

## **Policy on Periodic Graduate Program Reviews**

(Approved by Graduate Council, February 18, 2009; revisions approved by the Graduate Council, April 11, 2012; approved by Dr. Robert Neely, Provost, June 6, 2012.)

### **History**

On April 18, 2002, the Graduate Council passed the following policy: "Each TWU graduate program that is not regularly reviewed for professional accreditation will be reviewed on a five-year cycle." The main objective of periodic program reviews was to provide a mechanism for improving the quality of graduate programs at Texas Woman's University. Periodic program reviews gave faculty and academic leaders important information about the effectiveness of a program including its strengths, weaknesses, and contribution to the mission of the university. In addition, information about the efficiency of programs was provided. Results of program reviews were used to give direction, to set goals for the future, and to ensure that general academic plans and budget decisions were based on information and priorities which match closely those of the university. Information gathered in these reviews will be incorporated in the next SACS self-study. TWU began this process in the 2004-2005 academic year with a five year review cycle.

### **2012 Revision**

On April 11, 2012, the Graduate Council responded to new legislation passed by the State of Texas for the review of existing degree programs (See TAC, Title 19, Part 1, Chapter 5, Subchapter C, Rule 5.52) requiring a seven-year review cycle, as well as additional required elements. The new procedures are outlined below and the schedule for review is listed in Appendix A.

### **General Procedures**

**Notification of Department Review:** About one year in advance of the review, the Dean of the Graduate School will notify the administrator of the academic unit (chair, director, or associate dean) and the academic dean of the college that a review has been scheduled. During the spring semester prior to the academic year during which the graduate degree program is to be reviewed, the administrator of the academic unit will meet with the Dean of the Graduate School who will explain the review process and establish a timetable. A timeline for the review is shown in Appendix B. The

administrator will be asked to begin making a list of names of full graduate faculty members who can serve as internal review committee members for the program review as well as a list of qualified persons from outside of the state of Texas who might serve as external review committee members. Please see the section on Selection of External Reviewers for more detail about the external reviewer qualifications.

**Gathering Preliminary Information:** The academic unit will gather internal information with assistance from the Graduate School, the Office of Institutional Research and Data Management, the Office of Research and Sponsored Programs, Finance and Administration, and the office of the dean of the graduate program to be reviewed. Each unit will begin to gather evidence of effectiveness during the summer prior to the academic year during which the program is to be reviewed. In general, the data should cover the past seven years.

### ***Effectiveness in Achieving Student Learning Outcomes***

Gather the last 7 years of academic institutional improvement reports.

### ***Administrative Effectiveness and Productivity***

- Number and type of degrees awarded
- Masters and doctoral semester credit hour production by major
- The number of majors in the department in the fall semester
- Demographics of applicants and enrolled students
- Average time for degree completion
- Test scores of students and applicants on GRE, GMAT and language proficiency exams
- GTAs, GRAs, scholarships, fellowships, and other awards to students.
- The Budget, faculty salaries and departmental operating expenses
- HEAF expenditures
- Faculty information
  - The number of full and part-time faculty by rank as well as graduate faculty membership
  - Research activities
  - Refereed publications and creative activities of faculty and program students
  - Citations in publications
  - Grants applied for by source
  - External and internal grants and contracts awarded by funding source
  - Work by faculty and program students in professional societies

- o Other academically relevant on-campus and off-campus service

A department may gather information from peer institutions as a part of their review.

**Preparation of Self-study:** The self-study document should follow the format shown in Appendix C. The administrator of the academic unit in which the degree program is located is ultimately responsible for the content, accuracy, and completeness of the self-study. The administrator may designate another faculty member or a team of faculty members to carry out the self-study, but should be continually and actively involved in overseeing the preparation of the self-study. All faculty members should be involved in the preparation of the self-study. The participation of enrolled students, alumni, and professional staff is highly encouraged. The self-study should be evaluative rather than simply descriptive. It should be more than just a collection of data, but a document of academic judgment about the effectiveness of the program, students' curriculum, resources, and future directions of the academic unit. The self-study should be one that assesses the academic unit's effectiveness in reaching goals, strengths, weaknesses, and needed actions.

**Selection of Internal Review Committee Members:** The Dean of the Graduate School will select a three-member internal review committee in consultation with the administrator and dean of the degree program being reviewed. Committee members must be full members of the graduate faculty. Internal review committee members cannot be from the academic unit of the program being reviewed, and no more than two can be from another academic unit in the same college. The other committee member should be from outside the college. The Dean of the Graduate School will request members' service in the fall semester of the academic year during which the degree program will be reviewed.

