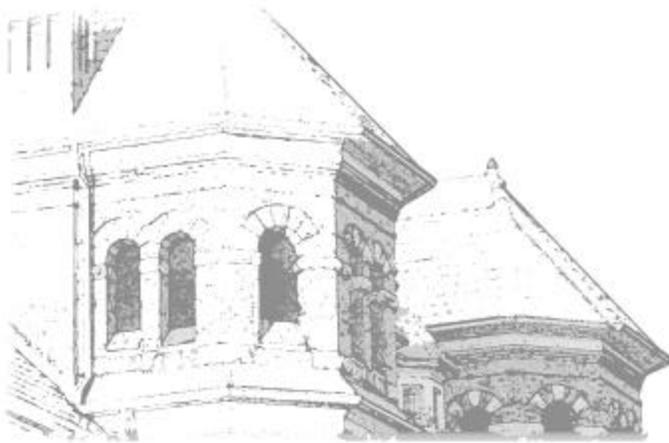


The University of North Carolina at Greensboro

Self-Study Report 2000-2003

PREFACE



PREFACE

In this Self-Study for the Commission on Colleges of the Southern Association of Colleges and Schools, The University of North Carolina at Greensboro set out to conduct a comprehensive examination of the extent to which it fulfills its mission and to recommend structural and procedural changes for improvements as indicated. The specific objectives of the Self-Study were: to document and evaluate UNCG's compliance with the accreditation guidelines under which it and other institutions operate within SACS; to identify significant institutional issues, including those covered by the SACS *Criteria*, as well as any others which emerged as important to UNCG's mission; to engage the members of the UNCG community in a discussion of these institutional issues, and as a consequence, to cultivate a climate on campus supportive of self-study and planning; to use the Self-Study process of documentation, evaluation, identification, and engagement to determine the major strengths and weaknesses of the institution's programs and operations; to make recommendations to enhance the strengths and eliminate the weaknesses discovered through the Self-Study process; and to integrate these recommendations into the UNCG Plan.

This Preface provides a chronological overview of the Self-Study process, a description of the development of the Self-Study databases, an outline of the process used to develop *Proposals for the UNCG Plan 2003-2008* (see Chapter VII), and an account of the ways in which the Self-Study leadership kept the campus community informed about and involved in the process. It ends with an overview of the organization of this document.

Chronological Overview of the Self-Study Process

The UNCG Self-Study process began in Fall 1999 and was completed in Fall 2002. The Director of the Self-Study, the Chair of the Steering Committee, the Self-Study Editor, and a fourth member of the Self-Study Executive Committee were recruited and appointed during the first of these semesters. The decision was made to pursue a joint self-study with the NCAA review of the intercollegiate athletics program at UNCG, and the Director of the Self-Study met with the UNCG Athletics Director to coordinate the parallel reviews. During Spring 2000, the University Mission statement was revised through a process involving faculty, staff, students, and alumni, culminating in the approval of the University Mission (2000) by the Board of Trustees and Board of Governors (see Chapter II for a detailed description of this process).

The organization of the Self-Study began in Summer 2000. Members and chairs of the five Principal Committees and the four Subcommittees of the Educational Programs Committee were recruited by the Chair of the Steering Committee and appointed by the Chancellor. Considered for appointment were faculty, staff, students, and alumni who were likely to be well informed about issues within the purview of a specific committee, either because of their positions within the institution or because of their histories of committee service. Potential members were hard-working and dependable University citizens who were committed to the collective enterprise, but were willing to be constructively critical of University operations and programs when appropriate. When possible, faculty members selected were not serving in administrative roles and staff members were below the

rank of Associate Vice Chancellor. In addition, a Steering Committee Advisory Group was appointed, consisting of members of the UNCG community with previous SACS experience (see Appendix A for a list Self-Study Committees and Personnel)..

