not Met**

1. Each student must demonstrate the ability to communicate, both orally and in writing, in a manner and at a level appropriate to the degree and discipline. Explicit program components should be designed to provide opportunity for this demonstration.

For each of the **Qualitative Standards** below, please provide a rating by checking the appropriate column.

<b>A. Student Experience</b>		N/A	Poor	Minimally Acceptable	Good	Excellent
* 1	There is a critical mass of students to ensure an appropriate group of peers.					
* 2	Prudence is exercised in the number and type of short courses accepted toward the degree.					
* 3	Programs offered entirely through distance education technologies are evaluated regularly to assure outcomes at least equivalent to on-campus programs.					
* 4	There are adequate enrichment opportunities, such as lecture series, to promote a scholarly environment.					
* 5	There are adequate professional development opportunities, such as encouraging membership in professional associations, participation in conferences and workshops, and opportunities for publication.					
<b>B. Graduate Faculty Quality</b>		N/A	Poor	Minimally Acceptable	Good	Excellent
* 1	Faculty hold terminal degrees in the appropriate discipline.					
* 2	Faculty academic credentials correspond to the concentrations in which they teach.					
* 3	Faculty scholarly activity is sufficient to serve as effective mentors for graduate students					
* 4	Faculty have sufficient practical/professional/academic experience to serve as effective mentors for graduate students.					
* 5	Faculty have regular opportunities for professional development, including travel and participation in professional organizations, workshops and other learning activities.					
* 6	Faculty teaching loads are consonant with the highly individualized nature of graduate instruction, especially the direction of theses or dissertations.					
<b>C. Teaching/Learning Environment</b>		N/A	Poor	Minimally Acceptable	Good	Excellent
* 1	There are ample materials and secretarial support to encourage research and publication.					
* 2	There is adequate library support.					
* 3	There is adequate and accessible computer support.					
4	There are adequate lab facilities.					
5	There is adequate office space.					
<b>D. Program Evaluation</b>		N/A	Poor	Minimally Acceptable	Good	Excellent
* 1	Follow-up data on graduating students are regularly and systematically collected					
* 2	The curriculum is evaluated periodically.					
* 3	Evaluation of placement of graduates is regular and systematic.					
* 4	Completion rates are at an acceptable level.					

\*Criterion included in the performance funding calculation.

## SELF-STUDY NARRATIVE GUIDELINES:

**USING THE OUTLINE AND RECOMMENDED INFORMATION / DATA BELOW, DEVELOP A CONCISE BUT COMPLETE NARRATIVE DESCRIBING YOUR PROGRAM RELEVANT TO THE CRITERIA THAT REVIEWERS WILL USE TO EVALUATE YOUR PROGRAM (ALSO PROVIDED BELOW).**

## **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.

***Suggested information/data for Part I of self-study narrative:*** A strong self-assessment typically includes a preface / history that provides a context and framework for the external reviewer's understanding of the program. The following types of information can be helpful to reviewers:

- Recent changes and developments in the program: Describe your program's overall mission and discuss any changes that have been enacted or developments that have occurred since the previous self-study.
- Trends: Describe and discuss any noteworthy trends (as appropriate to your program). You may consider including information regarding trends in 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 and diversity, student retention, credit hour production, faculty scholarship, student enrichment activities
- Response to previous external review findings and recommendations: 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. Student Experience

In Part II. Student Experience, the program should provide information that will enable reviewers to understand and assess the following THEC Standards:

### Objective Standards:

A. Admission of Students	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1. Admission standards are appropriate to the degree level.		
2. Admission standards are stated clearly and are circulated to all applicants. Inclusion in the institution's catalog is sufficient to fulfill this condition.		
3. Evidence exists that admission standards are consistently applied.		
4. There is appropriate orientation of new students.		
B. Supervision and Retention of Students	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1. Retention standards are stated clearly and are circulated to all enrolled students. Inclusion in the institution's catalog is sufficient to fulfill this condition.		
2. Evidence exists that retention standards are consistently applied.		
3. Orientation, personalized instruction, advisement, and guidance are provided to enrolled students.		
4. Students' progress is periodically monitored.		
5. Time limits are appropriate for the degree level and are checked to ensure student's knowledge is up to date when the degree		

### Qualitative Standards:

A. Student Experience	
* 1	There is a critical mass of students to ensure an appropriate group of peers.
* 2	Prudence is exercised in the number and type of short courses accepted toward the degree.
* 3	Programs offered entirely through distance education technologies are evaluated regularly to assure outcomes at least equivalent to on-campus programs.
* 4	There are adequate enrichment opportunities, such as lecture series, to promote a scholarly environment.
* 5	There are adequate professional development opportunities, such as encouraging membership in professional associations, participation in conferences and workshops, and opportunities for publication.