**Selection of External Reviewers:**

Reviews of doctoral programs will require at least two external reviewers with subject-matter expertise who are employed by institutions of higher education outside of Texas. External reviewers for doctoral programs must be provided with the materials and products of the self-study (see below) and must be brought to campus for an on-site review.

Reviews of master's programs will require at least one external reviewer with subject-matter expertise who is employed by an institution of higher education outside of Texas. The external reviewer(s) for master's programs must be provided with the materials and products for self-study and may be brought to the campus for an on-site review or may be asked to conduct a remote desk review of the program.

External reviewers for either level must be part of a program that is nationally recognized for excellence in the discipline and must affirm that they have no conflict of interest related to the program under review. The same reviewers and self-study materials may be used for programs with both a doctoral and a master's program under review simultaneously.

The Dean of the Graduate School will request member(s)' service in February of the year of review and will allot approximately six weeks from the request date to complete the external review.

**Submission of Self-Study:** The self-study should be forwarded electronically to the Graduate School no later than the second week in February of the academic year during which the academic unit is being reviewed. The Dean of the Graduate School will review the self-study document for content, completeness, and accuracy, and, if necessary, request that revisions be made by the department. The Graduate School will forward one copy of the self-study to the dean of the college, a copy to each member of the internal review committee, and a copy(ies) to the external reviewer(s). Programs with external accreditation may submit reviews performed for reasons of programmatic licensure or accreditation in satisfaction of the review and reporting requirements.

**Doctoral Program Review Required Elements:** Criteria for the review of the doctoral programs must include, but are not limited to the following data covering the past seven years:

1. The required "18 Characteristics of Texas Public Doctoral Programs" detailed in Appendix D.
2. Student retention rates
3. Student enrollment
4. Graduate licensure rates (if applicable)
5. Alignment of program with stated program and institutional goals and purposes

6. Program curriculum and duration in comparison to peer programs
7. Program facilities and equipment
8. Program finance and resources
9. Program administration, and
10. Faculty qualifications

**Master's Program Review Required Elements:** Criteria for the review of the master's programs must include, but are not limited to:

1. Faculty qualifications
2. Faculty publications
3. Faculty external grants
4. Faculty teaching load
5. Faculty/student ratio
6. Student demographics
7. Student time-to-degree
8. Student publications and awards
9. Student retention rates
10. Student graduation rates
11. Student enrollment
12. Graduate licensure rates (if applicable)
13. Graduate placement (i.e., employment or further education/training)
14. Number of degrees conferred annually
15. Alignment of program with stated program and institutional goals and purposes
16. Program curriculum and duration in comparison to peer programs.
17. Program facilities and equipment
18. Program finance and resources, and
19. Program administration

**The Review Process:** The Dean of the Graduate School will meet with the review committee members during the third week of February of the academic year during which the academic unit is being reviewed. At this meeting, a committee chair will be elected from the three-member review committee, and instructions and advice on the review process will be given. By April 15, the review committee will submit its report to the Graduate School. Guidelines for the reviewers are detailed in Appendix E.

**Assessment of Report:** The Dean of the Graduate School will schedule a meeting to share results of the review no later than two weeks after receiving the assessment report. Attendance at this meeting will consist of the administrator of the academic unit offering the degree program, the dean of the college of the academic unit, the Dean of the Graduate School, a representative of the internal review committee, and any other faculty selected by the academic unit administrator. At this meeting, the representative of the internal review committee will summarize the findings of the internal review committee. The Dean of the Graduate School will summarize findings of the external reviewer(s). The administrator of the academic unit and the dean will be given the opportunity to respond to the report of the review committee and to add any relevant information. A discussion will follow. The time allotted for the meeting will be approximately one hour.

**Action of the Dean:** After further consultation with the Provost and the Dean of the Graduate School, the supervising dean will submit a brief statement outlining the follow-up steps to be taken based on the outcome of the review. This statement should be submitted to the Dean of the Graduate School within fifteen days after this meeting, and a copy will be forwarded to the Provost.

**Action of the Institution:** Institutions shall submit a report of the outcomes of each review, including the evaluation of the external reviewer(s) and actions the institution has taken or will take to improve the program, and shall deliver these reports to the Academic Affairs and Research Division of the Texas Higher Educating Coordinating Board not later than 90 days after the reviewer(s) has submitted findings to the institution.

