



GRADUATE PROGRAM SELF-STUDY PROCESS

PROGRAMS WITHOUT SPECIALIZED ACCREDITATION

ESSENTIAL COMPONENTS

The following are essential components of a programmatic self-study that graduate programs at the College of Charleston without specialized accreditation must complete. While this is by no means a comprehensive list, it covers the major areas that should be addressed in the self-study document. When specific data are requested, the program should display data for the most recent five-year period, unless otherwise noted.

I. Program Purpose, Goals, and Objectives

Each program should supply a clear, concise statement of purpose that is related to the mission of the program, the supporting unit(s), and the institution. Goals and objectives should be measurable and the time frame for their achievement should be reasonable. Also, it may be helpful to differentiate between short-term and long-term goals.

II. Organizational Chart

Each program should prepare a chart showing the reporting lines and any linkages the program maintains with the rest of the institution. This section should also contain a brief description of the processes used by the program in making budgetary, curricular, and faculty selection decisions.

III. Size of the Supporting Unit(s)

Each program should provide, in tabular form, current information related to the size of the department or other supporting unit (or units in the case of interdisciplinary programs), including at least the following: graduate faculty FTE and headcount; support staff FTE and headcount; master's and doctoral student FTE and headcount; degrees awarded annually; instructional and general expense budget of the organizational unit supporting the program; the portion of the program budget used for graduate programs; externally funded research; and other externally generated funds. (The data for this section for faculty, staff, and students may be different from that of the program reported in the student data section in that the "unit" housing the program may include other degree programs and/or levels of degrees.)

IV. Program Faculty

Each program should provide faculty information according to the outline below. Except as noted, narrative and statistical tables should cover the last five years.

A. Profile of Program Faculty:

1. Total number, FTE and headcount, of faculty teaching, differentiating between full-time, part-time, and teaching assistantships.
2. Number of faculty advising in the program.
3. Number and percent of faculty in each rank displayed by tenure, rank, gender, and race
4. Description of the retention/turnover of full-time program faculty for the past five years
5. Individual listing of current faculty showing rank, credentials, and areas of specialization

B. Faculty Involvement in Program/Department (3 years):

1. Student / faculty ratio
2. Average course load
3. Additional instructional responsibilities including special topics seminars, thesis/dissertation, advising, independent study, student research, etc.
4. Process for teaching evaluation
5. Role of adjunct faculty in program

C. Campus and Public Service: Provide a summary of campus and public service activity.

D. Current Faculty Research: Provide a summary of scholarship, creative activity, and additional faculty research activity.

V. Students

Each program should supply information on students in the program according to the outline below. Except as noted, narrative and statistical tables should cover the last five years.

A. Graduate Student Profile:

1. Average age; sex; ethnicity; citizenship
2. FTE credit hour production
3. Headcount enrollments by full-time/part-time
4. Degrees awarded

B. Admissions Information:

1. Current admissions criteria
2. Number applied, accepted, and enrolled (3 years)

C. Student Achievements (3 years):

1. Awards
2. Publications
3. Exhibitions
4. Professional presentations
5. Applied Research Projects

D. Financial support of Graduate Students:

1. Departmental and institutional funds
2. Percent of students on financial aid
3. Average level of support
4. Ratio of grant-to-loan funds
5. Number of teaching and research assistantships
6. Selection process for financial awards

VI. Curriculum

Each program should outline the program structure and degree requirements, list the required courses, and indicate the frequency of course offerings. The institution should also comment, as appropriate, regarding any curriculum changes over the last five years and the reasons for these changes.

VII. Programmatic Climate

Each program should discuss the following topics, providing data as needed: student / faculty satisfaction with the scholarly community; quality of academic advisement; activities to promote esprit de corps; critical mass of faculty and student; activities related to promoting diversity among student and faculty; special lectures, seminars, or other program enhancements; collaborative arrangements with other departments, industry, government, or higher education institutions.

VIII. Facilities and Equipment

Each program should discuss the adequacy of classroom, research, laboratory, library, and office space available to the program. The program should also include, in this section, a discussion of instructional equipment and library and computer resources used to complement classroom instruction.

IX. Program Assessment

Each program should describe the process by which it assesses itself; the qualitative and quantitative information it has collected (e.g. portfolios, exit interviews, degree completion ratio, average time to completion, percent of graduates employed in their field, results of program assessment, standardized or licensing examinations, alumni satisfaction with program); and the specific way that this information has been used for program improvement.

X. Conclusions

Each program should discuss the strengths and weaknesses of the program as well as projected changes or initiatives for improvement.

PEER REVIEW AND SITE VISITS

Site visits play a critical role in the program review process. Site visits are designed to provide an opportunity for external peer reviewers (out-of-state academics in the field under review) to confirm, expand, or elaborate on facts and figures submitted by the program in its self-study.

Site visits provide opportunities for peer reviewers to meet with administrators, faculty, and students, as well as to tour facilities (e.g., classrooms, libraries, etc.), in order to complement and help place in context written materials already provided.

The peer review team's report will include data collected from and recommendations about the program reviewed. The peer review team may also comment on the future direction of the field in general and on the status of the program relative to this overall direction.

THE FOUR STAGES OF A REVIEW CYCLE

1. The Self-Study
2. Peer Review and Report
3. Response to the Peer Review Report findings with an action plan and timetable
4. One -year follow-up report on action taken based on review findings, repeated annually until complete