# Graduate School Signature 2

#### Graduate Program Review Guidelines

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# Introduction

The main objective of periodic 6-year program reviews is to provide a mechanism for maintaining and improving the quality of graduate programs at Texas Tech University. Periodic program reviews give administrators and academic leaders important information about the size and quality of a program, the program’s future resource needs, recruitment, strengths and weaknesses, and its contribution to the strategic plan of the university. The outcome of program reviews are used to give direction, to set goals for the future, and to ensure that general academic plans and budget decisions are based on solid information and priorities, which match closely to those of the university. Periodic program reviews also provide a mechanism for faculty to evaluate the effectiveness, progress and status of their program.

**Schedule of Graduate Academic Program Reviews**

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| --- | --- | --- | --- | --- |
|  | **Masters** | **Doctoral** | **CIP** | **CERTs** |
|  |  |  |  |  |
| **Programs within departments to be reviewed 2015-2016**  **Series 1** | | | | |

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| --- | --- | --- | --- | --- |
| **Plant and Soil Science** |  |  |  |  |
| Horticultural Science | **MS** |  | **1110300** | **CERT** |
| Plant & Soil Science (Agronomy) | **MS** | **PhD** | **1110200** |  |
| Plant Protection (was Entomology) | **MS** |  | **26070200** |  |
| Fibers and Bipolymers |  |  |  | **CERT** |
| Crop Protection |  |  |  | **CERT** |
| Soil Management |  |  |  | **CERT** |
| \*Plant & Soil Science (Crop Science) and Soil Science were phased out as of 2013-2014 | | | |  |
| **Classical and Modern Languages and Literatures** | | | |  |
| Romance Languages (French 150 Hr) | **MA** |  | **16090000** |  |
| Language and Cultures (formally Applied Linguistics-changed Spr 2015) | **MA** |  | **16010500** |  |
| German 150 Hr | **MA** |  | **16050100** |  |
| Romance Languages-Spanish | **MA** |  | **16090000** |  |
| Spanish |  | **PhD** | **16090500** |  |
| Classics 150 Hr | **MA** |  | **16120000** |  |
| Teaching English in International Contexts |  |  |  | **CERT** |

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| **Geosciences** |  |  |  |  |
| Geosciences | **MS** | **PhD** | **40060100** |  |
| Atmospheric Science | **MS** |  | **40040100** |  |
| Geography | **MS** |  | **45070100** |  |
| Geographic Information Science and Technology |  |  |  | **CERT** |
| **Mathematics and Statistics** |  |  |  |  |
| Mathematics | **MA/MS** | **PhD** | **27010100** |  |
| Statistics | **MS** |  | **27050100** |  |
| Mathematics |  |  |  | **CERT** |
| **Petroleum Engineering** | | | | |
| Petroleum Engineering 150 Hr | **MS** | **PhD** | **14250100** | **CERT** |
| **Visual and Performing Arts – Art** | |  |  |  |
| Art | **MFA** |  | **50070100** |  |
| Art Education | **MAE** |  | **13130200** |  |
| Fine Arts - Art |  | **PhD** | **50010100** |  |
| Art History |  |  | **50070300** |  |
| Art History, Criticism, and Theory |  |  |  | **CERT** |
| **Business Administration** |  |  |  |  |
| General Business | **MBA** |  | **52020100** |  |
| Business Administration | **MS** | **PhD** | **52020100** |  |
| Accounting 150 Hr | **MSA** |  | **52030100** |  |
| Health Care Change |  |  |  | **CERT** |
| Management Information System 150 Hr | **MS** |  | **11040100** |  |
| Authentic Leadership and Entrepreneurship for the Family Business |  |  |  | **CERT** |
| Health Care Facilities Design |  |  |  | **CERT** |
| Leadership |  |  |  | **CERT** |
| **Programs within departments to be reviewed 2016-2017**  **Series 2** | | | | |

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| --- | --- | --- | --- | --- |
| **Education-Curriculum & Instruction** | |  |  |  |
| Bilingual Education | **MEd** |  | **13020100** |  |
| Curriculum and Instruction | **MEd** | **PhD** | **13030100** |  |
| Elementary Education | **MEd** |  | **13120200** |  |
| Secondary Education | **MEd** |  | **13120500** |  |
| Language/Literacy Education | **MEd** |  | **13131500** |  |
| Master Mentor Teacher |  |  |  | **CERT** |
| Multidisciplinary Science | **MS** |  |  |  |
| **Education-Educational Psychology & Leadership** | | | |  |
| Educational Leadership | **MEd** | **EdD** | **13040100** |  |
| Instructional Technology (removed Distance Educ designation 4/2/15) | **MEd** | **EdD** | **13050100** |  |
| Higher Education/Research | **MEd** | **EdD/PhD** | **13060100** |  |
| Special Education | **MEd** | **EdD** | **13100100** |  |
| Counselor Education | **MEd** | **PhD** | **13110100** |  |
| Education Psychology | **MEd** | **PhD** | **42280600** |  |
| Dual Sensory Impairment |  |  |  | **CERT** |
| Mental Health Counseling |  |  |  | **CERT** |
| Autism |  |  |  | **CERT** |
| Applied Behavior Analysis |  |  |  | **CERT** |
| Special Education Transition |  |  |  | **CERT** |
| College Student Counseling |  |  |  | **CERT** |
| Development Literacy |  |  |  | **CERT** |
| Multidisciplinary Science |  |  |  | **CERT** |
| Sensory Impairment and Autism Spectrum Disorders |  |  |  | **CERT** |
| Teacher Leadership |  |  |  | **CERT** |
| Higher Education Administration |  |  |  | **CERT** |
| **Electrical and Computer Engineering** | | |  |  |
| Electrical Engineering 150 Hr. | **MSEE** | **PhD** | **14100100** |  |
| **Mass Communications (College)** | |  |  |  |
| Mass Communications | **MA** | **PhD** | **9010200** |  |
| **Communication Studies (**moved from 2015-2016) |  |  |  |  |
| Communication Studies | **MA** |  | **23130400** |  |
| **Psychology** |  |  |  |  |
| Psychology (sent termination letter to GS Dean on 6/24/2015) | **MA** |  | **42010100** |  |
| Clinical Psychology |  | **PhD** | **42280100** |  |
| Counseling Psychology | **MA** | **PhD** | **42280300** |  |
| General Experimental Psychology 150 Hr | **MA** | **PhD** | **42270400** |  |