During regular meetings in Fall 2000, the Steering Committee approved the Self-Study Plan and attended the kick-off meeting with UNCG's SACS Liaison. The Committee also developed the instruments used to collect information for the Self-Study Report, including report forms for academic units, academic departments (and programs), and non-academic offices, and survey forms for faculty and staff.

As is described in the Database Development section below, data were collected using these instruments during Spring and Summer 2001. After the data were collected, reports were posted on the Self-Study Web page. Confidential reports were password protected and made available only to members of the Self-Study Committees and key administrators, but statistical summaries were made available to all. At this time, the Self-Study staff also began developing the Self-Study library and a library database indicating the location of hard copies of some reports and publications and links to web addresses for others. By early in the Fall 2001 semester, it was possible for Committee members to search the Self-Study database and library by criterion, committee, or instrument from the Self-Study Web page.

During Fall 2001, the Self-Study Committees began evaluating UNCG's compliance with the *Criteria*. Principal Committees reported to the Steering Committee on a staggered schedule. Each committee submitted reports on its analysis and work sequence plan, areas in which more data were needed, areas of potential non-compliance, and a report outline. During Spring 2002, each Committee completed an initial draft of a descriptive report encompassing all assigned criteria for feedback and, subsequently, a revised draft of the report for approval by the Steering Committee. In addition, the Principal Committees and three Proposal for the Plan Advisory Groups (described in the section on the Proposals for the Plan Process below) submitted their suggestions for the Recommendations and Proposals for the Plan chapter that concludes this Self-Study Report.

As each Committee report was accepted by the Steering Committee, it was posted on the Self-Study Web page for campus-wide review. All committee reports were available for campus-wide review during Summer 2002, as was a draft of the first chapter of the Report and the list of Proposals for the Plan. As the reports were edited into chapter drafts, the committee reports were removed from the Web and the revised versions replaced them. During Summer 2002, the Provost, Vice Chancellors, and other members of the campus community provided the Self-Study leadership with suggestions about how to improve the committee reports and with their reactions to the Proposals for the Plan tentatively endorsed by the Steering Committee. The Editor of the Self-Study, with the help of the rest of the Executive Committee of the Steering Committee, drafted the concluding chapter of the Self-Study during this same time period. A complete draft of the Self-Study was made available to the campus community in August 2002. The Steering Committee approved the Self-Study Report, including the Proposals for the Plan chapter, on September 4, 2002. The Faculty Senate endorsed the Self-Study process on September 4, 2002, as did the Staff Council on September 12 (see Appendix B). The campus-wide review of the Self-Study Report continued through the end of September at which time final revisions were made to this report prior to its publication in October 2002.

Database Development

Data Collection Process

During the academic year 2000-2001, the Self-Study Steering Committee and the Principal Committees worked together to develop eight instruments specifically designed to collect data relevant to the *SACS Criteria* and to the development of potential Proposals for the Plan. The instruments included:

- ? Academic Unit Report Form (AURF)
- ?? Academic Department Report Form (ADRF)
- ?? Graduate Degree Report Form (GDRF)
- ?? Undergraduate Degree Report Form (UDRF)
- ?? Non-Academic Office Report Form – General Questions (NARF)
- ?? Non-Academic Office Report Form – Additional Questions (NAORAQ)
- ?? Faculty Survey (FAS)
- ?? Staff Survey (STS)

All data were collected interactively on the web <<http://sacs.uncg.edu>> except for the responses to the Non-Academic Office Report Form-Additional Questions and to the Staff Survey. Office staff submitted the responses to the Additional Questions, which were unique for each office queried, on pre-formatted diskettes. The Self-Study Operations Manager sent the Staff Survey through Campus Mail; University staff entered their responses on scantron forms, which were returned to the Manager for scanning. The initial data collection took place during Spring and Summer 2001. See Table 1 for the data collection periods for each instrument.

