Template for Academic Standards Committee Review

The numbered titles in this document that appear in boldface print represent the standards being evaluated as “met,” “not met,” or “partially met” on the “Program Report Evaluation Matrix” (included on pp. 20-23 of this Handbook). Each title is followed by a rationale for the standard, a description of its elements, and a checklist of “required materials” that the ASC will look for when reading and evaluating the Program Report. Program Reports must be organized and presented using the exact numbered headings below.

Note: Standards 2, 4d, 5, 6a, and 10 require tables, which are included in this document; the data for tables 1 and 2 will be provided for you by the Office of Institutional Research. Standard 5 also requires a checklist (see Appendix A).

Identification
Graduate Program Title:
Concentrations:
School:
Department:
Graduate Program Coordinator/Director:

1. Program mission and goals
   (Rationale: The purpose of this section is to specify the program’s mission and goals and demonstrate how the former matches the missions of the university and the Graduate School.)

Standards
1a. The program has a clear mission that is compatible with the missions of the university and the Graduate School.
1b. The program has clearly articulated goals that describe what the program intends to do (goals are broad, general objectives that may not be measurable.)
   For example:
   The goals of the graduate program are:
   • to prepare professionals to be knowledgeable and clinically skillful
   • to be capable of applying that knowledge and those skills in diverse clinical settings and situations in a cooperative, compassionate, and ethical manner

   If you have program objectives, you may also include them here, but you need not provide methods of measurement.

Required Materials
   __ mission statement
   __ a list of goals
   __ a narrative explaining how the program’s mission fits the university’s and the Graduate School’s missions

2. Admissions requirements and data
   (Rationale: The purpose of this section is to demonstrate that admission to the program is governed by clear, consistent, and reasonable criteria that the program abides by and that the program tracks relevant admissions data)

Standards
2a. The program has clearly defined, readily accessible, and consistently applied admissions criteria that are consistent with the Graduate School’s admissions criteria.
2b. The program admits an adequate number of students each year to maintain program viability.
2c. No more than 10% of the students admitted to program are admitted conditionally.
Table 1: Admissions data for the three years prior to the report

<table>
<thead>
<tr>
<th>ADMISSIONS DATA</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who completed the online application to the SGS</td>
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<tr>
<td>Number of students who completed full applications</td>
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<tr>
<td>Number of students offered admission</td>
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<tr>
<td>Average GPA of students offered admission</td>
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<tr>
<td>Conditional admissions as a percent of total admissions (based on GPA waiver)</td>
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<tr>
<td>Number of students who enrolled</td>
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</table>

Key:  Year 1=academic year completed three years prior to the report
      Year 2= academic year completed two years prior to the report
      Year 3= academic year completed just prior to the report

Required Materials
___ admissions criteria (if these deviate from the Graduate School’s policies, explain how and why)
___ admissions procedures (describe how you ensure that the admissions process is fair and consistent; if you have a rubric, please provide it)
___ a narrative discussing enrollment trends
___ Table 1
___ reports with data from the Office of Institutional Research used to produce Table 1, included in an appendix to the full report

3. Student orientation, advisement, and tracking procedures
   (Rationale: The purpose of this section is to demonstrate that students are receiving adequate advisement throughout their course of study and that programs are maintaining up-to-date information about students’ progress through the program.)

Standards
3a. The program has a system that clearly assigns graduate students to faculty advisors.
3b. The program orients all incoming students, introducing program requirements, acquainting students with their rights and responsibilities, and preparing students for successful program completion.
3c. The program tracks all enrolled students and program graduates in a format that is easily accessible by the Coordinator and updated on a regular basis.
3d. The program provides all students with effective, ongoing advisement.

Required Materials
___ an account of how students are assigned advisors and oriented when they enter the program
___ any departmental statements of students’ rights and responsibilities (e.g. in a Graduate Program Handbook)
___ an account of procedures used to track students throughout their time in the program
___ a sample planned program and a description of how it translates into a semester-by-semester sequence
___ an account of policies or procedures related to the retention and dismissal of students
an account of advising procedures, including the number of faculty who advise graduate students, the ratio of advisor(s):advisees, and information drawn from student surveys relating to their experience of advising.

4. Program requirements and graduation data
   (Rationale: The purpose of this section is to demonstrate the program’s expectations for students, the steps taken to ensure students are enabled to complete them in a timely fashion, and the program’s success in graduating its students.)

Standards
4a. The program has clear requirements for graduation that are fully explained to and easily accessed by students.
4b. The program has a course rotation/master plan that: 1) schedules sufficient courses each semester to permit matriculated students to graduate in a timely manner, whether they are full-time or part-time, 2) is easily accessed by students, and 3) makes some provision for summer coursework.
4c. The program has clear guidelines, policies, and processes for all capstone or gateway requirements that reflect the program’s mission and/or goals and enable students to achieve the program’s expected outcomes.
4d. The program graduates an adequate number of students with Master’s, 6th Year, or Ed.D. degrees or completing post-degree certificates each year to maintain program viability.