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| **Philosophy** |  |  |  |  |
| Philosophy | **MA** |  | **38010100** |  |
| Ethics |  |  |  | **CERT** |
| **Programs within departments to be reviewed 2017-2018**  **Series 3** | | | | |
|  |  |  |  |  |
| **Agricultural Education and Communications** | | |  |  |
| Agricultural Education | **MS** | **EdD** | **13130100** |  |
| Agricultural Leadership |  |  |  | **CERT** |
| Agricultural Communication | **MS** |  | **1080200** |  |
| **Animal Science** |  |  |  |  |
| Animal Science | **MS** | **PhD** | **1090100** |  |
| Food Science | **MS** |  | **1100100** |  |
| Equine-Assisted Mental Health |  |  |  | **CERT** |
| **Computer Science** |  |  |  |  |
| Computer Science 150 Hr | **MS** | **PhD** | **11010100** |  |
| Software Engineering 150 Hr | **MS** |  | **14090300** | **CERT** |
| **English** |  |  |  |  |
| English | **MA** | **PhD** | **23010100** |  |
| Technical Communication | **MA** |  | **23130300** |  |
| Technical Communication & Rhetoric |  | **PhD** | **23130300** |  |
| Linguistics |  |  |  | **CERT** |
| Book History and Digital Humanities |  |  |  | **CERT** |
| Teach Technical Communication |  |  |  | **CERT** |
| Publishing and Editing |  |  |  | **CERT** |
| **Kinesiology and Sport Management** (formerly Health, Exercise and Sport Sciences, changed 04/2015) | |  |  |  |
| Exercise and Sport Sciences | **MS** |  | **31050500** |  |
| **Natural Resources Management (Formerly RWFM)** | | | |  |
| Wildlife, Aquatic and Wildlands Sciences and Management | **MS** | **PhD** | **3060100** |  |
| **Visual and Performing Arts – School of Theatre & Dance** (previously Dept of Theatre and Dance, changed 04/2015) | | | |  |
| Theatre Arts | **MA/MFA** |  | **50050100** |  |
| **Masters of Engineering** |  |  |  |  |
| Master of Engineering | **MS** |  | **14010100** |  |
| Master of Bioengineering | **MS** |  | **14050100** |  |
| Construction Engineering and Management (moved to Civil, Environmental & Construction Engineering) |  |  |  | **CERT** |

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| **Environmental Toxicology** |  |  |  |  |
| Environmental Toxicology | **MS** | **PhD** | **26100400** |  |
| **Programs within departments to be reviewed 2018-2019**  **Series 4** | | | | |
|  |  |  |  |  |
| **Biological Sciences** |  |  |  |  |
| Biology | **MS** | **PhD** | **26010100** |  |
| Microbiology | **MS** |  | **26050200** |  |
| Zoology (may merger with another program) | **MS** | **PhD** | **26070100** |  |
| **Design** |  |  |  |  |
| Environmental Design 150 Hr | **MS** |  | **19060100** |  |
| Interior and Environmental Design |  | **PhD** | **4040100** |  |
| **History** |  |  |  |  |
| History | **MA** | **PhD** | **54010100** |  |
| Medieval and Renaissance Studies |  |  |  | **CERT** |
|  |  |  |  |  |
| **Industrial Engineering** |  |  |  |  |
| Industrial Engineering 150 Hr | **MSIE** | **PhD** | **14350100** |  |
| Systems and Engineering Management | **MS** | **PhD** | **14270100** |  |
| **Political Science & Public Administration** | | |  |  |
| Public Administration w/ Pol Sci 150 Hr | **MPA** |  | **44040100** |  |
| Political Science 150 Hr | **MA** | **PhD** | **45100100** |  |
| Strategic Studies |  |  |  | **CERT** |
| **Nutritional Sciences** (previously Nutrition, Hospitality, and Retailing) | |  |  |  |
| Nutritional Sciences | **MS** | **PhD** | **19050100** |  |
| Nutritional Dietetics | **(BS only – need to pull data** | | **51310100** |  |
| Hospitality and Retail Management | **MS** |  | **52090400** |  |
| Hospitality Administration |  | **PhD** | **52090100** |  |