Table 1. Data Collection Periods for Self-Study Instruments

<i>Instrument</i>	<i>Beginning Date</i>	<i>Ending Date</i>
Academic Unit Report Form (AURF)	February 2001	July 2001
Academic Department Report Form (ADRF)	February 2001	June 2001
Graduate Degree Report Form (GDRF)	February 2001	June 2001
Undergraduate Degree Report Form (UDRF)	February 2001	June 2001
Non-Academic Office Report Form – General Questions (NARF)	April 2001	August 2001
Non-Academic Office Report Form – Additional Questions (NAORAQ)	April 2001	August 2001
Faculty Survey (FAS)	April 2001	May 2001
Staff Survey (STS)	April 2001	June 2001

The Chair of the Steering Committee oversaw the development and fielding of most of the instruments. She sent occasional email messages to Deans and Department Heads in which she provided answers to frequently asked questions about response preparation and other useful information. Along with the Director of the Self-Study, she provided content support to those preparing responses, while the Office of Institutional Research staff provided technical support for those completing the web reports.

Although the Faculty and Staff surveys both were fielded at the end of a busy semester, 46% of 645 faculty and 43% of 1,422 staff responded. The Editor of the Self-Study announced the surveys in the *SACS Self-Study Newsletter*, and the Chair of the Steering Committee announced them at meetings of the Faculty Senate and Staff Council. Response to the Faculty and Staff Surveys was encouraged by offering three UNCG Bookstore gift certificates (\$100, \$50, \$25) to each participating group. In addition, the Chair of the Steering Committee and the Editor of the Self-Study each sent a reminder to faculty during the data collection period. The Chancellor sent a letter to all UNCG employees reminding them to respond to the appropriate survey. A staff member volunteered to recruit a person in each division to encourage his or her peers to respond to the survey, and the Vice Chancellors received a message encouraging them to promote the surveys among their staff members.

The Director of the Self-Study oversaw and fielded both the Non-Academic Office Report Form-General Questions and the Non-Academic Office Report Form-Additional Questions. Along with the Chair of the Steering Committee, she provided those offices with content support, and she reminded them to complete their reports by the deadline.

In addition to these data collected specifically for the Self-Study, staff examined surveys conducted routinely by the Office of Institutional Research for additional relevant items. These included:

- ? Spring 2000 Sophomore Survey (SS)
- ? Spring 2001 UNCG Alumni Survey (AS)
- ? Spring 2001 Office of the President First Year Alumni Survey (FYAS)
- ? Spring 2001 Graduate Student Experience Questionnaire (GSEQ)
- ? Spring 2001 Spartan Experience Questionnaire (SEQ)
- ? Spring 2000 Graduating Senior Survey (GSS)

Refer to Table 2 for further information about the response rates from these surveys.

Table 2. Data Collection Periods, Response Rates, and Number of Responses for Surveys Conducted by the Office of Institutional Research

<i>Instrument</i>	<i>Semester</i>	<i>Response Rate</i>	<i>Number of Responses</i>
Sophomore Survey (SS)	Spring 2000	64.5%	516
UNCG Alumni Survey (AS)	Spring 2001	31.3%	465
OP First Year Alumni Survey (FYAS)		Not Avail.	Not Avail.
Graduate Student Experience Questionnaire (GSEQ)	Spring 2001	66.2%	1384
Spartan Experience Questionnaire (SEQ)	Spring 2001	49.8%	955
Graduating Senior Survey (GSS)	Spring 2000	71.3%	749

Data Processing and Retrieval

Each data set collected via the web-based report forms designed specifically for the Self-Study was automatically entered into an ACCESS database. Self-Study staff subsequently loaded the non-web report data (Staff Survey and Non-Academic Office Report Form-Additional Questions) manually into additional ACCESS databases.

