

# NORTH CAROLINA STATE UNIVERSITY

The Graduate School

Graduate Degree Program Review

Revised Format for the Self-Study Report

**Instructions:** Designed for the eight-year review of graduate degree programs, the self-study described below should be completed by each department undergoing program review. The completed self-study should be submitted to the Graduate School and Program Review Committee three weeks before the Review Committee site visit. Program data for the past ten years is available to include in the self-study from Business Objects (in MYPACK Portal). Please introduce any additional information that you feel would be helpful in this review.

A major purpose of the eight-year review is to engage program faculty, other faculty inside and outside the University, and the Graduate Dean 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

## I. PROGRAM DESCRIPTION

- 1.1 *Exact Title of Program:* Give title exactly as it appears in the Graduate Catalog.
- 1.2 *Department or Interdisciplinary Group Authorized to Offer Degree Program(s)*
- 1.3 *Exact Title(s) of Degrees Granted:* e.g., Master of Science, Doctor of Education, etc.
- 1.4 *College or School*
- 1.5 *Brief History and Mission:* Provide a brief history of the development of the graduate 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](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 graduate 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 graduate 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 graduate education and their structure and function. Describe any important formal and informal relationships the department has at the graduate 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 the number of master's and doctoral advisory committees that each member has chaired during the past five years (Appendix A; data available through a SIS query: SIS\_GRADUATE\_FAC\_CMTEE\_ROLES. Also include a current BRIEF (i.e., TWO-PAGE) curriculum vitae for each member.
- 2.2 *Visiting, Part-Time and Other Faculty:* Describe the extent to which visiting and part-time faculty participate in the graduate program. A list of graduate

courses taught by non-graduate faculty 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 graduate students in your graduate programs, as well as any guidance that new faculty are given in directing graduate student research.
- 2.4 *Faculty Quality*: Describe the ways in which the department evaluates the quality of its graduate faculty (e.g., teaching evaluations, peer review, publications, research grants, graduate students advised and their time to degree) 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.

### III. STUDENTS

- 3.1 *Enrollment*: Assess the strength of student demand for your programs. Referring to data shown in the 10-Year Profile Report (Info Web), comment on graduate 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 graduate students. Referring to data provided in the 10-Year Profile Report (Info Web), comment on incoming student quality and trends over the past 10 years. What specific measures does the department use to evaluate the quality of entering students? (For example, what use is made of the GPA or of standardized test scores such as the GRE?) 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 data from the 10-Year Profile Report (Info Web), comment on the trends in the number of degrees awarded annually and the average length of time required to complete each degree program. What has been 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 graduates from the program in the Triangle area, state, Southeast, and nation. Cite any pertinent studies. Present data on the placement of graduate students who have earned their degrees in your unit in the past five years (Appendix B). Report any information you have on 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 stipend support packages available for your graduate students and the approximate annual number of each type that they receive. Include TA and RA appointments, fellowships, traineeships, etc. Include the number of semesters the average master's and doctoral student spends on a TA and/or RA. How are TA/RA positions publicized, and how are students selected for those appointments?

#### IV. CURRICULUM/INSTRUCTION

- 4.1 *Master's Degree:* Describe the master's 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 *Doctoral Degree:* Describe the doctoral degree curriculum, noting the credit and general distribution of requirements as in 4.1. When concentrations are offered, describe their curricula separately. (Use Appendix C.) Indicate whether the master's degree is required or usually completed before proceeding to the doctoral program and note the most common minor fields of study. Describe the preliminary examination requirements. Indicate any associated professional certification. Include any additional information concerning curricular emphasis that would aid in characterizing this program as practice- or research-oriented.
- 4.3 *Instructional Relationship to Other Programs:* Describe how graduate instruction and research 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 graduate degree programs.
- 4.4 *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.

- 4.5 *Professional Development Opportunities:* Indicate the degree of participation by graduate students in your program in formal or informal teaching activities within your department and/or in other programs on campus. Describe any preparatory training and/or ongoing mentoring TAs receive. Describe any formalized research training doctoral 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 Biennial Assessment Reports:* Referring to the degree program's online assessment plan and biennial reporting system on Info Web ([https://www.grad.ncsu.edu/infoweb/dgp\\_home.asp](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 Biennial 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 concern 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 graduate 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 graduate 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 graduate 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 graduate instructional and research programs.
- 7.3 *Graduate Student Involvement in Community Service/Extension/Engagement*: To what extent are graduate 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 graduate 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 graduate program over the next five years, and describe their relation to the Compact Plan and to a long-term strategy for resource allocation or reallocation.





## Appendix B. Graduate Student Placement

(Note: Contact the Graduate School for information about employment plans for graduates from exit surveys.)

<b>Placement of Graduate Students Past Three Years</b>				
Show the first post-degree position placements of your graduates for the past three years.				
Type of Position	Master's		Doctoral	
	In-State	Out-of-State	In-State	Out-of-State
1. Further graduate study				
2. Post-doctoral scholar or research associate				
3. College/university faculty or administration				
4. Primary/secondary education				
5. Business or industry				
6. Government				
7. Military				
8. Non-profit organization				
9. Self-employment				
10. Not seeking employment at this time				
11. Other				

### Appendix C. Degree Program/Degree Concentrations Form

Degree Program/Degree Concentration Form			
<i>Please provide brief descriptions of each degree program or concentration.. Enclose pamphlets or brochures that describe your programs and program concentrations.</i>			
Degree		Curriculum Code	
Descriptive Title			
Percentage of students who elect this program			
Percentage of graduate faculty in the department who teach in this program			
Description of Program/Program Concentration			
Degree		Curriculum Code	
Descriptive Title			
Percentage of students who elect this program			
Percentage of graduate faculty in the department who teach in this program			
Description of Program/Program Concentration			
Degree		Curriculum Code	
Descriptive Title			
Percentage of students who elect this program			
Percentage of graduate faculty in the department who teach in this program			
Description of Program/Program Concentration			