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| **Programs within departments to be reviewed 2019-2020**  **Series 5** | | | | |  |
|  |  |  |  |  |  |
| **Agricultural and Applied Economics** | |  |  |  |  |
| Agricultural and Applied Economics 150 Hr | **MS** | **PhD** | **1010300** |  |  |
| Agribusiness 150 Hr w/ AAE | **MAB** |  | **1010100** |  |  |
| **Chemical Engineering** | | | | |  |
| Chemical Engineering 150 Hr | **MS CHE** | **PhD** | **14070100** |  |  |
| **Economics** |  |  |  |  |  |
| Economics | **MA** | **PhD** | **45060100** |  |  |
| **Landscape Architecture** |  |  |  |  |  |
| Landscape Architecture | **MLA** |  | **4060100** |  |  |
| **Physics** |  |  |  |  |  |
| Physics | **MS** | **PhD** | **40080100** |  |  |
| Applied Physics | **MS** |  | **40080101** |  |  |
| **Sociology, Anthropology, and Social Work** | | |  |  |  |
| Anthropology | **MA** |  | **45020100** |  |  |
| Sociology | **MA** |  | **45110100** |  |  |
| **Visual and Performing Arts – Music** | |  |  |  |  |
| Music Education 150 Hr Program | **MME** |  | **13131200** |  |  |
| Music | **MM** | **DMA** | **50090100** |  |  |
| Fine Arts-Music |  | **PhD** | **50010100** |  |  |
| Early Music Performance Practice |  |  |  | **CERT** |  |
| Piano Pedagogy |  |  |  | **CERT** |  |

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| **Programs within departments to be reviewed 2020-2021**  **Series 6** | | | | |
|  |  |  |  |  |
| **Human Sciences Dean’s Office (formerly APS part of CFAS, ch’d 11/2012))** | | | | |
| Family & Consumer Sciences Education | **MS** | **PhD** | **13130800** |  |

**Community, Family, and Addiction Studies (formerly APS, ch’d 11/2012))**

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| --- | --- | --- | --- | --- |
| Marriage & Family Therapy | **MS** | **PhD** | **51150500** |  |
| Addictions and the Family |  |  | **45010100** | **CERT** |
| **Personal Financial Planning (new dept as of 11/2012 – was in APS)** | | | | |
| Personal Financial Planning 150 Hr | **MS** |  | **19040100** | **CERT** |
| Personal Financial Planning PFPP |  | **PhD** | **52080400** |  |
| Charitable Financial Planning |  |  |  | **CERT** |
| **Architecture** |  |  |  |  |
| Architecture 150 Hr + Post Professional | **March/MS** |  | **4020100** |  |
| Land Use Planning, Management & Design |  | **PhD** | **3020600** |  |
| Historic Preservation |  |  |  | **CERT** |
| Digital Design and Fabrication |  |  |  | **CERT** |
| Urban and Community Design Studies |  |  |  | **CERT** |
| Health Care Facilities Design |  |  |  | **CERT** |
| **Chemistry and Biochemistry** | |  |  |  |
| Chemistry | **MS** | **PhD** | **40050100** |  |
| **Civil and Environmental Engineering** | | |  |  |
| Civil Engineering 150 Hr (in the works) | **MSCE** | **PhD** | **14080100** |  |
| Environmental Engineering 150 hr | **MENVE** |  | **14140100** |  |
| **Human Development and Family Studies** | | |  |  |
| Human Development and Family Studies | **MS** | **PhD** | **19070100** |  |
| HDFS | **MS** |  | **30110100** |  |
| HDFS-(Gerontology) |  |  |  | **CERT** |
| Youth Development |  |  |  | **CERT** |
| Youth Program Management and Evaluation |  |  |  | **CERT** |
| **Mechanical Engineering** |  |  |  |  |
| Mechanical Engineering 150 Hr | **MSME** | **PhD** | **14190100** |  |

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| **Interdisciplinary and Graduate School** | | | | |
| Museum Science and Heritage Management | **MA** |  | **30140100** |  |
| Interdisciplinary Studies | **MA/MS** |  | **3099901** |  |
| Biotechnology-Science and Agriculture | **MS** |  | **26120100** |  |
| Arid Land Studies | **MS** |  | **3010400** |  |
| Wind Science Engineering (WISE) |  | **PhD** | **14130100** |  |
| Wind Energy Technical |  |  |  | **CERT** |
| Wind Energy Managerial |  |  |  | **CERT** |
| Women’s Studies |  |  |  | **CERT** |
| **Arts and Science**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Forensic Science | **MS** |  | **43010600** |  | | | | | |

**Preferred Schedule for Each Program Review**

June/July 2015: IRIM, in conjunction with The Graduate School Unit Coordinator, collect the metric data for the academic units being reviewed and submits the raw data to the Graduate School Unit Coordinator who converts the data to charts, graphs and tables. The Graduate School Unit Coordinator also collects operating costs.

July/Aug 2015: Department Chair Orientation

The Sr. Associate Dean of the Graduate School responsible for program reviews and the Graduate School Unit Coordinator meet with the department chairs in an orientation meeting to discuss the review process. The college Deans involved are also informed. The Graduate School delivers self-study templates and Guidelines to the departments. Access to the self-studies will be provided on the Graduate School SharePoint site.

June/July/Aug 2015: The department submits a list of peer institutions to the Graduate School.

July/Aug 2015: The Graduate School Unit Coordinator gathers peer institution data.

Sept. 2015: The Graduate School provides the self-study for the departments with the prior 6 year academic data (with the exception of the year just prior) and notifies the department of the availability and access to the self-studies.

Sept. 2015: Institutional Research and Information Management (IRIM) sends the faculty and the student surveys for the academic units being reviewed.

Sept-Nov 2015 The Graduate School Unit Coordinator monitors each department’s progress and may add and/or change Graduate School managed data as needed.

Nov. 15, 2015: The department submits an electronic copy of the completed self-study document to the Graduate School.

Nov-Dec. 2015: Review Committee Orientation

Nov-Dec 2015 The review committee members meet to begin to review the data and plan a schedule for their review. At this time, the internal review committee will designate a chair whom must be selected out of the 3 internal reviewers.

