

**GRADUATE PROGRAM REVIEW REPORT 2008 - 2009 (A & S Version)**

(due from the College to the Graduate School by 8/8/2008)

**Program Name(s) and Degree(s) included in this report:**  
(e.g., MS and PhD in Chemistry, M.Ed. in Literacy Education, etc.)

**Name(s) of contacts that completed the report:**

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**Endorsements**

“To the best of our knowledge, the information contained in this report is accurate and complete and represents the best efforts of the program faculty, students and staff to provide a detailed description of the current state of the graduate program(s) that are included.”

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**Graduate Program Director(s)**

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**Signature**

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**Unit Head(s)**

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**Signature**

## Program Review Report

The Program Review Report must be submitted **by the College** to the Graduate School in the following form; one hard copy and one electronic document (Adobe PDF format). All appendices and attachments should be included as part of the document so that the electronic and hard copy versions of the report are exactly the same. The narratives included in the report are subject to the page limitations, as indicated in the section header. In general, narratives should be as succinct as possible. Please use twelve (12) point font for your responses. Insert information to complete the tables, where applicable. Tables are sometimes in a different font due to size limitations.

### Program Overview

Please verify the following information:

<b>FY07 Student Enrollment (Masters/ Doctoral)</b>	
<b>FY07 Number of Degrees Awarded (Masters/Doctoral)</b>	
<b>Number of Full-time Faculty</b>	
<b>Number of Graduate Faculty<sup>1</sup></b>	
<b>FY07 Total Tuition Scholarship Funding Awarded</b>	
<b>FY07 Total Student Stipend Funding Awarded</b>	
<b>Department Website</b>	

### Section 1 - Department Mission, Goals and Context (3 pages maximum)

1. Briefly describe the goals and mission of the department, including research, graduate and undergraduate degree programs, service teaching, community engagement and outreach activities.
2. Identify the graduate program, degrees offered and areas of concentration/emphasis within the program. How do the identified degrees offered and areas of concentration relate to current professional and/or disciplinary trends? How long have the areas of concentration been offered by your program?

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<sup>1</sup> Faculty are considered "Graduate Faculty" if, in the past five years, they have served as instructors in graduate level courses or have supervised graduate student research or teaching.

3. How do the goals and mission of the graduate program articulate with the goals and mission of the department in which the graduate program resides (e.g., undergraduate instruction, community service, clinical service, sponsored research)?
4. How do the goals and mission of the department articulate with those of the college and university (including UC|21)?
5. List all current program certifications and/or accreditations and relevant effective dates. Clearly indicate which graduate or undergraduate degree programs within your department are subject to these certifications and/or accreditations.
6. Describe (as appropriate) the impact the graduate program has locally, in the State of Ohio, nationally and internationally.

## **Section 2 – Graduate Program Recruitment and Admissions (2 pages maximum)**

This section refers to data reported in Appendix A (FY07 GRAAD<sup>2</sup> Report) for the past four academic years.

1. a. Describe and comment on application and admissions trends for full-time and part-time students as reflected in the GRAAD report. Note and interpret changes in:
  - number of applicants (Appendix A: page 1)
  - number of offers of admission (data must be provided by program)
  - percentage of applicants who accept offers of admissions (data must be provided by program)
- b. Please comment on the quality of your applicants and enrollees.
2. Describe the methods your graduate program uses to recruit students.
3. Please describe the effectiveness of your recruitment methods and what you have learned based on this evaluation.
4. What plans does the program have to modify these strategies?

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<sup>2</sup>The GRAAD report is completed annually and it provides information detailed at the program level. The information relates to graduate student funding, enrollment, recruitment and retention.

### Section 3 - Students Enrolled & Graduated (10 page maximum for items 1-5)

This section refers to information in Appendix A from the past four academic years.

1. Comment on and critically evaluate the items listed below. Describe any actions that have been taken in light of the evaluations, the effectiveness of the actions, and future plans to deal with current problem areas.

- trends in program enrollment (Appendix A: page 3)
- current demographics of students enrolled (Appendix A: page 3)
- time to degree (Appendix A: page 4)
- trends in degrees awarded (Appendix A: page 4)
- trends in stipend levels (Appendix A: page 5)
- trends in tuition support (Appendix A: page 6)
- student retention (Appendix A: page 7)

2. A **current student roster** is included as Appendix B to this report. The list includes record number (student M#), year enrolled, and degree objective. The program must insert most recent degree & institution and GRE/GMAT scores as appropriate.