**Action of the Coordinating Board:** The Coordinating Board shall review all reports submitted for master's and doctoral programs and shall conduct analysis as necessary to ensure high quality. Institutions may be required to take additional actions to improve their programs as a result of Coordinating Board review.

**Follow Up:** Approximately one year after the completion of the review of a department or program, there will be a meeting with the administrator of the unit offering the degree program, the dean of the college, and the Dean of the Graduate School to discuss the follow-up steps taken. The dean will provide written documentation of the changes made as a result of the review.

## Appendix A: Schedule for Review of Graduate Programs

### Texas Woman's University Graduate Program Review Schedule Submitted to Texas Higher Education Coordinating Board

#### Academic Year **Fall 2016 - Summer 2017**

**08/31/2017** CHILD DEVELOPMENT **Masters** 190706  
**08/31/2017** COUNSELING AND DEVELOPMENT **Masters** 131101  
**08/31/2017** EARLY CHILD DEVELOPMENT AND EDUCATION  
**Doctorate** 190706  
**08/31/2017** EARLY CHILDHOOD EDUCATION **Masters** 131210  
**08/31/2017** EXERCISE AND SPORTS NUTRITION **Masters** 510913  
**08/31/2017** FAMILY STUDIES **Masters** 190701  
**08/31/2017** FAMILY STUDIES **Doctorate** 190701  
**08/31/2017** FAMILY THERAPY **Masters** 511505  
**08/31/2017** FAMILY THERAPY **Doctorate** 511505  
**08/31/2017** FOOD SCIENCE **Masters** 190501  
**08/31/2017** FOOD SYSTEMS ADMINISTRATION **Masters** 190505  
**08/31/2017** NUTRITION **Masters** 301901  
**08/31/2017** NUTRITION **Doctorate** 301901

#### Academic Year **Fall 2017 - Summer 2018**

**08/31/2018** EDUCATION OF THE DEAF **Masters** 131003  
**08/31/2018** LIBRARY SCIENCE **Masters** 250101  
**08/31/2018** LIBRARY SCIENCE **Doctorate** 250101  
**08/31/2018** RHETORIC **Doctorate** 231304  
**08/31/2018** SOCIOLOGY **Masters** 451101  
**08/31/2018** SOCIOLOGY **Doctorate** 451101  
**08/31/2018** SPEECH/LANGUAGE PATHOLOGY **Masters** 510203

#### Academic Year **Fall 2018 - Summer 2019**

**08/31/2019** \*BIOLOGY-BIOLOGY TEACHING 2014 **Masters** 260101  
**08/31/2019** \*CHEMISTRY-CHEMISTRY TEACHING 2014 **Masters**  
400501  
**08/31/2019** \*EARLY CHILDHOOD EDUCATION **Doctorate** 131210  
**08/31/2019** \*GOVERNMENT **Doctorate** 451001  
**08/31/2019** NURSING SCIENCE **Doctorate** 513808  
**08/31/2019** \*NURSING-CLINICAL SPECIALIST 2013 **Masters**  
513813  
**08/31/2019** \*OCCUPATIONAL THERAPY-REHABILITATION  
TECHNICIAN **Masters** 512306  
**08/31/2019** PHYSICAL THERAPY **Masters** 512308  
**08/31/2019** PHYSICAL THERAPY **Doctorate** 512308

**08/31/2019** READING EDUCATION **Masters** 131315  
**08/31/2019** READING EDUCATION **Doctorate** 131315  
**08/31/2019** \*SCIENCE TEACHING 2014 **Masters** 131316  
**08/31/2019** WOMEN'S STUDIES **Masters** 050207  
**08/31/2019** WOMEN'S STUDIES **Doctorate** 050207

Academic Year **Fall 2019 - Summer 2020**

**08/31/2020** BIOLOGY **Masters** 260101  
**08/31/2020** COUNSELING PSYCHOLOGY **Doctorate** 422803  
**08/31/2020** MOLECULAR BIOLOGY **Doctorate** 260204  
**08/31/2020** OCCUPATIONAL THERAPY **Masters** 512306  
**08/31/2020** PHYSICAL THERAPY **Special Professional** 512308  
**08/31/2020** SCHOOL PSYCHOLOGY **Masters** 422805  
**08/31/2020** SCHOOL PSYCHOLOGY **Doctorate** 422805

