**Quality Enhancement Review: Self-Study Questions (2022-2023)**

***Unit Overview:***

**Relevant visuals**

*Relevant visuals can be found on the Department Dashboards located on the Office of Institutional Research’s website at ir.fsu.edu/resources.aspx.*

**Cover Page**

Include the following: unit name, unit website address, college, names of unit leadership, unit bylaws web address, external accreditor information and date of last reaffirmation, if applicable, and term of last QER.

**Table 1 – Degree Program Overview**

*Complete the Table 1 spreadsheet and insert into self-study.*

**Relevant visuals:**

* Departmental Dashboards > Overview > Key
  + Academic Plan Code, Academic Plan Description, CIP Code, Fall 2021 Enrolled Total, Fall 2021 Enrolled URM, Five-Year Total Degrees Awarded

*Units will provide required hours for each Academic Plan, and the 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**

The Faculty Information table presents demographics and other details on current faculty including hire date, job description, and tenure status.

*Units will receive a preliminary table from the Office of Institutional Research. Units will verify the faculty roster and information on the table, and provide information related to affiliation by degree program. Multiple degree program affiliations may be listed for faculty members.*

1. **Substantial Changes**

Summarize in bullet format substantial 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.).

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.

* 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 academic programs 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**

**Relevant visuals:**

* Departmental Dashboards > Student Flow Through > Online Credit Hours

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

* 1. How are online course monitored to ensure they are equivalent in rigor to traditional courses?
  2. Does the unit have plans to utilize distance-learning technology in the future?

1. **Common Prerequisites – if Applicable** (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 – if Applicable** (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 <https://www.flbog.edu/wp-content/uploads/8_013_Limited_Access-1.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**

*Screenshot relevant visuals and insert into self-study along with the required information*

**Relevant visuals:**

* Departmental Dashboards > Student Success >
  + Bachelor’s Degree Graduates: Post-Graduation Plans and Outcomes
  + Master’s Degree Graduates: Post-Graduation Plans and Outcomes
  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 and graduate school placement rates). 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**

*Screenshot relevant visuals and insert into self-study along with the required information*

**Relevant visuals:**

* Departmental Dashboards > Student Flow Through >
  + Enrollment of Degree-Seeking Students by Gender
  + Enrollment of Degree-Seeking Students by URM Status
  + Degrees Granted
  1. Comment on the enrollment and retention levels and the number of degrees granted as outlined in the Department Dashboards. 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. Comment on the diversity of the student populations and any plans to address issues identified by the department and faculty.

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**

*Screenshot relevant visuals and insert into self-study along with the required information*

**Relevant visuals:**

* Departmental Dashboards >
  + Faculty Productivity Radar & Quintiles
  + Faculty Productivity Box Plots
  + Faculty Career Progression

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

*(Note: 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**

**Relevant visuals:**

* Departmental Dashboards > Faculty Headcount
  + Section Count and Enrollment Totals by ***Primary Instructor***

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**

*Screenshot relevant visuals and insert into self-study along with the required information*

**Relevant visuals:**

* Departmental Dashboards > Faculty Headcount >
  + Faculty Headcount by Gender
  + Faculty Headcount by URM Status
  1. What priorities does the department use to fill faculty position when they come available?
  2. How does the unit compare nationally regarding 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**

*Screenshot relevant visuals and insert into self-study along with the required information*

**Relevant visuals:**

* Departmental Dashboards > Faculty Headcount >
  + Section Count and Enrollment Totals by ***Primary Instructor***
  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 University Libraries services and collections as related to the unit’s curricular programs and research.

***Overall Analysis:***

1. **Unit Strengths and Weaknesses**

Based upon this analysis and the related data, identify at least three strengths and three weakness.

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 visuals:

* Graduate Admissions Funnel
* Graduate Enrollment
* Graduate Student Entering GPA and Standardized Test Scores

**Relevant visuals:**

* Departmental Dashboards > Student Flow Through >
  + Admissions Funnel
  + Enrollment of Degree-Seeking Students by Gender
  + Enrollment of Degree-Seeking Students by URM Status

Complete and insert the following tables:

**Ph.D. Time to Degree**

**Graduate Student Support Sources**

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