**NORTH CAROLINA STATE UNIVERSITY**

Undergraduate Degree Program Review Revised Format for the Self-Study Report

**Overview:** Designed for the external comprehensive review of an undergraduate degree program the self-study described below should be completed by each department undergoing program review.[[1]](#footnote-1) The completed self-study should be submitted to the Office of Assessment (DASA) and the Program Review Committee three weeks before the Review Committee site visit. Program data for the past five years is available to include in the self-study from the Office of Institutional Research and Planning. Please introduce any additional information that you feel would be helpful in this review.

A major purpose of the external comprehensive review is to engage program faculty, other faculty inside and outside the University, the College Dean, and the Vice Chancellor and Dean of DASA in thoughtful and creative study and evaluation of the program's academic performance in relation to North Carolina State University's mission and to the program’s mission and vision, including the student learning outcomes that the program is designed to foster.

The review is intended to help faculty and administrators gain a clear understanding of the following:

1. The program's purposes within NC State, including the program’s outcomes

(faculty expectations for students and the program)

2. The program's effectiveness in achieving these purposes and outcomes

3. The program's overall quality

4. The faculty’s vision for the program, i.e., future aims for the program and any changes necessary to achieve those aims

5. The program’s potential progress in the face of constraints associated with the tenure process, pre-post awards, staffing (including technical support) and grant support.

Specific **Instructions** about elements to include in the self-study are described next.

**I. PROGRAM DESCRIPTION**

1.1 *Exact Title of Program:* Give title exactly as it appears in the Undergraduate Catalog.

1.2 *Department or Interdisciplinary Group Authorized to Offer Degree Program(s)*

1.3 *Exact Title(s) of Degrees Granted*: (e.g., Bachelors of Arts, Bachelors of Science)

1.4 *College or School*

1.5 *Brief History and Mission:* Provide a brief history of the development of the undergraduate program(s). Briefly describe the mission of the program.

1.6 *Degree Program Objectives and Outcomes:* For each degree program, list the objectives and outcomes (faculty expectations) from the current program assessment plan [in InfoWeb (<https://www.grad.ncsu.edu/infoweb/dgp_home.asp>)].

1.7 *Responsiveness to Local and National Needs:* Describe the nature of your discipline and the type of educational experiences provided by the undergraduate degree program(s) in your unit. In what way is/are your program(s) responsive to the needs of North Carolina, the region and the nation?

1.8 *Program Quality:* Give your assessment of the quality of your program(s) as compared to other undergraduate programs in the Southeast and the rest of the nation, and explain the basis of your assessment. Where does the department or program rank nationally? What do you consider the best objective measure for national comparisons in your field?

1.9 *Administration:* Briefly describe the program's administrative structure. List the major departmental committees that relate to undergraduate education and their structure and function. Describe any important formal and informal relationships the department has at the undergraduate level with other departments, institutes, centers, etc. at NC State and beyond.

**II. FACULTY**

2.1 *Faculty List and Curricula Vitarum:* As attachments to the self-study narrative, provide: (1) an alphabetical list of faculty members, including the rank of each, and if applicable, information about student committees chaired (Appendix A) and (2) a current brief curriculum vitae for each member (i.e., two-page maximum per member).

2.2 *Visiting, Part-Time and Other Faculty:* Describe the extent to which visiting and part-time faculty participate in the graduate and undergraduate program(s). A list of undergraduate courses taught by these individuals for the last five years should be included. Also, if faculty members from other university units serve important roles in the program, please specify.

2.3 *Advising:* Describe how and when faculty advisors are assigned to undergraduate (and graduate) students in your undergraduate programs. How are undergraduate students advised? What is the advising load? Is any special training or guidance given to new faculty regarding special programs (e.g. undergraduate student research, general education, interdisciplinary programs, TH!NK), or special services (e.g. disabilities, students of concern, etc.)?

2.4 *Faculty Quality:* Describe the ways in which the department evaluates the quality of its undergraduate faculty (e.g., teaching evaluations, peer review, publications, research grants, undergraduate students advised and their degree progress) and how it uses the results of these evaluations.

2.5 *Faculty Distribution:* Is the department staffed adequately to meet the needs of various fields of specialization in your discipline? If not, please explain how the department could achieve an appropriate distribution of faculty across specializations offered, given no growth in resources. What are the teaching loads by type (e.g. tenured, tenure-track, etc.)?

**III. STUDENTS**

3.1 *Enrollment:* Assess the strength of student demand for your programs.

Referring to *OIRP’s Five-Year Data Report for External Comprehensive Undergraduate Program Review,[[2]](#footnote-2)* comment on undergraduate enrollment trends. What are the implications of these trends for future departmental planning?