The Chair of the Steering Committee, Self-Study staff, and Principal Committee chairs worked together to link responses for each item to the relevant sections of the *SACS Criteria*, to the responsible Committees, and to the internal identification codes. The internal identification codes consist of numbers 1-489 which correlate to “must” statements included in the *SACS Criteria*. Internal identification numbers 500 and above which are associated with information relevant to a section of the *Criteria* but not directly related to a “must” statement. For example, a number 500 or above is sometimes associated with a “should” statement or with a potential Proposal for the Plan. The resulting relational database made it possible to produce reports including information from more than one survey or report. It also permitted updates and revisions to be made in a single table rather than in each database separately, thus avoiding inconsistencies, needless repetition of data, and inefficiency.

Self-Study staff, with assistance from staff in the Office of Institutional Research (OIR) and Instructional and Research Computing (IRC), produced single item reports containing frequency distributions and statistical summaries (mean, median, mode, and standard deviation) of quantitative items, summaries of text responses by unit, department, or office, and lists of responses by units, department, and office, as appropriate to the type of question. OIR staff uploaded these reports to the Self-Study Web site where they could be retrieved online by relevant criteria section number, internal ID, or by responsible Committee. Self-Study and OIR staff produced more complex analyses at the request of the Committees and made them available on the Web.

Academic Assessment Database

Chapter III of this report describes the use made by the Institutional Effectiveness Committee (IEC) of certain responses on four instruments (AURF, ADRF, GDRF, and UDRF) in its review of outcomes assessment plans in academic degree programs. The IEC identified four elements as central to determining the effectiveness of what each department was doing: the departmental mission statement, student learning objectives for each degree program, assessment mechanisms for those goals, and demonstrated use of assessment data in program improvements. Once the IEC had determined which elements from the instruments were essential to its review, a new report was generated which was limited to these elements. This report was named the Academic Assessment Database with the intention that, when refined, it would serve as a permanent record of degree program assessment plans with a mechanism for departmental updates as needed.

In January 2002, after members of the IEC had reviewed the database in its original form and evaluated each of the four elements for each department as described in 3.1, departmental evaluations were given to Department Heads with a password to use in making corrections and improvements in their sections of the database. Changes made to departmental sections were reviewed in June and August 2002 and additional feedback given. Plans for Fall 2002 are to improve the format of the

Academic Assessment Database and to make it generally available on the Web as an indication of the quality of UNCG assessment activities in the degree programs.

Self-Study Library Database

The Self-Study staff developed a library database which provides information on more than 600 documents. This database includes the name of a document, the department or office responsible for the document, its physical location, and if it is available in electronic format, its web address. In addition to the single item reports mentioned above, a number of procedural and policy documents, syllabi, curriculum vitae, and other documents can be located by accessing the Self-Study Library database at the Self-Study Web site <<http://sacs.uncg.edu>>. The physical locations of documents not available in electronic format can also be determined from this database, including documents shelved in the Self-Study Library or located in an office elsewhere on campus. Similar to the way in which the single item reports from the instruments can be accessed, the electronic documents included in the Self-Study Library database can be retrieved by *Criteria* section number, internal ID, or Committee.

Faculty Credentials Database

In 2000-2001 a thorough review of faculty files was conducted in the Office of the Provost. Based on this review, a database was constructed that linked individual faculty name to terminal degree, field of study, and other supporting information. Faculty without official transcripts on file were notified and asked to request that a transcript be sent immediately to the Office of the Provost. In Fall 2001 graduate teaching assistants for that semester were added to the database and it was merged with the fall schedule of classes. Besides indicating faculty who needed to be added to the database, this database also made it possible to review faculty assignments and determine if any needed justification beyond the field or level of the degree. Two justification forms in “check-off” memo formats were provided to department heads for use in supplying additional information needed in faculty files. The “blue” form was designed for cases for which justification was based on certain elements of the transcript, that is, specific courses, dissertation fields, or other experiences that clearly related to the field of the course. The “yellow” form was designed for cases that required additional documents beyond the transcript to justify the assignment, such as work experience, publications, or performances. Staff from the Provost’s Office worked with department heads to supply missing documents and to include justifications in the database. The corrected database will be used to generate the Faculty Roster required for use by the Reaffirmation Committee.