Table 2

<table>
<thead>
<tr>
<th>Program Completion Data</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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</thead>
<tbody>
<tr>
<td>Students graduating with a Master’s degree</td>
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<tr>
<td>Students graduating with a 6th Year degree</td>
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<tr>
<td>Students graduating with an Ed.D. degree</td>
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<tr>
<td>Students completing post-degree certificates</td>
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</tbody>
</table>

Key: Year 1=academic year completed three years prior to the report
      Year 2= academic year completed two years prior to the report
      Year 3= academic year completed just prior to the report

4e. If the program is housed in a department that has both graduate and undergraduate programs, it draws a clear distinction between them and is able to demonstrate how the graduate program’s expectations (curriculum, courses, assignments) exceed those of the undergraduate program.

Required Materials
___ a list of all program requirements
___ a course rotation/master plan and information about how students may access it
___ an account of the policies and processes for all capstone or gateway requirements
___ Table 2 (data from the Office of Institutional Research can be described in the narrative, and the reports themselves can be included in an appendix to the report)
___ a narrative discussing graduation trends
___ if applicable, an explanation of how the department’s graduate and undergraduate programs are clearly distinguished, with a demonstration of how the graduate program’s expectations (curriculum, courses, assignments) exceed those of the undergraduate program.

5. Student outcomes and methods for measuring them
   (Rationale: The purpose of this section is to demonstrate that the program has a clear, appropriate set of outcomes that both may be and are measured and that are regularly reviewed by the program with the aim of improving its curriculum.)

Standards
5a. The program has clear, measurable outcomes for its graduates and appropriate methods for measuring them that
are consistently applied.

Sample outcome: “Upon successful completion of the program, graduates will demonstrate understanding of the legal and ethical standards of the profession.”

Sample method of measurement: “Students will achieve a passing score on the Ethics section of their comprehensive exams.”

Table 3

<table>
<thead>
<tr>
<th>Student outcomes</th>
<th>Methods of measurement</th>
<th>Where this outcome is assessed for all students*</th>
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* You must stipulate whether this method of measurement is required of all students and, if not, indicate the alternative way(s) in which it will be measured.

5b. The program’s outcomes are derived from disciplinarily appropriate sources (e.g., consensus of the faculty, requirements of external accrediting agencies).

5c. The program engages in regular review of student outcomes that is designed to improve its curriculum.

5c. The program’s graduate syllabi conform to the “Minimum Elements in a Graduate Syllabus” (see checklist in Appendix A), as demonstrated in at least three syllabi from courses taught by multiple professors that meet these standards, beginning with any required classes in the program.

Required Materials
___ Table 3 (each outcome you list must be accompanied by the method of measurement you use to ensure that it is met)
___ an account of how the program’s student outcomes were derived
___ an account of how the program reviews student outcomes and uses such review to make curricular decisions
___ at least three syllabi from courses taught by multiple professors that meet the “Minimum Elements in a Graduate Syllabus,” beginning with any required classes in the program.
___ completed checklist (“Minimum Elements in a Graduate Syllabus,” Appendix A) for each syllabus included

6. Adequate resources for graduate study
   (Rationale: The purpose of this section is to demonstrate that the program has the resources it needs to provide graduate students with a quality education.)

Standards
6a. At least three qualified, tenure-track faculty teach in the program on a regular rotation, and no faculty member teaches a majority of the courses (excluding theses and independent studies) in a typical student’s program.

6b. At least one tenure-track faculty member who holds the appropriate terminal degree in the discipline is responsible for coordinating the program and is allotted sufficient reassigned time to carry out these responsibilities.

Table 4
List all full-time and adjunct faculty members associated with the program in the past three years, beginning with the Coordinator/Director (and noting the reassigned time s/he receives) and indicating for each member:

<table>
<thead>
<tr>
<th>Name of Faculty/ Staff Member</th>
<th>Rank</th>
<th>Highest degree earned</th>
<th>Year of hire</th>
<th>Tenure Status (Y/N)</th>
<th>Percent of Time Devoted to Program</th>
<th>Courses Typically Taught</th>
<th>Graduate Faculty (Y/N)</th>
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</table>
Graduate Coordinator/
Director:

Reassigned Time:

<table>
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<tr>
<th>Full-time Faculty</th>
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<tr>
<th>Adjunct Faculty</th>
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<tr>
<th>Staff</th>
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6c. The program has adequate print and electronic library resources for both student reading and research and for more advanced/specialized faculty research.

6d. The program has adequate discipline-specific non-library resources.

