CONTEXTUAL DATA

The following questions give departments the ability to provide contextual information that is relevant to their programs and will assist in the review of their program in the Academic Program Review. Each department can determine what information, if any, is important to contextualize their programs within the larger quantitative data collected.

A maximum of a 1,000-word response can be submitted for both Part I and II combined (across all items). Please respond to only those items (or provide information not captured in the example questions) that pertain to your program.

It is recognized that UNCG is a minority serving institution, with a high percentage of non-traditional students, Pell Grant eligible recipients, first-generation students, and students with other learning needs that require more time and attention on the part of faculty. Additionally, we understand there may be lingering effects from losses accrued from the pandemic. Therefore, please allocate your finite wordcount to department- or program-specific issues within your control in terms of limitations or potential areas for growth.

Part I: Example questions are provided for each category within the Academic Program Review Rubric. These example questions may be helpful in providing contextual information for the identified category. Answer only questions that are relevant to the program or department, and/or provide information that may be relevant but is not provided in an example question. The following questions are to be used as a guide in providing contextual information that is supplementary to the data collected and evaluated in the rubric. Please limit your responses to factors which are specific to your department and program.

Part II: Departments/programs can add overall contextual data to the review that is not captured in the quantitative data of the rubric in this section. The questions in Part II can be used as a guide in providing additional contextual information about a program that is supplementary to the data collected and evaluated in the rubric. Provide responses to questions that are relevant to providing contextual information about a program or provide relevant information that is not asked about in the specific example questions.

Part I:

1) **Category 1: COST AND REVENUE OF DELIVERY**
   a) What specialized roles do staff play in the department?
   b) What kinds of non-personnel spending is the department responsible for that impacts its overall operation?
   c) What requirements limit credit hour production or cost per credit hour (e.g., secondary accreditation, safety concerns, etc.)? (This item also may impact category 2, 4, and 5)
   d) Provision of cognate requirements for other departments and programs
   e) Cross listed faculty that may impact FTE in one department and SCH generation in a second department

f) What, if any, specialized pedagogy is required for the program that may affect cost and revenue of delivery (e.g., individualized instruction, clinical supervision or oversight, field based experiences)?

2) **Category 2: ACADEMIC PROGRAM DEMAND & INSTRUCTIONAL PRODUCTIVITY/EFFICIENCY**
   a) Recent internal and/or external changes in departments or programs (e.g., new programs, faculty transitions, program closures) that have impacted applications, enrollment and/or demand?
   b) What factors impact students' completion of degree?

3) **Category 3: EXTERNAL CONTRACTS AND GRANTS**
   a) What are the opportunities for grants and contracts within the discipline?
   b) Is there community engagement of staff, faculty, and students that is a result of grants and contracts?
      i) Do the grants/contracts produce community engagement hours for staff/students?
   c) Are there departmental employment expectations to obtain grants and contracts?
   d) Describe any inter-institutional partnership grants and contracts and/or training grants and the impact these have.
   e) What factors inhibited the expenditure of grant funds, if any?
   f) Is the department primarily undergraduate, graduate or a mix of both, and how does this impact grant funding or contracts received by the departent?

4) **Category 4: STUDENT SUCCESS FOR UNDERGRADUATE PROGRAMS**
   a) What factors commonly impact the academic success of the department's first-year students (class size, preparedness of UG student population, progression through tiered coursework)?
   b) What program-based factors commonly impact UG students' graduation rates specific to the department (programs of discovery)?
   c) What UG student-based factors commonly impact students' graduation rates specific to the department (skill proficiency, population served, etc.)?
   d) Do departments provide opportunities for UG students beyond coursework that impact quality of education (undergraduate research, research assistantships, student University service positions, internships, community service/engagement, etc.)

5) **Category 5: GRADUATE STUDENT PROGRAM SUCCESS**
   a) Number of graduate students teaching courses on campus, and/or SCH generation by graduate student
   b) Graduate students in service or support positions on campus (GAs that serve the institution or undergraduate student needs on campus)

c) Additional impact of the program on graduate student success (e.g., research, publications, community engagement, conference proposals, securing of research funding, creative activities)

d) Do departments provide opportunities for graduate students beyond coursework that impact quality of education (undergraduate research, research assistantships, student University service positions, internships, community service/engagement)

Part II

1) Other factors of the program (not listed above) impact aspects of the criteria on the rubric during the review period.

2) Does the department rely on other departments or programs for courses? This may include specific tiered or pre-requisite courses, cross-listed courses, program minors, or certifications.

3) Does the department contribute to the success of the student population beyond its own department (i.e., MAC-serving coursework)?

4) Comparison of program to other programs (e.g., number of similar programs in the state, state or national ranking of program)

5) How does the program tie into the mission of the University

6) Scholarly products and creative contributions of faculty and staff

7) The labor market and employment can be an important component of a program's demand and impact. rpk's labor market data (original category 6) will not be considered in the Program Review process, given the data was problematic. Therefore, if appropriate for your department/program, please indicate what types of jobs and positions your graduates get after they graduate from your program (e.g., please provide SOC codes where appropriate)? Do you have additional data or information to reflect your program's job market value?