Jan 2016 - April 2016: Committees conduct reviews including bringing the external reviewers onsite, and having the department chair coordinate the rooms and meetings with the faculty, students, and full review committee as well as the tour of the facilities. The internal committee is responsible for coordinating the schedule for the external reviewers. The external reviewers make and pay for their own travel arrangements and are reimbursed by Tech.

May 1, 2016: The review committees submit their Program Response Forms (written report). Each external reviewer must submit an individual report. The internal committee must submit one collective report which should include comments from the external committee member’s Program Response Forms. The external reviewer’s Program Response Forms are expected within two weeks of their trip – one copy to the Graduate School and one copy to the internal committee. The External Reviewers submit separate invoices for travel and their report to the Graduate School Unit Coordinator.

March-August 2016: The Graduate School Unit Coordinator schedules a final program review meeting (assessment meeting) with the Provost, Vice President for Research, the Dean of the Graduate School, the Associate Dean of the Graduate School responsible for program reviews, the Graduate School Unit Coordinator, the Dean of the College of the academic unit being reviewed, the Chair of the academic unit being reviewed, and the internal review committee members.

March-August 2016: The College Dean and Department Chair of the academic unit being reviewed will submit a response report to the Vice Provost for Graduate Affairs and Dean of the Graduate School (two weeks after meeting with the Provost) who signs off or obtains further corrections. The final response will be signed off by the Vice Provost for Graduate Affairs and Dean of the Graduate School and uploaded into the THECB program review system along with the summary of the self-study and the reviewers reports. This report outlines what actions they plan to take in the coming year and what actions they plan to take in the following 5 years.

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**Graduate Program Review Process**

## **Notification of Department Review:** During the summer of the academic year for which the academic unit is to be reviewed, the Graduate School Sr. Associate Dean meets with the Chairs of the academic units in a group orientation meeting to explain the review process and establish a timetable. The Chairs are told of the sections of the self-study their department is responsible for completing in a ‘Sharepoint Template’ so they and their staff can begin work on those components of the review. The program review Guidelines are also given to the Chairs at this meeting.

The Chairs are asked to create a list of approximately five peer institutions, which will be used as benchmark institutions in the review process, which should come from the university list of peer institutions found in Appendix A of the Guidelines.

## **Gathering Preliminary Information:** The Graduate School staff assists the academic unit in the preparation of a self-study document by gathering necessary data on the academic unit. Internal information is gathered from Institutional Research and Information Management (IRIM), the office of Administration and Finance Information Systems Management (AFISM), and Graduate School records (scholarship & fellowships). The Department specific information on the areas is collected during the summer prior to the academic year and during early fall of the academic year for which the unit is to be reviewed.

**Peer Institution Information (see Appendix A):** The Graduate School staff also gathers information from the peer institutions that are recommended by the unit being reviewed on the areas shown below and include that information in the self-study. The Chairperson of the academic unit may obtain more peer institution information if desired. Requests for additional peer institution information must reach the graduate school prior to sending out the initial requests for information.

* Number and type of degrees awarded
* Enrollment figures at all levels
* The number tenured, tenure-track and teaching assistants
* External and internal grants and contracts awarded

**Surveys:** The Graduate School commissions’ studies to be anonymously administered by IRIM to the graduate students and faculty base. The questions on the surveys include open-ended questions to maximize the information that can be gained from the input received through this means. **(see Appendix B** for an example**)**

**Preparation of the ‘Program Self-Study’:** The Department Chairperson of the academic unit being reviewed is ultimately responsible for the content, accuracy, and completeness of the self-study. The Chairperson may designate another faculty member or a team of faculty members to carry out the self-study compilation, 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 program(s), students, curriculum, resources, and future directions of the academic unit. **The self-study should not be a document that describes a budget request, but one that describes administrative information of the unit’s strengths, areas to strengthen, plans, and goals.** Note that a self-serving document, in some measure, loses credibility. There are a number of self-studies available for review on the Graduate School web site. The format of the self-study document is shown below:

**Program Self-Study’ Format**

*Department Chairperson or their designee compiles the self-study. It is prepared in Word format and in separate chapters. When the self-study is finished, the Department Chair notifies the Graduate School Unit Coordinator.*

**I. Program Overview** – A one to two-page summary of department’s vision and goals.

***DEPARTMENT WRITES NARRATIVE***

**II. Graduate Curricula and Degree Programs**

1. Scope of programs within the department

***DEPARTMENT WRITES NARRATIVE***

B. Number and types of degrees awarded

* 1. Degrees Awarded – Academic Year (chart & table)
  2. Comparison of Degrees Awarded – FY Year (Peer info table)

1. Low Performing Programs

***DEPARTMENT WRITES NARRATIVE***

D. Undergraduate and Graduate semester credit hours

**-** Department Semester Credit Hours – Academic Year (chart & table)

**-** SCH compared to Budget - Academic Year (chart & table)

1. Number of majors in the department
   1. Enrollment by Level – Fall Data (chart & table)
   2. Comparison of Enrollment – Fall Data (Peer info table)
   3. Enrollment Growth for Review Period (table)
2. Course offerings and their enrollments over the past six years (enrollment trends by course)
   1. Course Enrollments by Academic Year (table)
3. Courses cross listed (TANDEM) (table)

***DEPARTMENT COMPLETES*** (**UG and Grad – need syllabus in appendix J, for both UG and Grad individual courses**)

**III. Faculty**

1. Number, rank and demographics of the faculty (tenured and tenure track), GPTI’s and TA’s

- Teaching Resources (chart and table)

- Tenured and Tenure-Track by Rank - Fall Data (chart and table)