Academic Year **Fall 2020 - Summer 2021**

**08/31/2021** ENGLISH **Masters** 230101  
**08/31/2021** GOVERNMENT **Masters** 451001  
**08/31/2021** HISTORY **Masters** 540101  
**08/31/2021** NURSING **Masters** 513801  
**08/31/2021** NURSING PRACTICE **Doctorate** 513818  
**08/31/2021** NURSING-ADMINISTRATION **Masters** 513802  
**08/31/2021** NURSING-CLINICAL NURSE LEADER **Masters** 513820  
**08/31/2021** NURSING-EDUCATION **Masters** 513817  
**08/31/2021** NURSING-PRACTITIONER **Masters** 513805

Academic Year **Fall 2021 - Summer 2022**

**08/31/2022** ART **Masters** 500701  
**08/31/2022** CHEMISTRY **Masters** 400501  
**08/31/2022** DANCE **Masters** 500301  
**08/31/2022** DANCE **Doctorate** 500301  
**08/31/2022** DRAMA **Masters** 500501  
**08/31/2022** HEALTH STUDIES **Masters** 511504  
**08/31/2022** HEALTH STUDIES **Doctorate** 511504  
**08/31/2022** KINESIOLOGY **Masters** 310505  
**08/31/2022** KINESIOLOGY **Doctorate** 310505  
**08/31/2022** MATHEMATICS **Masters** 270101  
**08/31/2022** MATHEMATICS-MATHEMATICS TEACHING **Masters**  
131311  
**08/31/2022** MUSIC **Masters** 500901

Academic Year **Fall 2022 - Summer 2023**

**08/31/2023** ADMINISTRATION **Masters** 130401

**08/31/2023** BUSINESS ADMINISTRATION **Masters** 520201

**08/31/2023** COUNSELING PSYCHOLOGY **Masters** 422803

**08/31/2023** HEALTH SYSTEMS MANAGEMENT **Masters** 510701

**08/31/2023** HEALTHCARE ADMINISTRATION **Masters** 510701

**08/31/2023** OCCUPATIONAL THERAPY **Doctorate** 512306

**08/31/2023** SPECIAL EDUCATION **Masters** 131001

**08/31/2023** SPECIAL EDUCATION **Doctorate** 131001

**08/31/2023** SPECIAL EDUCATION-EDUCATIONAL DIAGNOSTICIAN  
**Masters** 131001

**08/31/2023** TEACHER, LEARNING, AND CURRICULUM **Masters**  
131202

**08/31/2023** TEACHING **Masters** 130101

\*Currently in phase out period. Will be phased out prior to review date.

## **Appendix B: Timeline for Reviews**

### **One year in advance of the review:**

The administrator of the academic unit and the academic dean of that college are notified by the Dean of the Graduate School that a review has been scheduled.

### **Summer semester prior to the review:**

The Dean of the Graduate School will meet with the administrator of the academic unit to explain the review process and establish a timetable. The academic unit will begin preparing the program review document and collecting data representing the last 7 years of activity. The academic unit will also suggest both internal and external reviewers for the unit. After approval by the dean of the college and the Dean of the Graduate School, the unit administrator will contact the external reviewer(s) in order to secure their services.

### **Fall semester during review year:**

Preparation of the self-study document will begin. A three-member internal review committee and the external reviewers will be selected.

### **Second week of February during review year:**

Deadline for one copy of the self-study to be forwarded to the Graduate School.

### **Third week of February during review year:**

The self study will be submitted to the review committees (internal and external). The Dean of the Graduate School will meet with the members of the internal review committees to provide instructions and advice on the review process.

### **By April 1:**

The external reviewer(s) will submit their report(s) to the Dean of the Graduate School, who will share the report(s) with the internal review committee.

### **By April 15:**

The internal review committee will submit their report to the Dean of the Graduate School.

**By May 15:**

The administrator of the graduate program being reviewed and the dean of that college will meet with the Dean of the Graduate School, the representative of the review committee, and others as appropriate to discuss the report. At the meeting, the representative of the internal review committee will share the results of the committee's review. The Dean of the Graduate School will share the results of the external reviewer(s).

**Within 15 Days of Meeting with Administrator of Academic Unit, College Dean, and Dean of the Graduate School:**

The dean of the graduate program being reviewed will submit a statement outlining follow-up steps to be taken based on the program review.

**By July 1:**

Institution will submit the report of the outcome of the review, including the evaluation of the external reviewer(s) and actions the institution has taken or will take to improve the program to the Workforce, Academic Affairs and Research Division of the Texas Higher Education Coordinating Board.

**One year after completion of program review:**

The administrator of the academic unit and the dean of the college will meet with the Dean of the Graduate School to discuss the outcome of the follow-up.