3.2 *Quality of Incoming Students:* Comment on how you evaluate and assess the quality of your undergraduate students. Referring to data profile provided OIRP, comment on incoming student quality and trends over the past 5 years. What specific measures does the department use to evaluate the quality of entering students? (For example, what use is made of the GPA, demand and selectivity values?) Are the enrolling students as good as you would like them to be? What does the annual graduate applications/offer ratio indicate about the quality of entering students and your faculty's standards of student quality?

3.3 *Quality of Current/Ongoing Students:* Are your current students performing as well as you would like them to? If not, what are the contributing factors? (Briefly refer to the findings of your outcomes assessment, which you describe in more detail in Section 5.)

3.4 *Degrees Granted:* Using *OIRP’s Five-Year Data Report for External Comprehensive Undergraduate Program Review*, comment on the trends in the number of degrees awarded annually and the average length of time required to complete each degree program. What was the trend in attrition over the past ten years? If attrition has been increasing, what measures, if any, have been taken to address that increase?

3.5 *Need/Placement:* Comment on the strength of employer demand for your students. Describe past, present and future need for undergraduates from the program in the Triangle area, state, Southeast, and nation. Cite any pertinent studies. Present data on the placement of undergraduate students who have earned their degrees in your unit in the past five years (Appendix B). A recommended source for these data are the reports from OIRP on The Future Plans Survey (each December and May), The Recent Graduates Survey (each September), and the triennial Alumni Survey which are routinely delivered (by Dr. Nancy Whelchel) to your OIRP contact person with individual level responses. Also report any information your unit gathers on need/ placement, and the level of employer satisfaction with your graduates. Describe the level and kinds of assistance you offer in the placement of your graduates.

3.6 *Funding:* Describe the approximate number and financial support available for your undergraduate students who participate in undergraduate research, management of teaching and labs, paid internships or cooperative experiences, or other funded work.

**IV. CURRICULUM/INSTRUCTION**

4.1 *Bachelor Degree:* Describe the bachelor degree curriculum, indicating the total number of required credits and the credit distribution among various departments. If more than one concentration is available, then list the concentrations and their curricula separately. (Use Appendix C for this purpose.) If there is substantial dependence on some other department or program, describe and comment on the relationship between it and your own program.

4.2 *Instructional Relationship to Other Programs:* Describe how undergraduate instruction in this program supports or is otherwise related to other programs (undergraduate, graduate, professional) within your department and/or in other departments or schools at NCSU. Cite other programs whose students frequently take minors or other program options with you. List courses in your program that are also required or are prerequisites within other undergraduate/graduate degree programs.

4.3 *Curricular Changes:* Describe any significant changes in curriculum and instruction in the program since the last self-study. Explain the reason for the changes, such as different needs of students, shifts of emphasis in the discipline, changes in faculty, perceived weaknesses in the program, problems with facilities, etc.

4.4 *Professional Development Opportunities:* Indicate the degree of participation by undergraduate students in your program in formal or informal teaching and/or research activities within your department and/or in other programs on campus. (Describe any preparatory training and/or ongoing mentoring undergraduate TAs and RAs undergraduate students in your department receive. How are these training experiences supported, and how are students selected for them?

**V. ASSESSMENT OF OUTCOMES/FACULTY EXPECTATIONS**

The material in this portion of the self-study should reflect the *continuous and ongoing* assessment of program outcomes: planning, information gathering, self- review, and use of results for improving the quality of the program.

5.1 *Summary of Past Assessment Reports:* Referring to the degree program’s online assessment plan and annual reporting system on Info Web (<https://www.grad.ncsu.edu/infoweb/dgp_home.asp>), summarize the program’s assessment since the last self-study. Focus primarily on the assessment data obtained, what you learned from the data, and what changes were made based on what you learned from the data to enhance the program.

5.2 *Summary of Current Assessment Report:* This section is basically your Annual Report for the current reporting period. It should focus on the answer to the following questions: What outcomes were you scheduled to assess for the most recent reporting period and which ones did you assess? What data did you collect and what were the findings? What did you learn from the data; what areas of concerned emerged? What changes (if any) were implemented or are proposed as a result of this assessment? What assessment activities are proposed for the upcoming reporting period?

**VI. CURRENT RESEARCH**:

6.1 *Current Research:* Provide a brief description of significant ongoing research in your department or program. Indicate the major strengths or emphases of this research. Describe any unique programs that have national prominence. Describe three to five major research accomplishments over the past five years by faculty and/or students in your academic unit and any new research emphases planned for the near future (through new faculty hires, redirection of current faculty’s research, etc.)