- Comparison of Full-time Faculty (Peer info table)

1. List of Faculty Members (table)

***DEPARTMENT COMPLETES***

1. Summary of the number of refereed publications and creative activities (table)

***DEPARTMENT COMPLETES***

1. Responsibilities and leadership in professional societies

- Professional Leadership (table) ***DEPARTMENT COMPLETES***

- Student Committee Service (table) ***DEPARTMENT COMPLETES***

1. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)

- Faculty Workload (table)

- College SCH/FTE – Fall Data (chart & table)

- Department SCH/FTE – Fall Data (chart & table)

**IV. Graduate Students**

1. Demographics of applicants and enrolled students
   1. Graduate Student Summary by Category – AY (chart and table)
   2. Graduate Applicants by Region – Fall Data (chart and table)
   3. Demographics of Enrolled Graduate Students - Fall Data (table)
   4. Percent of Apply to Admit by Level- Fall Data (graph & table)
   5. Percent of Admit to Enroll by Level- Fall Data ( graph & table)
2. GPA of new students
   1. New Graduate Students GPA by Level – Fall Data (chart and table)
3. Time to Degree in Years (chart and table)
4. Provide a breakdown of how many enrolled graduate students are RA’s, TA’s, GA’s or GPTI’s (table)

***DEPARTMENT COMPLETES***

1. Number of students who have received fellowships, scholarships and other awards- fellowships awarded(table)
   1. Graduate School Scholarships and Fellowships
   2. National, University, Departmental and Local Scholarships and Fellowships ***DEPARTMENT COMPLETES***
2. Initial position and place of employment of graduates over the past 6 years (table)

***DEPARTMENT COMPLETES (R# for identification)***

1. Percentage (%) of full time students receiving financial support

***DEPARTMENT WRITES***

H. Graduate Student Publications and Creative Activities (table)– number of discipline-related refereed papers/publication, juried creative/performance accomplishments, book chapters, books, and external presentations per year per student. (Note: this may overlap with faculty publications.)

***DEPARTMENT COMPLETES***

I.Programs for mentoring and professional preparation of graduate students. ***DEPARTMENT WRITES NARRATIVE***

J. Department efforts to retain students and graduation rates

***DEPARTMENT WRITES NARRATIVE***

1. Percentage of Full-Time and Part Time students per year by level – Fall data

***DEPARTMENT WRITES NARRATIVE***

**V. Department**

1. Departmentoperating expenses

**-** Department Operating Cost - Academic Year (chart & table)

**-** Department Operating Cost as a Fraction of Employees - (table)

***DEPARTMENT COMPLETES***

1. Summary of Proposals (Submitted)
   1. Summary of Number of Proposals Written (table)

***DEPARTMENT COMPLETES***

* 1. Summary of Number of Proposals Accepted (table)

***DEPARTMENT COMPLETES***

1. External Research
   1. Summary of Faculty Awards (table)
   2. Research Expenditures (chart)
   3. Peer Institution Info(table)

***DEPARTMENT COMPLETES***

1. Internal Funding
   1. Source of Internal Funds (TTU) - (table)

***DEPARTMENT COMPLETES***

1. Scholarships and Endowments (table)

***DEPARTMENT WRITES NARRATIVE AND COMPLETES***

1. Departmental resources for research and teaching (i.e. classroom space, lab facilities)- (table)
2. HEAF expenditures (table)

***DEPARTMENT COMPLETES***

1. External Program Accreditation – Name of body and date of last program accreditation review including description of body and accreditation specifics.

***DEPARTMENT NARRATIVE***

1. Centers or Institutes

***DEPARTMENT WRITES NARRATIVE***

**VI. Conclusions** – a one- to two-page summary of the observed deficiencies and needs identified by your review. Highlight areas of greatest need and areas of significant contributions.

***DEPARTMENT WRITES NARRATIVE***

**VII. Appendices** – should include, but not be limited to, the following:

Table of Contents

A. Strategic plan

- Attachment from Strategic Planning website

***DEPARTMENT PROVIDES***

1. Curriculum Map (table)

***DEPARTMENT COMPLETES***

1. 18 Characteristics

***DEPARTMENT PROVIDES COPY***

1. Graduate Course Offerings (table)

***DEPARTMENT COMPLETES***

1. Graduate Student Handbook

***DEPARTMENT WRITES/SUPPLIES COPY***

1. Graduate Student Association(s) – Description and Information

***DEPARTMENT WRITES NARRATIVE***

1. Graduate Faculty 6-Year Resumes (obtained from digital measures)  
   ***DEPARTMENT DIGITAL MEASURES***
2. GRE Revised General Test Scores
3. Unit Assessment Report ***from TRACDAT***

***DEPARTMENT PROVIDES***

1. Courses cross listed (TANDEM)

***DEPARTMENT PROVIDES***

**VIII. Surveys** – Faculty and Student Surveys

All data provided by the Graduate School in the self-study needs to be discussed with respect to the program or programs reviewed. A sample can be found in Appendix B.

In addition to the data provided as listed above, some place within the self-study the following items should be addressed (where applicable):

**ADDITIONAL DATA THAT SHOULD BE INCLUDED: (as applicable)**

**Overall:**

* What are the objectives of the program(s) under review?