**Suggested Information / data for Part II of the self-study narrative:** A strong self-assessment typically includes the following kinds of information:

### Admissions and Enrollment

- **Admission standards:** Describe program admission standards. Specify how admission standards are appropriate to the program degree level (Objective Standard criterion A.1). Describe the mechanisms that exist to ensure that admission standards are stated clearly and are circulated to all applicants. Note that the inclusion of this information in the UTC catalog is sufficient (Objective Standard criterion A.2). Provide evidence that admission standards are consistently applied (Objective Standard criterion A.3).
- **Orientation of new students:** Describe how the program ensures appropriate orientation for new students (Objective Standard criterion A.4).
- **Enrollment levels:** Provide evidence that the program enrolls a critical mass of students to ensure an appropriate group of peers (Qualitative Standard criterion A.1). As appropriate, you may want to include information regarding trends in the program's overall enrollment and enrollment of minority and non-traditional students. You may also wish to identify factors that you feel have contributed to enrollment trends.

### Supervision and Retention of Students

- **Retention standards:** Describe program retention standards. Describe the mechanisms that exist to ensure that retention standards are stated clearly and are circulated to all applicants. Note that the inclusion of this information in the UTC catalog is sufficient (Objective Standard criterion B.1). Provide evidence that retention standards are consistently applied (Objective Standard criterion B.2).

- **Student support:** Discuss and describe the program's mechanisms to provide enrolled students with access to orientation, personalized instruction, advisement, and guidance (Objective Standard criterion B.3).
- **Progress monitoring:** Discuss and describe the program's mechanisms to periodically monitor students' progress (Objective Standard criterion B.4). Identify the program's time limits for degree completion, discuss how the time limit is appropriate for the degree level, and describe how the program checks time limits to ensure students' knowledge is up-to-date when the degree is awarded (Objective Standard criterion B.5).

### **Curricular Offerings to Enhance Student Experience**

- **Overview:** You may want to provide a brief overview of the program's curriculum. This is optional as the curriculum will be discussed in greater depth in Part IV of the self-study report.
- **Short Courses:** Discuss and describe any short courses that the program accepts toward the degree program. Provide evidence that the program exercises prudence in the number and type of short courses accepted toward the degree (Qualitative Standard A.2).
- **Distance Education Technologies:** Discuss and describe the program's use of distance education technologies, specifying whether the program is offered entirely through distance technology. If the program is offered entirely through distance education technologies, provide evidence that the program is evaluated regularly to assure that student outcomes are at least equivalent to on-campus programs (Qualitative Standard A.3).

### **Extracurricular and Professional Development Opportunities to Enhance Student Experience**

- **Student Enrichment Opportunities:** Discuss and describe student enrichment opportunities available to program students. Include information about lecture series, student organizations, etc. and provide evidence that the enrichment opportunities available to students are adequate to promote a scholarly environment (Qualitative Standard A.4). To address this criterion, you may consider including information regarding the Provost Student Research Awards applied for / received by program students, student publications / presentations at professional conferences, and other faculty / student collaborations as appropriate.
- **Student professional Development Opportunities:** Discuss and describe student professional development opportunities available to program students. Include information about the extent to which the program encourages student membership in professional associations, supports student participation in conferences and workshops, and promotes opportunities for student publication. Provide evidence that professional development opportunities are adequate (Qualitative Standard A.5). To address this criterion, you may consider including information about opportunities students have for internships/practica/field experiences, analyses regarding 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).

### ***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. Additional information as provided by the department

## **Part III. Faculty Quality**

In Part III. Faculty Quality, the program should provide information that will enable reviewers to understand and assess the following THEC Standards:

Objective Standards: THEC does not include any Objective Standards associated with this section.

Qualitative Standards:

<b>B. Graduate Faculty Quality</b>	
* 1	Faculty hold terminal degrees in the appropriate discipline.
* 2	Faculty academic credentials correspond to the concentrations in which they teach.
* 3	Faculty scholarly activity is sufficient to serve as effective mentors for graduate students
* 4	Faculty have sufficient practical/professional/academic experience to serve as effective mentors for graduate students.
* 5	Faculty have regular opportunities for professional development, including travel and participation in professional organizations, workshops and other learning activities.
* 6	Faculty teaching loads are consonant with the highly individualized nature of graduate instruction, especially the direction of theses or dissertations.