## **Appendix C: Guidelines for Graduate Program Self-Study**

*Note: Include tables and charts as appropriate along with discussion of each item.*

- I. Program Overview  
Provide a one to two-page summary of department's mission and measurable student learning outcomes-for each graduate degree program. For doctoral programs, include the current "18 Characteristics of Texas Public Doctoral Programs."
  
- II. Assessment of Program's Institutional Effectiveness Plan  
Each program has an academic institutional improvement (formerly institutional improvement) plan for measuring and monitoring achievement of student learning outcomes. The plan includes a regular cycle of measuring and monitoring all students' (as a group) achievement of program goals. Provide an assessment of how the program has monitored, measured, and made adjustments to the program based on student success in reaching measurable learning outcomes.
  
- III. Graduate Curricula and Degree Programs  
Evaluate curricula and degree programs after consideration of the following data:
  - A. Alignment of courses/program with stated program and institutional goals and purposes.
  - B. Program curriculum and duration in comparison to peer programs
  - C. The connection between the curriculum and current developments in the field
  
- IV. Faculty  
Evaluate the contribution of the faculty to the program after consideration of the following data:
  - A. Faculty qualifications, including rank and demographics of the faculty, including graduate faculty status
  
  - B. Faculty publications and other scholarly/creative activities (provide citations as an appendix)
  - C. Faculty internal and external grants
  - D. Faculty responsibilities and leadership in professional societies
  - E. Faculty teaching load
  - F. Faculty/student ratio

V. Graduate Students

Evaluate the success of students in completion of degree programs after consideration of the following data:

- A. Student enrollment
- B. Student demographics including test scores (GRE, GMAT, and/or language proficiency exam), GPAs, and university of previous degree
- C. Student retention rates
- D. Number of degrees conferred annually
- E. Student graduation rates
- F. Student time to degree
- G. Student publications and awards (including fellowships,, scholarships, and leadership in professional organizations)
- H. Graduate licensure rates (if applicable)
- I. Graduate placement (i.e., student employment or further education/training)

VI. Department

Evaluate the administrative effectiveness and efficiency of the department after consideration of the following data:

- A. Program administration
  - 1. Credit hour production by level within the administrative unit
  - 2. Course offerings and enrollments
- B. Program facilities and equipment (including both teaching and research)
- C. Program finance and resources
  - 1. Department budget and operating expenses
  - 2. Faculty salaries
  - 3. HEAF support
  - 4. Financial support for graduate students
  - 5. Scholarships and endowments

VII. Analysis

Prepare a two- to three-page summary of the observed strengths and weaknesses identified by the program review. Highlight significant contributions to the University mission. Include a prioritized list of program needs and actions to be taken over the next seven years.

## VIII. Appendices

The appendices should include, but not be limited to, the following:

- A. Course offerings in the program as listed in the catalog
- B. Recruiting materials for the program
- C. Graduate Student Handbook
- D. Information about program/department graduate student association(s)
- E. Description and information about program/departmental advisory boards

## Appendix D: 18 Characteristics of Texas Public Doctoral Programs

The following chart represents the approved “Characteristics of Texas Public Doctoral Programs”.

### 18 Characteristics of Texas Public Doctoral Programs<sup>1</sup>

<sup>1</sup> Programs included only if in existence three or more years. Program is defined at the 8-digit CIP code level.

<sup>2</sup> First-year doctoral students: Those students who have matriculated as doctoral students with a doctoral degree objective.

<sup>3</sup> For each academic year, the time to degree is defined as beginning the year students matriculated with a doctoral degree objective until the year they graduated.

<sup>4</sup> Definition of Full Time Student (FTS) is institutional by program.

<sup>5</sup> Core Faculty: Full-time tenured and tenure-track faculty who teach 50 percent or more in the doctoral program or other individuals integral to the doctoral program who can direct dissertation research.

<sup>6</sup> All external funds received by core faculty from any source including research grants, training grants, gifts from foundations, etc., reported as expenditures.