3. Provide a representative listing of student publications (title, publisher, year, and page numbers) over the past four calendar years (maximum of 2 pages).

4. Provide a representative listing of student presentations, performances, exhibits and showings over the past four calendar years (maximum of 2 pages).

5. Provide a representative listing of externally-awarded student prizes and awards over the past four calendar years (maximum of 2 pages).

### Section 4 – Graduate Program Curriculum and Learning Environment (10 pages maximum)

1. Provide a description of the career paths that your graduate program prepares students to pursue.

2. a) What is your curriculum?

b) Why have you structured your curriculum in this way and how does your discipline embrace/support these decisions?

3. Please describe and explain all **substantive** changes in degree requirements and offerings which have been implemented by the program since the last review.

4. Describe program-arranged graduate student internship and external placements (in education, government, or private sector) over the past four academic years. What role do these placements have in your program? How is (1) student performance and (2) placement/internship quality assessed by your program? What changes, if any, have been made based on your evaluation process?

5) a) What functions do your graduate students perform (teaching, research, other)?  
b) How are these functions evaluated?

6) a) What role do faculty play in the mentoring of graduate students?  
b) How is faculty mentoring evaluated?  
c) What have you learned from these evaluations?

### **Section 5 - Graduate Student Duties, Career Development and Quality of Life (6 pages maximum)**

1. Describe the duties performed by graduate assistants in your department. How are graduate assistants prepared for and mentored in their duties? How is the quality of teaching by graduate students evaluated? What have you learned about the quality of teaching based on your evaluation? Provide specific examples of actions that have been taken to improve the quality of teaching based on the evaluation process since the last review.

2. What assistance do you provide to support the career development and placement of your students?

3. What efforts have been made to support students who have special challenges such as those coming from an under-represented group or different culture or those with disabilities?

4. Describe efforts made by the department to place its graduates.

5. Describe any assessment and evaluation activities related to career placement or student quality of life.

### **Section 6 - Graduate Student Satisfaction Information (2 pages maximum)**

1. a) Describe the process used by the program to gauge graduate student satisfaction. These may include exit surveys, exit interviews, or alumni surveys.

b) Comment on the Graduate School administered student exit survey results in Appendix C.

- c) In what ways have you applied the information from the exit survey to improve student experience?
2. What have you learned about the strengths and weaknesses of your program based on graduate student satisfaction information?
  3. What changes have been undertaken to remedy any weaknesses and how effective have those changes been?

### **Section 7 - Alumni Information (4 pages maximum)**

This section includes information about graduate program alumni. Items focus on two general issues: post-graduation career outcomes and alumni satisfaction with the training they received. Departments are expected to develop effective methods for collecting information about both of these issues and to use what they learn from their alumni to improve program quality. Efforts should focus on program graduates since the last review.

1. How does your department gather information about graduates in terms of career paths and program satisfaction? How does your department evaluate the match between program goals and objectives and the careers actually pursued by graduates? How are alumni contacts made and what surveys or questionnaires were used to solicit alumni opinions?
2. What have you learned by examining information about the outcomes and program satisfaction of graduates since the last review? Are your graduates following the career paths described in Section 4, Item #1 of this report?
3. How has this information been used to improve your graduate program?
4. Evaluate the effectiveness of any changes you have made based on alumni information.

### **Section 8 - Faculty Composition, Credentials, Workload and Scholarship**

1. a) Describe the composition of the department faculty using the table below.

<b>Ethnicity</b>	<b>Number of Males</b>	<b>Number of Females</b>
African-American or Black		
Asian or Pacific Islander		
Hispanic or Latin American		
Native American		
White		
Multiple ethnicities or other		

b) Discuss the diversity of your faculty and future changes in composition you would like to achieve as resources become available.

2. A table containing graduate faculty scholarly activity information over the past four calendar years is required. Information must be provided for all faculty members who have served as instructors in graduate level courses or who have supervised graduate student research or teaching. **Do not list publications that are in press, under review or being developed.** Note that in Item 7 of this section, you will be asked to provide a 2 page biographical sketch describing the accomplishments of the faculty members listed in this table.