**Suggested Information / data for Part III of the self-study narrative:** A strong self-assessment typically includes the following kinds of information:

- **Faculty Credentials:** Describe the academic backgrounds of program faculty, specifying the extent to which faculty hold terminal degrees in the appropriate discipline (Qualitative Standard criterion B.1). Discuss and describe how faculty academic credentials correspond to the concentrations in which they teach, ensuring that faculty specialties correspond to program needs (Qualitative Standard criterion B.2). You may wish to include information here regarding the extent to which the faculty are diverse with respect to gender and ethnicity as appropriate to the demographics of the discipline. Discuss the quality of teaching in the program (including an analysis of recent teaching evaluations).
- **Faculty Scholarly Activity:** Describe and discuss scholarly productivity among faculty. Provide information on recent scholarly and professional activities for each full-time faculty member including publications, conference presentations, professional awards, internal / external grants, offices in professional organizations, juried exhibitions, sabbatical activities, service on scholarly journal and/or grant proposal review panels, etc. Provide evidence that faculty scholarly activity is sufficient to enable faculty to serve as effective mentors for graduate students (Qualitative Standard criterion B.3). To address this criterion and provide evidence of effective mentoring, you may consider including or referencing information regarding the Provost Student Research Awards applied for / received by program students, student publications / presentations at professional conferences, and other faculty / student collaborations as appropriate.
- **Faculty Experience:** Describe and discuss the practical, professional, and academic experience held by program faculty. Include information on faculty consulting, professional or industry experience, faculty service on community boards/commissions, sabbatical activities, and academic experience. Provide evidence that faculty practical, professional, and academic experience is sufficient to enable faculty to serve as effective mentors for graduate students (Qualitative Standard criterion B.4). To address this criterion and provide evidence of effective mentoring, you may consider including or referencing information regarding student engagement in consulting or other applied or scholarly activities, student employment / engagement on grant-funded scholarly or applied activities, faculty experience and support in helping students enroll in advanced training (e.g., Ph.D. programs), as appropriate.
- **Faculty Professional Development Opportunities:** Describe and discuss the extent to which faculty have access to regular opportunities to engage in professional development including travel and participation in professional organizations, workshops, and other learning activities (Qualitative Standard criterion B.5). Include information about the opportunities that exist and describe how program faculty have utilized these opportunities to enhance instruction, improve student learning and engage in scholarly activities. You may wish to include information about any mentoring or

special faculty development provided to new or contingent faculty and identify any professional development needs that exist in the program.

- Faculty Service: Describe faculty workloads and present information to summarize faculty course assignments, teaching load profiles, and student credit hour production. Are faculty workloads reasonable and equitable? How are courses balanced between regular and adjunct faculty?
- Retirement Outlook: Describe the retirement outlook for program faculty. What kinds of faculty qualifications will be sought to replace upcoming retirements?
- Overall Faculty quality: 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. Teaching/Learning Environment

In Part IV. Teaching/Learning Environment, the program should provide information that will enable reviewers to understand and assess the following THEC Standards:

### Objective Standards:

C.	Availability and Sophistication of Coursework	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.	There is a core of planned coursework appropriate to the discipline.		
2.	Courses are offered frequently enough to allow students to progress at a reasonable pace.		
3.	There is a provision for planned disciplinary specialization beyond the core.		
4.	Courses are characterized by advanced disciplinary content and academic rigor.		
5.	In master's programs, degree credit is given for dual-listed (undergraduate-graduate) courses in no more than 1/3 of total hours required.		
6.	Sufficient distinction is made between coursework at the master's, educational specialist and/or doctoral levels.		
D.	Methodologies and Techniques of Discipline	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.	The program includes tools, techniques and methodology that are needed to understand the discipline, undertake research in the discipline, and actually practice the education acquired.		
E.	Extra-disciplinary Experience	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.	Some academic exposure outside the degree major or discipline should be available to students without increasing the total number of hours required for the degree. Among the elements that would constitute such exposure are related courses outside the major and internships or practice. In professional fields, students should be allowed courses outside their professional school.		

### Qualitative Standards:

C. Teaching/Learning Environment	
* 1	There are ample materials and secretarial support to encourage research and publication.
* 2	There is adequate library support.
* 3	There is adequate and accessible computer support.
4	There are adequate lab facilities.
5	There is adequate office space.