**Students:**

* What basic guidelines are graduate students provided regarding the courses allowed for their program, and how many courses in their program are allowed to be taken outside the home department? What are the degree requirements?
* How many hours of courses are required for each program? What is the approximate time frame from start to finish (expected and actual) for the master and doctorate students to complete the program? Is there a way to reduce the time to completion without reducing the quality of the program?
* Are sufficient numbers of graduate level courses provided on a regular schedule for each program offered for your student population? Are there too many or not enough?
* What procedures exist to periodically review graduate course offerings and course content, and to review the teaching performance in those courses?
* Describe student recruitment, review of applicants, decisions on admittance of applicants, and how various financial assistance are awarded to both new and continuing students.
* What are the reasons graduate students leave the program prior to completion of their degree?
* How effective are the masters and doctorate recipients in publishing their thesis or dissertation?
* Are graduate students admitted into the program(s) if they are not receiving any assistantship? If not, please provide the policy for this process and the reasoning for the policy.
* Explain how students are allowed and encouraged to take classes from other departments.

**Department:**

* What procedures or policies exist with regards to faculty supervision of graduate students (advising), committee obligations, and interdisciplinary teaching activities?
* How are students involved in the governance and administration of the program(s)?
* What is the maximum number of students allowed in each graduate class and explain why you had such a maximum.
* What mission and goals exist and how do they accord with those of the college and the university?
* What challenges would the program face in maintaining or becoming a highly ranked program?

**Selection of Review Committee Members:** The overall review team consists of three internal (TTU faculty) and at least two external reviewers. The three-member internal review committee selection will be made/approved by the Graduate Sr. Associate Dean and may include names suggested by the dean of the college or the Graduate School Dean. Graduate faculty members will be invited to serve as committee review members as early as the fall semester of the academic year for which the academic unit will be reviewed. The number of external reviewer(s) will depend on the subject content of the program(s) reviewed and their respective sub-programs. External reviewers will be chosen from the list identified by the department in conjunction with the peer institutions shown in Appendix A of the Guidelines by the Graduate Associate Dean by contacting those universities.

**Submission of ‘Program Self-Study’:** The self-study should be completed on a Graduate School Sharepoint no later than **November 15th** of the academic year for which the academic unit is being reviewed. The Graduate Sr. Associate Dean reviews the self-study document for content, completeness and accuracy, and requests the department to make revisions, if necessary. The Graduate School Unit Coordinator then sends the access information to the chair, the dean, and the committee.

## **The Review Process:** The Graduate Sr. Associate Dean and the Graduate Unit Coordinator hold an Orientation Meeting with all the Review Committee members. At this meeting, a committee chair is elected, and instructions and advice on the review process are given. The review committee schedules the entire on-site review process directly with the department chair, and coordinates all the arrangements with the external reviewer(s). Within 2-3 weeks after the on-site review, the review committee submits its Program Response Form electronically to the Graduate School (ensuring that the external reviewers have submitted their reports so their comments are incorporated into the overall report). The external reviewers must also submit their Program Response Forms electronically to the Graduate School.

## **Assessment of Report Meeting:** The meeting is usually scheduled for the later portion of the Spring semester but may occur during the summer. Attendance at this meeting consists of the academic Chair, the Dean of the college, the Dean of the Graduate School, the Sr. Associate Dean of the Graduate School, the GS Unit Coordinator, the Provost, a representative from the Office of the Vice-President of Research, the internal review committee, and any other appropriate faculty/staff. At this meeting, the internal review committee chairperson provides a summary of the report followed by a response from the department chair. After a brief statement by the dean of the college, the Vice President of Research office, and the Graduate School Dean, the Provost makes the closing remarks. A discussion may follow as time permits. The time allotted for the meeting is approximately 1 hour.

**Action of the Chair/Dean:** After the assessment meeting, the college Dean and department Chair submit a report outlining the action items to be taken based on the outcome of the review including a time-table of these intended actions (those that will occur in the following year and those that will occur within the next 5 years). This report should include specific action items to address the issues of concern found by the review committee. **The report must be signed by both the Chair and the college Dean, and should be submitted to the Sr. Associate Dean of the Graduate School no later than 2 weeks after the Assessment of Report meeting with the Provost.** The Sr. Associate Dean of the Graduate School will secure the signature of the Vice Provost for Graduate Affairs & Dean of the Graduate School and then forward along with the reviewer reports to THECB (The Higher Education Coordinating Board).

**Follow Up:** Approximately **one year after the completion** of the review of the program(s), the Department chair (or program director) provides the Graduate School with a report on changes based on action items made in response to the committee Program Response Forms, and any other items of importance.

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

### Task of the Reviewers

*(Based on the Program Self-Study compiled by the department)*

**Assessment:** The task of the reviewers is to formulate objective judgments of the quality and effectiveness of graduate programs, and to determine where the program fits in the discipline regionally, nationally, and/or internationally. This evaluation is concerned primarily with the quality of education actually achieved by students and includes, but is not restricted to:

* The overall quality and direction of the program.
* An assessment of the quality of faculty in relationship to the students.
* The existence of policies and practices in support of students.
* Curriculum offerings and program options.
* The adequacy of staff support, physical facilities, library resources, equipment, research facilities and program budget.
* Comparison of the activities as they relate to the department/college strategic plan.

The review committee is encouraged to focus attention on questions regarding the relationship of programs to the goals of the university. The task of the reviewers is to recognize those features of the program that merit special commendation, and to make recommendations where there is room for improvement/enhancement. Reviewers should formulate their evaluations not only from the self-study document, but also from interviews with the unit chairperson, faculty members, and students. The interviews should be done separately.

**The Program Response Form (Appendix C):** The findings and recommendations of the committee are recorded and reported on the Program Response Form which is provided by the Graduate School Program Review Unit Coordinator. The form covers the categories listed on the next page as A-F, and should include overall observations, reputation, strengths/recommendations, deficiencies/recommendations, and value of the program to the mission of the university. 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 that do not require additional resources. Examples of past forms can be provided to the committee chair upon request.

