**Quality Enhancement Review: Self-Study Questions (2021-2022)**

***Unit Overview:***

**Cover Page**

Provide the following: unit name, unit website address, college, names of unit leadership, unit bylaws web address, outside accreditation information, if applicable, organization and date of last reaffirmation, and term of last QER.

**Table 1 – Degree Program Overview**

Complete the last columns of Table 1 and insert into self-study.

*Table 1 provides information related to degree programs offered (divided by major), required hours, limited access (if applicable), current term enrollment by degree program, diversity information by degree program, and the number of graduates by degree program for the past five years (total). Units will provide name of faculty coordinator for each degree program and comment on the coordinators academic credentials and qualifications to serve in that role.*

**Table 2 – Faculty Information**

 Complete the last column of Table 2 and insert into self-study.

*Table 2 presents unit faculty information including highest degree/major, year awarded, institution, and tenure status. Units will provide information related to affiliation by degree program. Multiple degree program affiliations may be listed for faculty members. Units may also generate a separate table for Faculty Affiliates containing similar information as provided in Table 2.*

1. **Major Changes/Unit Strengths/Weaknesses**

Summarize in bullet format:

* 1. Major changes in the unit since the last QER (e.g., new/suspended/terminated degree programs, unusual turnover in faculty or changes in leadership positions such as program coordinators, new/renovated facilities, etc.).
	2. The unit’s major Strengths and Weaknesses.
1. **Academic Program History**

Provide a ***bulleted*** history of the unit and its component academic programs. Highlight key events contributing to its current academic offerings and organizational structure. *Limit to one page.*

***Curriculum:***

1. **Degree Program Description**

Provide a description of the degree programs and majors offered by the unit as outlined in Table 1.

* For undergraduate programs, please provide complete links to the Academic Program Guide found at: [http://www.academic-guide.fsu.edu](http://www.academic-guide.fsu.edu/).
* For graduate programs, please provide complete information regarding courses (including titles), research or other requirements. Units with complete information published on a website may submit the website URL.
	1. What aspects of the curricula distinguish them from similar programs around the country?
	2. How do these programs contribute to FSU’s mission (<https://www.fsu.edu/about/mission-vision.html>)?

**Curriculum Review**

What was the outcome of the latest curriculum review? When was it conducted?

How are curriculum decisions made within the unit? Who has final authority?

If a unit is accredited by an outside organization, please summarize the results of the latest reaffirmation/review.

1. **Distance Learning**

Outline the role distance learning plays in the current curricular and degree offerings. Be specific.

* 1. What future plans does the unit have for utilizing distance-learning technology?
	2. How are online course monitored to ensure they are equivalent in rigor to traditional courses?
1. **Common Prerequisites** (Undergraduate Only)

If applicable, review and report on the unit’s compliance with State-approved common prerequisites (<https://dlss.flvc.org/admin-tools/common-prerequisites-manuals>).

***Student Experience:***

1. **Limited Access** (Undergraduate Only)

If the degree program(s) is approved by the Board of Governors as a limited access program, is the current implementation strategy yielding the quality of students desired? If not, what adjustments does the unit anticipate making to improve recruitment of students prepared to succeed? Does the degree program/major still warrant limited access status? (Review Regulation 8.013 at <http://www.flbog.edu/documents_regulations/regulations/8_013_Limited_Access.pdf>.) If so, explain why by linking the current reasoning to the regulation language.

1. **Advising**

Explain how the unit handles advising (graduate and undergraduate).

1. **Graduate Placement**

Insert Table 4.

*Table 4 consists of data gathered as part of the Graduate Exit Survey.*

* 1. Discuss placement rates and quality of placements for graduates of ALL the degrees (graduate and undergraduate) in the unit (e.g., job placement rates, graduate school placement rates, types of jobs, caliber of graduate schools). Please be as specific as possible.
	2. If applicable, provide and analyze pass rates of important external examinations/licensures for the last five years. Include the total number of students attempting the exam(s) and the total number who pass. Comment on the passage rate of FSU students versus national norms. What action is the unit undertaking to improve student performance on such national indicators?
1. **Enrollment Trends**

Insert Table 5.

*Table 5 presents enrollment trends by degree program along with data related to student diversity.*

* 1. Comment on the enrollment and retention levels and the number of degrees granted as outlined in Table 5. Include analysis of racial and gender diversity. Analysis should include an explanation of trends by degree program and whether the unit anticipates changes in the pattern over the next five years.
	2. What steps is the unit taking to increase diversity among its student population?
1. **Time to Degree**

What steps is the unit undertaking to ensure students complete degrees in a timely manner?

1. **Graduate Student Preparation** (Graduate Only)

Explain how the unit addresses the following within its graduate degree programs:

* 1. Professional development and exploration of research integrity.
	2. If appropriate, career exploration/preparation for employment outside of academia.
	3. For doctoral programs, fulfillment of the scholarly engagement requirement.
	4. How are assistantship assignments determined?

***Faculty:***

1. **Scholarly/Creative Productivity**

Insert Table 6.

*Table 6 presents various measures associated with faculty creative/scholarly productivity.*

Analyze the faculty productivity information presented in Table 6. Include, as appropriate, comments related to grants (PI and co-PI), publications and citations.

* If additional measures of faculty productivity are appropriate for the unit, please provide a brief explanation of the significance of the measure(s) and comment on related faculty productivity.
1. **Faculty Workload**

How does the unit monitor and adjust the distribution of workload among faculty including committee work and graduate student committees? Please include a link to the related policy statement or section of the bylaws.

1. **Faculty Retention**

What issues, if any, negatively impact faculty retention efforts?

* 1. Is there a strategic plan for filling vacancies that may occur within the next five years, including expected retirements?
	2. How does the unit compare nationally with regard to faculty diversity? If changes are needed, what steps is the unit taking to address any disparities?
	3. What is the unit’s process for mentoring faculty members?

***Resources:***

1. **Teaching Assistants**

Insert Table 7.

*Table 7 presents student credit hour production by instructor type for the unit.* (Units that have graduate students who serve as teaching assistants in other units should note this fact and explain the circumstances.)

* 1. Comment on the proportion of course offerings taught by graduate assistants.
	2. How are graduate teaching instructors trained, mentored and monitored? (Refer to University-wide Standards for graduate Teaching Assistants at Florida State University.)
	<http://www.pie.fsu.edu/content/download/212425/1820209/University%20Wide%20Standards%20for%20Graduate%20Teaching%20Assistants%20FINAL%20120314.pdf>)
1. **Quality of Physical Resources**

Discuss the quality of current resources related to:

1. Facilities
2. Technology (both locally controlled and centrally provided)
3. **University Libraries**

Comment on the adequacy of the University Libraries services and collections as related to the unit’s curricular programs and research.

***Overall Analysis:***

1. **Five-Year Outlook**

Based upon this analysis and the related data, what should the unit look like in five years?

***Appendices:***

Insert the following Tables:

 **Table 8 – Graduate Application/Enrollment Funnel**

 **Table 9 – Graduate Program Enrollment Trends**

 **Table 10 – Graduate Student Entering GPA and Standardized Test Scores**

Complete and insert the following tables:

 **Ph.D. Time to Degree**

 **Graduate Student Support Sources**

 **Faculty FEAS QER Vita** (Separate .pdf file)