**Suggested Information / data for Part IV of the self-study narrative:** A strong self-assessment typically includes the following kinds of information:

- **Core curriculum:** Provide an overview of the program curriculum. Describe the program's core courses and discuss the rationale for this core (Objective Standard criterion C.1).
- **Curricular specialization and extradisciplinary opportunities:** Describe the provisions that the program has in place to enable students to pursue planned disciplinary specialization beyond the core curriculum (Objective Standard criterion C.3). Describe and discuss the opportunities provided by the program for extra-disciplinary experiences that enable students to gain academic exposure outside the discipline without increasing the total number of hours required for the degree (Objective Standard criterion E.1). Discuss students taking courses outside the major, internship experiences, or practicum experiences as evidence that students have access to extradisciplinary opportunities.
- **Curricular quality:** Specify how courses in the core curriculum and those outside the core include advanced disciplinary content and academic rigor (Objective Standard criterion C.4). Provide evidence that the program includes tools, techniques, and methodology that are needed to understand the discipline, undertake research in the discipline, and actually practice the education acquired (Objective Standard D.1). Specify the mechanisms that the program uses to evaluate student's abilities to apply the knowledge they have learned.
- **Curricular differentiation for educational levels:** Describe the program's coursework at the master's, educational specialists, and/or doctoral levels (if applicable) and provide evidence that coursework is distinguished among these levels (Objective Standard criterion C.6).
- **Curricular offerings:** Describe the dual-listed courses available to program students and document that no more than 1/3 of the total total hours required at the master's level that can be earned with dual-listed courses (Objective Standard criterion C.5). Describe the regularity of

course offerings and provide evidence that courses listed in the catalog are regularly offered to enable students to make timely progress towards degree completion (Objective Standard criterion C.2).

- **Materials and secretarial support:** Describe and discuss the availability of materials and secretarial support to the program. Assess the extent to which materials and secretarial / administrative support is adequate to encourage research and publication in the program (Qualitative Standard criterion C.1). Include information about the faculty / support staff ratio and material resources (supplies, equipment, software, etc.) available in the program. Specify any noteworthy achievements or inadequacies. Describe or refer to other sections of the self-study document that describe scholarly output and publication among faculty and students. As appropriate, discuss the program's strategies to maximize those resources that are available in order to promote research and publication. If any departmental resources are deemed inadequate, discuss the impact upon the program's ability to achieve its goals. If possible, discuss alternative ways of meeting resource needs. As appropriate, you may wish to include information here regarding 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 or the program's activity in seeking support from external sources of support. Summarize proposals and grants from external agencies and foundations.
- **Library support:** Discuss the program's level of library support (Qualitative Standard criterion C.2). Include information such as the annual library budget for books / journals, number of current library subscriptions, and departmental strategies to maximize library resources to enhance learning and scholarship. If library support is deemed inadequate, discuss the impact upon the department and its ability to achieve its goals. If possible, discuss alternative ways of meeting resource needs. As appropriate, you may wish to include information here regarding 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 or the program's activity in seeking support from external sources of support. Summarize proposals and grants from external agencies and foundations.
- **Computer support:** Discuss the adequacy and accessibility of the program's computer support (Qualitative Standard criterion C. 3). Include information regarding UTC and program-specific student computer labs, program faculty / staff computer inventory, faculty access to expertise from the Walker Teaching Resource Center or campus IT staff. If computer support is deemed inadequate, discuss the impact upon the department and its ability to achieve its goals. If possible, discuss alternative ways of meeting resource needs. As appropriate, you may wish to include information here regarding 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 or the program's activity in seeking support from external sources of support. Summarize relevant proposals and grants from external agencies and foundations.
- **Laboratory and office facilities:** Discuss the adequacy of laboratory facilities available to the program (Qualitative Standard criterion C.4). Discuss the adequacy of office space available to the program (Qualitative Standard criterion C.5). If laboratory / office availability is deemed inadequate, discuss the impact upon the program's ability to achieve its goals. If possible, discuss alternative ways of meeting resource needs.