The faculty scholarly activity table must include information in the following prescribed format and should cover the past four calendar years. Definitions of the column headers are as follows:

FACULTY MEMBER NAME - last name, first name

APPT - Year of UC appointment

STATUS - full time (ft)/ part time (pt), tenure track (tt)/ non-tenure track (nt)

RANK - professor (PROF), associate (ASSOC) or assistant (ASST) professor

BOOK - # books

CHAP - # chapters

ART - # refereed professional journal articles

MONO - # scholarly monographs

NR PUBS - # non-refereed journal articles and technical reports

PRES - # professional presentations, showings, performances

COLL - # invited addresses or colloquia at other institutions

REV - # book reviews CIT - # citations of publications (if available and appropriate)

\*Please add categories not already listed that match your program needs.

**(Note: table begins on the next page)**

## GRADUATE FACULTY SCHOLARY ACTIVITY

FACULTY MEMBER NAME (Last, First)	APPT	STATUS	RANK	BOOK	CHAP	ART	MONO	NR PUBS	PRES	COLL	REV	CIT
(example) Smith, Joan	1991	Ft-tt	assoc	0	2	5	0	2	12	3	1	45
Add lines as necessary												

3. Complete the following table listing department faculty in the prescribed format. For each faculty member, indicate number of graduate courses taught (not including research, independent readings, thesis or dissertation courses), graduate students advised and thesis and dissertations supervised, as indicated below.

The faculty work load table should cover the past four academic years. Definitions of column headers are as follows:

FACULTY MEMBER NAME - last name, first name

COURSE HRS, Grad - contact hours/year of formal graduate classroom instruction

COURSE HRS, Other - contact hours/year of undergraduate, law, medical student, etc., classroom instruction

R Mentor - # students mentored in research or creative activity outside classroom

T Mentor - # students mentored in teaching outside formal coursework

PLACE - # students supervised in external placements

MAS CTM - # masters thesis/project committees - student completed degree

MAS CHR - # masters thesis/project committees chaired - student completed degree

DIS CTM - # doctoral dissertation committees - student completed degree

DIS CHR - # doctoral dissertation committees chaired - student completed degree

**(Note: table begins on the next page)**

**GRADUATE FACULTY WORK LOAD**

FACULTY MEMBER (Last, First)	COURSE HRS		R Mentor	T Mentor	PLACE	MAS CTM	MAS CHR	DIS CTM	DIS CHR
	Grad	Other							
(example) Jones, Chris	100	50	4	1	0	4	2	3	1
Add lines as needed									

4. List the full references for scholarly or creative works that best represent the quality of the scholarship being produced by department faculty **that are published**. Do not list works in progress or submitted (maximum of 2 pages).
5. List all faculty honors, prizes and awards received over the past four calendar years. Exclude sponsored awards that primarily support research, scholarly or creative activities. (Note: sponsored awards are included in Section 9 below.)
6. Provide a representative list of professional service activities of the faculty over the past four calendar years (i.e., officer of professional society, program chair or organizer of professional meeting, service on boards, editorships of professional publications/journals, reviewer or consultant for federal, state, local or private agencies or institutions). Limit the listing to two pages.
7. Each graduate program faculty member must provide a 2-page biographical sketch summarizing professional activities over the past four calendar years. Include the bio-sketches as an appendix to this report. The bio-sketch must include:
  - Name
  - Current title
  - Educational background
  - Brief employment history
  - List of full publication citations for representative scholarly and creative works
  - List of representative presentations and showings
  - List students (by name) mentored
  - List masters and dissertation students supervised and committee's chaired
8. Briefly describe overall faculty workloads, including research, teaching at the graduate and undergraduate levels, advising and service. What are the departmental policies that govern faculty workloads?
9. Describe trends since the last review in the use of non-tenure track instructors, such as graduate students, adjuncts and non-tenure track faculty.

