

**Duke University**  
**Trinity College of Arts & Sciences**

**Guidelines for Self-Study of Department Undergraduate Program**

*Note: Departments are asked to provide information in the following seven broad categories. The questions below each category are meant to serve more as guidelines for responses, rather than a rigid list to be answered in sequence*

**I. General description of undergraduate program (intellectual foundations, program goals and student learning objectives)**

1. What options do you offer undergraduates for having majors and/or minors in your department? If you have multiple majors, minors, concentrations, explain rationale, and any limits on courses counting for multiple majors/minors.
2. What are your educational goals and objectives for the major?
3. What are your educational goals for non-majors participating in your program?
4. In what ways does your program relate to Duke's strategic plan, and to the general educational mission of Trinity College?

**II. Curriculum**

1. How was the curriculum of the department developed? What are the principles underlying the undergraduate curriculum? How has the department kept informed about and responded to national curricular trends?
2. Has the curriculum changed substantially in recent years, or is the department considering any changes? How and why?
3. What is the progression and sequence of courses through the major and minor? What is the rationale for the numbering of courses? for course sequencing? for requirements and prerequisites? Is it clear that courses are planned and offered as components of a larger program of study? Are there serious gaps in your offerings? What resources would be needed to fill them?
4. Are courses offered on a regular and rotating basis? What is the relationship of regular courses to special topics courses offered in a single term? Do students generally have a good idea of what courses will be offered during their progression through the major? Do they have any difficulties fulfilling the major requirements?
5. In what ways does your curriculum contribute or relate to the general educational goals of the Duke undergraduate curriculum (including modes of inquiry, FOCUS, freshmen seminars, service learning, study abroad, undergraduate research, etc.)
6. What is the relationship of your curriculum to other departments and programs (including impact of changes on other majors, minors, certificate programs)? Do other departments offer "service courses" or prerequisites to your majors? If so, are they adequate for your majors? What agreements or procedures are in place to ensure continuity of course offerings when other departments are involved?
7. How do you articulate your program goals and curriculum to students (written materials/ websites / advising, etc.)

### **III. Co-curricular connections**

1. How are undergraduate majors and minors integrated into the intellectual life of the department?
2. Does the department support undergraduate clubs and/or co-curricular events?
3. To what extent do your majors/minors participate in research projects, DukeEngage, study abroad, etc.

### **IV. Connection between undergraduate and graduate programs**

1. How does the department foster vertical integration of undergraduate and graduate programs?
2. How and to what extent are graduate students involved in the teaching and/or mentoring of undergraduates (including common research projects or other learning experiences)?

### **V. Instructional Faculty / Teaching:**

1. How is the teaching load in your program divided between regular rank junior and senior members of the faculty? What is the ratio of courses taught by regular rank and non-regular rank faculty (graduate students and non-ladder faculty)?
2. On what basis are graduate and non-regular rank faculty assigned to courses? How are they trained and supervised for teaching these courses?
3. Is your program limited by inadequate faculty resources? In what ways?

### **VI. Enrollment trends, recruitment and retention of majors/minors**

1. What do enrollment rates, attrition, and numbers of majors and minors indicate about the effectiveness of the department's programs?
2. How does the department attract students, majors, minors?

### **VI. Assessment**

1. To what extent and how frequently are courses and course sequences reviewed? How and on what basis are decisions made to add, drop, and modify courses?
2. How does the department evaluate program effectiveness/ student learning outcomes? What assessment instruments are used?
3. How does evaluation feed back into program

#### **Data to accompany self-study:**

Number of enrollments, majors and minors over last 10 years  
Number of students completing research project / study abroad, graduation with distinction  
Quality statistics of majors  
Post-degree positions of graduates, etc.