<b>MEASURE</b>	<b>OPERATIONAL DEFINITION</b>
<b>Number of Degrees Per Year</b>	For each of the three most recent years, average of the number of degrees awarded per academic year
<b>Graduation Rates</b>	For each of the three most recent years, average of the percent of first-year doctoral students <sup>2</sup> who graduated within ten years
<b>Average Time to Degree</b>	For each of the three most recent years, average of the graduates' time to degree <sup>3</sup>
<b>Employment Profile (in field within one year of graduation)</b>	For each of the three most recent years, the number and percent of graduates by year employed, those still seeking employment, and unknown
<b>Admissions Criteria</b>	Description of admission factors
<b>Percentage of Full-time Students</b>	FTS <sup>4</sup> /number students enrolled (headcount) for last three fall semesters
<b>Average Institutional Financial Support Provided</b>	For those receiving financial support, the average monetary institutional support provided per full-time graduate student for the prior year from assistantships, scholarships, stipends, grants, and fellowships (does not include tuition or benefits)
<b>Percentage Full-time Students with Institutional Financial Support</b>	In the prior year, the number of FTS with at least \$1000 of annual support/the number of FTS
<b>Number of Core Faculty<sup>5</sup></b>	Number of core faculty in the prior year
<b>Student-Core Faculty Ratio</b>	For each of the three most recent years, average of full-time student equivalent (FTSE)/average of full-time faculty equivalent (FTFE) of core faculty

<b>Core Faculty Publications</b>	For each of the three most recent years, average of the number of discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per core faculty member
<b>Core Faculty External Grants</b>	For each of the three most recent years, average of the number of core faculty receiving external funds, average external funds per faculty, and total external funds per program per academic year <sup>6</sup>
<b>Faculty Teaching Load</b>	Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty
<b>Faculty Diversity</b>	Core faculty by ethnicity (White, Black, Hispanic, Other) and gender, updated when changed
<b>Student Diversity</b>	Enrollment headcount by ethnicity (White, Black, Hispanic, Other) and gender in program during the prior year
<b>Date of Last External Review</b>	Date of last formal external review, updated when changed
<b>External Program Accreditation</b>	Name of body and date of last program accreditation review, if applicable, updated when changed
<b>Student Publications/Presentations</b>	For the three most recent years, the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year by student FTE

## Appendix E: The Task of the Reviewers

The task of the reviewers is to formulate objective judgments of the quality and effectiveness of graduate programs. The following are important considerations:

- The overall quality and direction of the program
- The quality of faculty
- Students and the existence of policies and practices in support of them
- Curriculum offerings and program options
- The adequacy of staff support, physical facilities, library resources, equipment, research facilities, and the program budget.

The review committees are encouraged to focus attention on questions regarding the relationship of programs to the goals of the university. It is the task of the reviewers to single out those features of the program that merit special commendation, and to make recommendations where there is room for improvement.

**The Executive Report:** The findings and recommendations of the committee should take the format of a concise one to two-page executive summary. Overall observations, reputation, strengths/commendations, deficiencies/recommendations, and value of the program to the mission of the university should be included in this report. Specific recommendations should be made regarding what is needed to strengthen programs that have deficiencies, or perhaps what is needed to lift an outstanding program to the top of its discipline. Specific recommendations should also be made for each program in the event that additional resources are not available. Reviewers should rate the program under review and provide a graded assessment similar to the following:

- Commendable
- Satisfactory
- Less than satisfactory

### Guidance for Reviewers

During the review of each graduate degree program, reviewers are encouraged to evaluate the program with respect to the areas listed below. Reviewers are encouraged to give a rating of less than satisfactory, satisfactory, or commendable for each area. Ratings of commendable should be reserved for areas of exceptional merit.

Reviewers should not feel confined to the areas specified and can examine and comment on other areas that they deem important to the review process.

### **Program Overview and Mission**

Reviewers should examine the mission and organization of the academic unit, paying special attention to program planning, goals, and program size.

### **Student Learning Outcomes**

Reviewers should examine the program's evidence that students have achieved the learning outcomes set by the program. In addition, the program should indicate how its monitoring and measuring efforts have resulted in program improvements.

### **Faculty Productivity**

Factors to be considered are: faculty profile, faculty scholarship and awards, faculty teaching load, and faculty service.

### **Quality and Quantity of Graduate Students and Graduates**

Factors to be considered are: student profile, student recruitment, student retention, placement of graduates, career success of former students, student productivity, and teaching/research assistant preparation and support.

### **Curriculum and Programs of Study**

Factors that should be considered are: degree requirements, alignment of degree requirements with student learning outcomes, course offerings, frequency, areas of specialization, nature and type of qualifying/final exams, connection of curriculum with current developments in the discipline, and mechanisms which foster independent learning enabling the graduate to contribute to the profession and field of study. Reviewers should determine if the program is compatible with similar programs elsewhere.

### **Facilities and Resources**

Determine if existing space, library resources, information technology, and support staff are adequate to support the program.