Required Materials

___ a narrative evaluation of whether the program has sufficient faculty
___ a narrative evaluation of whether the coordinator has sufficient reassigned time to do the work
___ Table 4
___ an appendix with current CVs for all faculty teaching in the program
___ a narrative evaluation of library resources that references the results of the faculty, current student and alumni surveys or other measures regarding faculty and student satisfaction with library holdings for your program’s areas of study. If you are dissatisfied with your library resources, you may wish to provide the number of requests for texts/journals to be purchased within the last three years, and the number actually filled by the library (the report from which these numbers are drawn may be included as an appendix).
___ a narrative evaluation of other resources relevant to the program (these may be related to physical spaces, such as laboratories or break-out rooms; educational materials, such as kits, therapeutic games, or manipulatives; technology, such as audio-visual materials, computers, software; or community partnerships, such as practica/internships, satellite clinics, local hospitals, etc.) that enhance the quality of the program. Describe the resources that are available and indicate how they strengthen (or how the lack of them weakens) the program.

7. Climate of scholarly curiosity and achievement

(Rationale: The purpose of this section is to demonstrate that the program provides an intellectual environment designed to meet and foster the needs of graduate students as students and developing scholars.)

Standards

7a. The program faculty are actively engaged in productive research, scholarship, creative activity, and professional development.

7b. The program provides opportunities for students to engage in research, scholarship, creative activity, and professional development, both independently and in conjunction with faculty members.

Required Materials

___ a narrative account of the past three years’ research, scholarship, and/or creative activity by program faculty resulting in paper presentations, publications, posters, exhibitions, etc. (full CVs have already been provided as an appendix to Standard 6).
___ a narrative account describing how students in the program are involved in research, scholarly, and creative projects, including both independent endeavors and collaborations with faculty members. Note whether students complete Master’s theses, present papers or posters at and/or attend state/regional/national conferences, or
publish on their own or as co-authors, giving examples of the types of projects completed.

8. Periodic review and evaluation procedures
(Rationale: The purpose of this section is to demonstrate that the program is engaged in ongoing self-assessment with the aim of continuously seeking to strengthen and improve itself.)

Standards
8a. The program engages in regular review and evaluation by the home department, outside accrediting agencies, and/or professional review boards—at a minimum, conducting the faculty surveys provided in the ASC Handbook once each review cycle—and uses the results of these processes to seek to strengthen itself.
8b. The program engages in regular review and evaluation by current students—at a minimum, conducting the current student surveys provided in the ASC Handbook once each review cycle—and uses the results of these processes to seek to strengthen itself.
8c. The program engages in regular review and evaluation by alumni—at a minimum, conducting the alumni survey provided in the ASC Handbook once each review cycle—and uses the process and its results to seek to strengthen itself.

Required Materials
___ an account of how the program is evaluated internally and/or by outside accreditors, and/or by professional review boards, including a discussion of the results of the faculty surveys provided in the ASC Handbook and an explanation of how such evaluation is used to strengthen the program.
___ an account of the process and results of program evaluation by current students, including: 1) a discussion of how and to what extent students contribute to departmental policies and direction; 2) a discussion of the results of the current student surveys provided in the ASC Handbook; and 3) an explanation of how such evaluation is used to strengthen the program.
___ summarized ratings of courses from the university end-of-semester Course Evaluation Forms, available from the Office of Institutional Research and an explanation of how the feedback from these Forms is used to strengthen the program.
___ an account of the process and results of program evaluation by alumni/ae, including a discussion of the results of the alumni surveys provided in the ASC Handbook and an explanation of how such evaluation is used to strengthen the program.
… and, as appendices:
___ an appendix of the program faculty surveys provided in the ASC Handbook
___ an appendix of the current student surveys provided in the ASC Handbook
___ an appendix of the program alumni/ae surveys provided in the ASC Handbook

9. Analysis of program strengths and weaknesses
(Rationale: The purpose of this section is to demonstrate self-awareness about aspects of the program that are going well and aspects of the program that can be improved and/or need to be addressed.)

Standards
9a. The program clearly articulates and analyzes its own strengths as identified in this report.
9b. The program clearly articulates and analyzes its own weaknesses as identified in this report.

Required Materials
___ a narrative assessment of the program’s strengths
___ a narrative assessment of the program’s weaknesses

10. Action plan for the future
(Rationale: The purpose of this section is to demonstrate that the program has a clear strategy and timeframe for the steps it will take in the future to make itself better and stronger.)

Standards
10a. The program has a clear 7-year action plan in place to address the results of this review that includes a timeframe for each action listed.

10b. The program can (re)produce the action plan from the last review and demonstrate that the program has addressed the major points in the previous action plan or revised its current plan in light of further developments.

Table 5

<table>
<thead>
<tr>
<th>Actions the program will take to improve itself</th>
<th>Timeframe for this action</th>
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<table>
<thead>
<tr>
<th>Actions the program planned to take, as listed in the previous report</th>
<th>Description of what the program did regarding this planned action</th>
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</table>

**Required Materials**

___ in Table 5, actions the program will take to improve itself in the next 7 years, with timeframes for each

___ in Table 5, the action plan from the previous program report, listing actions the program planned to take and reporting on any steps taken and their results, as well as noting any subsequent changes to this prior action plan.