### **Section 9- External Grants & Sponsorship**

1. Provide information about external awards to program faculty in the table below for the past four fiscal years (FY 2007 being the most recent). The Office of Sponsored Programs on-line database and fiscal year reports may be used as resources for this task (go to <http://www.osp.uc.edu/ospdb/searchlocal.cfm>). Definitions of column headers are as follows:

FACULTY NAME - last name, first name

PROP - number of proposals submitted (both funded and unfunded)



**Sponsored Awards Detail - Graduate Program Review Report**

<b>Faculty Member Name</b>	<b>Title of Project</b>	<b>Faculty Role on Project (eg. PI, Investigator)</b>	<b>Sponsor Name</b>	<b>Years of Support</b>	<b>Total Funding (direct and F&amp;A)</b>	<b>Funding Attributed to Faculty Member (see note)</b>	<b>Primary Activity (research, instruction or service)</b>	<b>Graduate Student Stipend Funding</b>	<b>Graduate Student Tuition Funding</b>
<i>Sonny Daise (example)</i>	<i>Navigation in Africanized Bees</i>	<i>PI</i>	<i>National Science Foundation</i>	<i>5</i>	<i>\$352,000</i>	<i>\$352,000</i>	<i>research</i>	<i>\$100,000</i>	<i>\$35,000</i>
<i>Beatrice Honeysuckle (example)</i>	<i>The Pedogogy of Bees</i>	<i>Investigator</i>	<i>US Dept.of Agriculture</i>	<i>3</i>	<i>\$120,000</i>	<i>\$60,000</i>	<i>instruction</i>	<i>\$60,000</i>	<i>\$0</i>
add lines as needed									

3. Please comment on your funding history and prospects for future funding in light of funding opportunities in your discipline.

### **Section 10 - Program Resources and Infrastructure (3 page maximum)**

1. Describe the department's specialized facilities and equipment. How is it made available to faculty, graduate students and undergraduates?
2. Describe the department's office and laboratory space. How is it made available to faculty, graduate students and undergraduates?
3. Describe the library facilities and resources available to your faculty, graduate students and undergraduates.
4. Describe your unit's funding, including university support, endowment income and other special funding (only include funding that was not listed in Section 9). Describe how this funding is used to support graduate education.
5. Describe four year trends in revenue generation, including incentive programs, external funding, and endowments. What opportunities for revenue generation are available to your department in the near future?
6. Describe other departmental resources or infrastructure (not described above) and indicate how it supports graduate education.

### **Section 11 - Program Administration (3 pages maximum)**

Describe the administrative structure of your department. For each graduate program, provide the following information:

1. Reporting lines within the graduate program.
2. Who is responsible for developing and implementing program requirements, policies and procedures?
3. Who serves as liaison to prospective students and the University administration?
4. a) How is student progress audited?  
b) How do you identify students who are not making progress? What support/counseling do you provide for these students?
5. How are recruitment and retention activities coordinated?
6. Who allocates/assigns tuition scholarships, stipends and placements in RA, TA or internship positions?

7. How are admission decisions made?
8. Is your administrative structure adequate to meet the needs of the program and students? If not, what changes are needed?
9. Include a copy of your **Graduate Program Handbook** as an appendix to this report.

## **Section 12 - Comparison to Benchmark Programs**

1. Identify one peer graduate program at another institution that you consider similar to your own in terms of quality, size and scope. Also identify one graduate program that you consider a model program, which your program may strive to emulate, at least with respect to some aspect of that program. Complete the following table for your program and the other programs:

**(Note: table begins on the next page)**

		Benchmark	Model	U. C.
<b>PROGRAM NAME</b>				
<b>DEPARTMENT</b>				
<b>UNIVERSITY</b>				U. C.
<b>Number of Full-time Tenure Track Faculty</b>				
<b>Average Faculty Teaching Load</b>				
<b>Faculty Starting Salaries</b>				
<b>Current Enrollment</b>	<b>Full-time</b>			
	<b>Part-time</b>			
<b>Areas of Concentration</b>  (if more space is needed, list below)				
<b>Number of Applicants per year</b>				
<b>Number of Degrees Awarded per year</b>				
<b>Annual Sponsored Funding</b>				
<b>Tuition Scholarships (% students)</b>				
<b>Stipends Support (% students)</b>				
<b>Average Stipend</b>	<b>Amount (\$)</b>			
	<b>Length of Time</b>			

2. Summarize in 2-pages or less the strengths and weaknesses of your department in comparison to the benchmark department. What steps could be taken to move your program toward the stature enjoyed by the model department?

**Section 13 – Outcome of Last Review**

1. Included in Appendix D is the outcome letter for your program from the last review. Comment in detail on the actions taken to implement the recommendations of that review. Provide comments separately for each recommendation.
2. If your program benefitted from Program Excellence investments made as an outcome of the last review, include the investment plan and describe in detail accomplishments from the investment.