***Suggested Sources of Information:***

1. Student surveys
2. Student organization activities, including involvement/mentoring by faculty
3. Listing of major equipment and year of acquisition
4. Description of instructional lab/research lab facilities

5. Annual library budget for books/journals
6. Number of current library subscriptions
7. Description of office space/assignments
8. Number of personal computers provided to department
9. Number of microcomputers available to students
10. Faculty/support staff ratio
11. Departmental operating budget
12. UC Foundation program summary
13. External grants/proposals
14. Additional information as provided by the department

## Part V. Program Evaluation

In Part V. Program Evaluation, the program should provide information that will enable reviewers to understand and assess the following THEC Standards:

### Objective Standards:

F.	Comprehensive Examination	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.	At or near the end of all coursework, students should be required to take a written or oral comprehensive examination demonstrating the breadth of knowledge in the discipline, depth in specific areas, and the ability to integrate what has been learned, or to complete a culminating experience that demonstrates communication skills and the ability to apply knowledge independently.		
2.	A student's comprehensive written examination or culminating experience or the results of oral exams must be kept on file for a minimum of five years.		
G.	Research	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.	Each student must demonstrate mastery of research in the discipline through thesis, dissertation, research papers, literature reviews, reports, or case studies.		
H.	Communication	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.	Each student must demonstrate the ability to communicate, both orally and in writing, in a manner and at a level appropriate to the degree and discipline. Explicit program components should be designed to provide opportunity for this demonstration.		

### Qualitative Standards:

D. Program Evaluation	
* 1	Follow-up data on graduating students are regularly and systematically collected
* 2	The curriculum is evaluated periodically.
* 3	Evaluation of placement of graduates is regular and systematic.
* 4	Completion rates are at an acceptable level.

**Suggested Information / data for Part V of the self-study narrative:** A strong self-assessment typically includes the following kinds of information:

- **Comprehensive Examination/Culminating Experience:** Describe the program's oral or written comprehensive examination or culminating experience. Discuss the extent to which the comprehensive exam / culminating experience requires students to demonstrate breadth of knowledge across the discipline, depth of knowledge in specific areas, and the ability to integrate and apply knowledge independently (Objective Standard criterion F.1). You may wish to discuss student outcomes on comprehensive exams / culminating experiences and, as appropriate, student performance on relevant licensure / certification exams. Describe how the department ensures that exams are kept on file for at least 5 years (Objective Standard criterion F.2).
- **Program Outcomes:** Describe the competencies/educational outcomes that are expected of students who satisfactorily complete a course of study in the program. (Please include results of recent SACS outcome assessments.)
- **Student mastery of research skills:** Describe the program's mechanisms (e.g., thesis, dissertation, research papers, literature reviews, reports, or case studies) to ensure that students demonstrate mastery of research in the discipline (Objective Standard criterion G.1). Discuss noteworthy outcomes and / or areas for improvement regarding preparation and outcomes for student research.
- **Student mastery of oral and written communication and other critical skills:** Discuss the program's mechanisms to ensure that graduates develop oral and written communication competencies appropriate for the degree and discipline. Specify how program components explicitly include opportunities for students to demonstrate mastery of oral and written communication (Objective Standard criterion H.1). You may wish to describe additional competencies critical to your discipline (e.g., critical thinking skills, computer / technology skills, etc.) that students must master.

- Collection of follow-up student data: Discuss the program's mechanisms to collect information on graduating students. Provide evidence that follow-up data on graduates are regularly and systematically collected (Qualitative Standard D.1).
- Evaluation of the curriculum: Describe the program's mechanisms / process for evaluating the curriculum. Discuss the frequency / regularity of curricular evaluation activities and discuss how necessary curricular changes are enacted (Qualitative Standard criterion D. 2). You may wish to describe and discuss any curriculum evaluation / revision activities that have been undertaken since the previous review.
- Evaluation of student placement: Describe the program's mechanisms / process for placing graduates in positions related to their major field of study and provide evidence that placement is regular and systematic. Describe how placement activities are evaluated to ensure that they are regular and systematic (Qualitative Standard criterion D. 3). You may wish to include information on noteworthy accomplishments regarding student placement (e.g., the percentage of students placed in their field) and / or identify inadequacies and discuss contributing factors and strategies for improvement.
- Evaluation of degree completion rates: Discuss trends in the number of degrees awarded and completion rates. Provide evidence that completion rates are at an acceptable level (Qualitative Standard criterion D. 4). If completion rates are unacceptable, discuss possible contributing factors and describe how this information is used in planning and program revision.

***Suggested Sources of Information:***

1. Course syllabi (Dept.)
2. Mission/goals statements (Dept.)
3. SACS outcomes / curricular outcomes
4. Record of degrees awarded
5. Record of student involvement in research, internships, or related experiences (Dept.)
6. Alumni records / surveys
7. Placement of students in occupations related to major field of study
8. Employer satisfaction with academic program (Dept.)
9. Additional data the department has available