Proposals for the UNCG Plan 2003-2008 Development Process

From the outset, a major goal of the leadership of the UNCG Self-Study was to involve the campus community as a whole in the process. It recognized a broad-based effort as important not only in the reporting and committee work necessary to establish compliance with the *Criteria*, but also in the Self-Study planning activities that go beyond compliance issues. Thus the unit, departmental, and office reports, and the faculty and staff surveys included invitations to members of the community to respond to such topics as administrative organization, the strengths and weaknesses of the unit or

the University, and perceived opportunities and threats. Each comment from the reports and surveys was carefully reviewed for appropriateness, practicality, and broad appeal. The goal was to capture the voice of the campus community and to identify common values and concerns.

The multi-staged process used to develop the Proposals based on items in the surveys and reports was as follows. First, a task group appointed by the Chair of the Steering Committee read all the responses in the reports and surveys as described above and identified key areas of common interest or concern. This Proposals for the UNCG Plan Task Group included the Director, Chair, and Editor of the Self-Study, a representative from the Faculty Senate, and a former Chair of Staff Council. The Task Group also considered suggestions made by members of the Faculty Senate and Staff Council during visits with these groups.

The Task Group set out to preserve the integrity of the process by which the Self-Study leadership had asked the campus to contribute to building a plan for its future. The Task Group made no value judgments about the suggestions made, but looked for common themes and means by which to consolidate related statements. In some areas, different statements reflected strong disagreement between different respondents on a desired action or outcome. The Task Group thus identified these points of contention as issues needing study, but did not choose one viewpoint over the other.

After the report of the Task Group was accepted by the Steering Committee, the Chair of the Steering Committee assigned the proposals in that document to the Self-Study Principal Committee with responsibility for that topic. To review proposals that did not fit the assignments of any Principal Committee, three additional Advisory Groups composed of UNCG faculty and staff were appointed in the areas of Staff Issues, Identity and Image, and UNCG Community (see Appendix A for a list of the members of these Advisory Groups). In their reviews, Principal Committees and Advisory Groups were asked to consider the worthiness of the proposals and whether they duplicated efforts already underway on campus. They were also invited to modify or expand proposals where indicated and to formulate their own proposals. In particular, the Principal Committees were instructed to develop proposals for all areas identified in their Self-Study reports as weaknesses.

Each Principal Committee and Advisory Group submitted its proposals to the Steering Committee in a *Proposals for the Plan Report*, prioritizing each proposal given and providing a context for its consideration. In some cases, they indicated that they had not considered certain proposals from the Task Group due to insufficient evidence to support or reject them. Following revisions to address concerns and incorporate suggestions, the Steering Committee accepted the various committee and group Proposals for the Plan reports with the understanding that further modifications, additions, and deletions should be expected.

This list of proposals was endorsed by the Steering Committee on May 15, 2002 and was then submitted to the Chancellor, the Provost, Vice Chancellors, and the UNCG Plan Drafting Committee to consider for inclusion in the *UNCG Plan 2003-2008* and in the divisional plans that will be developed to carry it out. This document, along with a list of *Criteria*-related recommendations, also formed the basis for the final chapter of the Self-Study Report, "Recommendations and Proposals for the Plan," developed in Summer 2002. In late summer a draft of the "Recommendations and Proposals" chapter was made available for campus review through the Self-Study Web site <<http://sacs.uncg.edu>>. Following this review, the chapter was revised to incorporate feedback from the UNCG community. In Fall 2002, the Steering Committee endorsed the final version of the chapter as a part of the Self-Study Report and then presented it formally to the University Planning Council.