6.2 *National Comparison:* Briefly describe how the research effort in your department compares to research in your discipline nationally in terms of focus areas and breadth of coverage.

6.3 *Interdisciplinary Projects:* What opportunities are there for carrying out interdisciplinary research projects with other units on campus and with other universities, state or federal agencies, and industry? Are you presently able to accommodate the needs for interdisciplinary research, and how successful are your efforts? Do you have any plans for increasing such efforts in the future?

*6.4 External Research Support:* Evaluate the level of external funding for research in your department or program. Comment on any trends. Is the department/program competing effectively for external support?

6.5 *Research Development:* What does the department do to encourage and develop research collaborations with faculty performing similar research elsewhere in the university? Also, please describe deficiencies in facilities and resources that impede the department's attempts to reach its research objectives and any plans to address these deficiencies.

6.6 *Ethics Training:* Describe any education in research and professional ethics that the program provides for its undergraduate students. Such education could include courses, workshops, seminars offered by the program or by related programs or other appropriate experiences.

**VII. SERVICE/OUTREACH/EXTENSION**

7.1 *Consulting:* To what extent are faculty involved in outside consulting work?

Provide a quantitative and qualitative assessment of this type of work, and explain in what ways it contributes to the department's undergraduate program and to the mission of NC State.

7.2 *Community Service/Extension/Engagement:* To what extent is the department's professional expertise made available to the community, state and nation through formal extension programs, lectures, exhibits, public symposia, or concerts or through faculty service on governmental boards, scientific/professional associations, etc.? Evaluate the quality of this service, and indicate how it contributes to the department's undergraduate instructional and research programs.

7.3 *Student Involvement in Community Service/Extension/Engagement:* To what extent are undergraduate students exposed to formal or informal outreach activities?

**VIII. ACCREDITATION**

If accreditation has been attained, provide the name of the accrediting agency, and indicate the date accreditation was granted and the frequency of accreditation review. If accreditation has been denied or has not yet been attained, describe the current status of the program in relation to gaining accreditation.

**IX. SUMMARY COMMENTS AND VISION FOR THE FUTURE**

9.1 Summarize the major strengths and weaknesses of the undergraduate program and the challenges and opportunities it faces in the foreseeable future.

9.2 Briefly describe the program’s vision/strategic plan for the immediate future: Review the department's major goals for the undergraduate program over the next five years, and describe their relation to the University’s Strategic Plan and to a long-term strategy for resource allocation or reallocation.

**APPENDICES**

**Appendix A.**

**List of Faculty with Rank and Student Committees Chaired Over the Last 5 Years**

(Note: Contact the Graduate School for an initial version of this list.)

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| --- | --- | --- | --- | --- | --- |
|  | | *(include only if applicable)* | | | |
| Advisory Committees Chaired | | | |
| Master’s | | Doctoral | |
| Name | Rank | # Completed | # Current | # Completed | # Current |
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**Appendix B.**

**Undergraduate Student Placement**

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| --- | --- | --- |
| **Placement of Students** | | |
| **Past Three Years** | | |
| *Show the first post-degree position placements of your graduates for the past three years.* | | |
| Type of Position | Bachelor | |
| In-State | Out-of- State |
| 1. Elementary and Secondary School |  |  |
| 2. Two-Year Colleges |  |  |
| 3. Four-Year Colleges and Universities |  |  |
| 4. Government |  |  |
| 5. Self-Employed Professionals |  |  |
| 6. Business/Industry |  |  |
| 7. Agriculture/Forestry |  |  |
| 8. Other Graduate Programs |  |  |
| 9. Other |  |  |

**Appendix C.**

**Undergraduate Degree Program/Degree Concentrations Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Degree Program/Degree Concentration Form | | | |
| *Please provide brief descriptions of each degree program or concentration.*  *Create additional forms as needed*.  *Enclose pamphlets or brochures that describe your programs and program concentrations.* | | | |
| Degree |  | Curriculum Code |  |
| Descriptive Title |  | | |
| Percentage of students who elect this program | | |  |
| Percentage of faculty in the department who teach in this program | | |  |
| Description of Program/Program Concentration | | | |
|  | | | |

1. Although the language in this self-study format document refers to a single program, some units will provide information about multiple programs within one self-study document. [↑](#footnote-ref-1)
2. A sample of the report and data definitions is available on the Assessment Office webpage at http://assessment.dasa.ncsu.edu/comprehensive-academic-program-review. [↑](#footnote-ref-2)