At the same time, the Chancellor's Executive Staff reviewed all the proposals, and the Provost and Vice Chancellors accepted responsibility for appropriate follow-up. In cases where UNCG has the authority to respond, the Executive Staff will develop a plan to address, defer, or eliminate each proposal, including reasons for the decision. In cases where UNCG does not have the authority to respond, e.g. in matters under the Board of Governors, General Assembly or Office of State Personnel, the Executive Staff will indicate how it will work to bring the concerns of the proposals to the appropriate authorities. This approach is necessary in all matters that affect salary, benefits, and personnel procedures for SPA employees. This principle also applies in matters of salary, benefits, and personnel policies for faculty that are under the authority of the Board of Governors or Office of the President. It is the intent of the Chancellor that proposals that come through this process will be included in the *UNCG Plan 2003-2008*, where there is a match between the intent and content of the proposal and the goals and objectives of the *UNCG Plan 2003-2008*.

Communication with the Campus Community

Throughout the Self-Study process, the Executive Committee communicated frequently with the UNCG community. Between Spring 2000 and the publication of this Self-Study Report, ten Self-Study newsletters were circulated as attachments to *Campus Weekly* and made available on the Self-Study Web page. The Web page also included a routinely updated calendar, minutes of Steering Committee meetings, Committee and Advisory Group rosters, style guidelines, the Self-Study Plan, access to secure login for responses to report and survey forms, and copies of Committee reports and drafts of chapters. Between Fall 2000 and Fall 2002, the Director of the Self-Study or the Chair of the Steering Committee visited the Administrative Councils in each of the five largest academic units and made seven presentations to Faculty Senate, four to Staff Council, three to the University Planning Council, two to the Chancellor's Executive Staff, one to the Board of Trustees, and several to the Deans Council. The Chair of the Steering Committee occasionally sent "SACS Updates" by email to department heads, deans, and members of the Chancellor's Executive Staff to supplement official correspondence and to ensure effective communication.

Organization of this Document

Throughout the planning and implementation of the Self-Study 2000-2003, the Executive Committee has seen the organization of the Self-Study Report 2000-2003 as critical since its dual purpose is to evaluate the institution accurately with regard to the *SACS Criteria* as well as to inform the *UNCG Plan 2003-2008* with proposals based on comprehensive analyses. The chapters of the Self-Study are thus organized according to the *SACS Criteria* and closely follow the section numbering of each of its chapters. Within each chapter the reader will find, by section, a narrative description of the particular university function under study. Each of these is followed by "Criteria Summaries" that provide a synopsis of information specific to each "must" statement. Where a recommendation has been judged as necessary, it is given under the summary statement in bold type-face. These summaries are followed by a list with brief descriptions of UNCG's strengths and weaknesses and of the opportunities and threats facing it. All weaknesses cited result in a Proposal for the Plan approved by the Steering Committee, and each is cross-referenced to a Proposal listed and

discussed in Chapter VII. In a few, but not all cases, strengths, opportunities, and threats may be related to a proposal, and these are likewise cross-referenced to a Proposal(s) in Chapter VII. If a recommendation has been given in the summary of the criteria, the area is not listed as a weakness. At the end of each chapter, key documents and their locations are listed. Many of these documents can be found on the Web, and a hard copy of most is located in the SACS Self-Study Library with a catalogue reference number for each.

The final chapter of the Self-Study Report, entitled “Recommendations and Proposals for the UNCG Plan 2003-2008,” is a natural outgrowth of a comprehensive self-study process. Moreover, it comes at a very propitious time for UNCG because 2003 is the year in which the institution is launching its second five-year planning process. By providing seven recommendations and 60 proposals developed by committees representing the various UNCG community constituencies, it ensures that the final Plan will have full campus involvement. Each proposal is accompanied by a rationale based on significant factual data where available, including the reports and data collected for the Self-Study, the institutional databases developed by the Office of Institutional Research, and other studies and reports when these are pertinent. The proposals are also keyed to specific commentaries in the narrative analyses of the criteria sections or to the strengths, weaknesses, opportunities, and threats included in each chapter.