**Guidelines for Reviewers**

During the review of each academic unit, reviewers are encouraged to evaluate the academic unit with respect to the areas shown below. Reviewers are to **give a rating for each area** so should keep that in consideration while reviewing each area. 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.

## **Academic Unit Description and Strategic Plan** Reviewers should examine the mission and organization of the academic unit, paying special attention to program planning, vision, and program size and compare this to their current strategic plan.

1. **Program Curriculum** Factors that should be considered are: degree requirements, course offerings and frequency, areas of specialization, nature and type of qualifying exams. Reviewers should determine if the program is compatible with similar programs in peer institutions.
2. **Faculty Productivity** Factors that should be considered are: faculty profile, faculty scholarship and teaching awards, faculty teaching load, total faculty workload, and faculty service.
3. **Students and Graduates** Factors that should be considered are: student profile, student recruitment, student retention, program applicant pool, placement of graduates, career success of former students, student productivity, teaching/research assistant preparation, and support, and whether the program is at capacity and if so, why.
4. **Facilities and Resources** Determine if existing space, library resources, information technology, and support staff are adequate to support the program.
5. **Overall Ranking** Reviewers provide and overall summary of the review including sequence of events, interviews and tours that occurred, etc., and overall impression

### *Examples of Criteria for Assessment of Academic Programs*

1. Excellence of teaching
2. Quality and quantity of research and scholarly activity
3. Effective organization and operation of the department and use of staff and facilities
4. Appropriateness and completeness of offerings
5. Ratio of degree production, considering staff and enrollment
6. Quality of students (background and performance)
7. Effectiveness of academic counseling and guidance program
8. Student-faculty communication in general
9. Faculty and student support
10. Library and research support
11. Adequacy of facilities and equipment
12. Definition, understanding, and acceptance of program goals
13. Student and faculty awareness of degree requirements
14. Willingness to collaborate in interdisciplinary academic programs
15. Quality of supporting programs
16. Quality of graduates
17. Post degree performance of graduates
18. How is distance education being incorporated into their program(s)
19. Are there a large number of dual-listed courses with undergraduate courses
20. Have a significant number of junior faculty left during this time period
21. Are a large number of courses taught with less than 10 students per semester
22. Does the survey from students show critical gaps in the program or it operation
23. Lack of facilities do conduct the research
24. Are the faculty serving on committees outside of their department and college

**APPENDIX A:**

**PEER INSTITUTIONS**

**TTU Peer Institutions (alpha order – verified 2013)**

**Arizona State University**

**Auburn University**

**Clemson University**

**Florida State University**

**Georgia Institute of Technology**

**Indiana University – Bloomington**

**Iowa State University**

**Kansas State University**

**Louisiana State University – Baton Rouge**

**Michigan State University**

**Mississippi State University**

**North Carolina State University**

**Ohio State University – Columbus**

**Oklahoma State University – Stillwater**

**Oregon State University**

**Pennsylvania State University – University Park**

**Purdue University – West Lafayette**

**Rutgers University – New Brunswick**

**Texas A&M University**

**University of Alabama – Tuscaloosa**

**University of Arizona**

**University of Arkansas – Fayetteville**

**University of California – Berkeley**

**University of California – Los Angeles**

**University of Colorado at Boulder**

**University of Connecticut – Storrs**

**University of Florida**

**University of Georgia**

**University of Illinois – Urbana-Champaign**

**University of Iowa**

**University of Kansas – Lawrence**

**University of Kentucky**

**University of Louisville**

**University of Maryland – College Park**

**University of Massachusetts – Amherst**

**University of Michigan**

**University of Minnesota**

**University of Mississippi – Oxford**

**University of Missouri – Columbia**

**University of Nebraska – Lincoln**

**University of North Carolina – Chapel Hill**

**University of Oklahoma – Norman**

**University of Oregon**

**University of Pittsburgh**

**University of Rhode Island**

**University of South Carolina – Columbia**

**University of South Florida**

**University of Tennessee – Knoxville**

**University of Texas – Austin**

**University of Virginia**

**University of Washington**

**University of Wisconsin – Madison**

**Virginia Polytechnic Institute and State University**

**Washington State University**

**West Virginia University**

**APPENDIX B:**

**SURVEYS, FACULTY AND STUDENT**



Graduate Program Reviews

2015-2016

FACULTY AND STUDENT SURVEY RESULTS

College:

Department:

Conducted by: Institutional Research and

Information Services

|  |  |
| --- | --- |
| **FACULTY SURVEY RESULTS –** |  |
|  |
| **Number of faculty participating in survey** | |
| Professor |  |
| Asso.Prof |  |
| Asst.Prof |  |
| **PARTICIPANT TOTAL** |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **5** | | **4** | **3** | **2** | **1** | **-** |  |
| **Strongly Agree** | | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** | **N/A** | **Average** |
| **Q-1 I have adequate access to facilities and equipment needed for my graduate work.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-2 The quality and availability of departmental graduate student office space is adequate for my needs.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-3 Library resources available to me are adequate.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-4 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-5 The graduate courses available are taught at an appropriate level and are of sufficient rigor.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-6 The graduate teaching assistants available to faculty in the program are of appropriate quality.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-7 Graduate courses in other fields, needed to support your program or minor, are sufficiently available, accepted and recommended.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-8 There is adequate communication from the upper administration regarding policy changes.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-9 I am satisfied with the professional interaction with faculty throughout TTU.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-10 I am receiving the research and professional development support I need from the other faculty.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-11 I am satisfied with the professional interaction with the graduate program coordinator(s).** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-12 I am satisfied with the professional interaction with other faculty within the program(s).** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-13 I am treated as a respected contributor to the graduate program in which I am involved.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-14 I have been given an opportunity to be engaged in decisions regarding changes in the program(s).** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-15 Course and program changes are evaluated by all faculty and voted upon by those faculty.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-16 Sufficient graduate teaching assistantship stipends are available.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-17 The program offers adequate opportunity for its faculty to gain teaching training.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-18 Graduate teaching assistantships assignments are made equitably, based on established criteria.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-19 Graduate program policies are clearly defined and readily available to me.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-20 Graduate program policies clearly identify petition and appeals procedures available.** | | | | | | | |
|  | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **What do you consider to be the strengths of your graduate program(s)?** | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| **What changes, if any, could be made to improve the quality of your / graduate program(s)?** | | | | | | |  |
|  | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| **Please feel free to add any additional comments or questions in the / space below.** | | | | | | |  |
|  | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |

|  |  |
| --- | --- |
| **STUDENT SURVEY RESULTS –** |  |
|  |
| **Number of students participating in survey** | |
| Doctoral |  |
| Master’s Thesis |  |
| Other |  |
| **PARTICIPANT TOTAL** |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **5** | | **4** | **3** | **2** | **1** | **-** |  |
| **Strongly Agree** | | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** | **N/A** | **Average** |
| **Q-1 I have adequate access to facilities and equipment needed for my graduate work.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-2 The quality and availability of departmental graduate student office space is adequate for my needs.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-3 Library resources available to me are adequate for my needs.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-4 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-5 The graduate courses available are taught at an appropriate level and are of sufficient rigor.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-6 Graduate courses in other fields, needed to support my program or minor, are sufficiently available.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-7 The initial advising I received when I entered the program was an adequate orientation.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-8 I have access to means of communication with faculty and graduate students.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-9 I am receiving the professional development support at TTU that I desire.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-10 I am satisfied with the professional interaction with my academic advisor.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-11 I am treated as a respected contributor to the graduate or research program in which I am involved.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-12 I have been given an opportunity to be engaged in significant research for my thesis or dissertation.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-13 If I decide to change committee chair, the mechanism for doing so is suitable.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-14 I am informed of opportunities for professional development and contacts outside TTU, such as attendance at professional meetings.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-15 Graduate teaching or research assistantship stipends are adequate.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-16 The program offers adequate opportunity for its graduate students to gain teaching experience.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-17 Graduate teaching assistantship assignments are made equitably, based on established criteria.** | | | | | | | |
|  |  | |  |  |  |  |  |
| **Q-18 Program policies are clearly defined and readily available to me.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-19 Graduate program policies clearly identify petition and appeals procedures available to me.** | | | | | | | |
|  | |  |  |  |  |  |  |
| **Q-20 There is a well-established mechanism for regular graduate student participation in decisions affecting students, whenever this is appropriate.** | | | | | | | |
|  | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Have you ever attended any of the professional development seminars offered through the Texas Tech Graduate School?** | | | | | | | |
| **Yes** |  | **No** |  |  |  |  |  |
| **Did you find the seminar(s) to be beneficial?** | | | | |  |  |  |
| **Yes** |  | **No** |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **What do you consider to be strengths of this program?** | | | | |  |  |  |
|  | | | | | | | |
|  | | | | | | | |
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|  |  |  |  |  |  |  |  |
| **What do you consider to be weaknesses of this program?** | | | | | |  |  |
|  | | | | | | | |
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|  | | | | | | | |
|  | | | | | | | |
|  |  |  |  |  |  |  |  |
| **What changes, if any, could be made to improve the quality of this graduate program?** | | | | | | |  |
|  | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
|  |  |  |  |  |  |  |  |
| **Please feel free to add any additional comments or questions in the space below.** | | | | | | |  |
|  | | | | | | | |
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|  | | | | | | | |

**APPENDIX C:**

**Program Response Form**

**Graduate Program Review**

**Texas Tech University**

**Program Reviewed:**

**Onsite Review Dates:**

**Name of Reviewers**

***Internal:***

***Please include name, title, and Department***

***External:***

***Please include name, title, and Department***

1. **Academic Unit Description and Strategic Plan**

***Please evaluate the following by marking an X in one of the blanks for each item:***

***Vision, Mission and Goals***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Strategic Plan***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Please comment on the positive components and suggested areas of improvement.***

1. **Program Curriculum**

Please evaluate the following:

***Alignment of program with stated program and institutional goals and purposes***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Curriculum development coordination and delivery***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Program learning outcomes assessment***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Program curriculum compared to peer programs***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Please evaluate the following by marking an X in one of the blanks for each item:***

1. **Faculty Productivity**

***Please evaluate the following by marking an X in one of the blanks for each item:***

***Qualifications***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Publications***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Teaching Load***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***External Grants***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Teaching Evaluations***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Professional Service***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Community Service***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Please comment on the positive components and suggested areas of improvement.***

1. **Students and Graduates**

***Please evaluate the following by marking an X in one of the blanks for each item:***

***Time to degree***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Retention***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Graduate rates***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Enrollment***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Demographics***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Number of degrees conferred annually***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Support Services***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Job Placement***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Student/ Faculty Ratio***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Please comment on the positive components and suggested areas of improvement***

1. **Facilities and Resources**

***Please evaluate the following by marking an X in one of the blanks for each item:***

***Facilities***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Facility Support Resources***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Financial Resources***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Staff Resources***

\_\_\_ Excellent \_\_\_ Very Good \_\_\_ Good \_\_\_ Needs Improvement

***Please comment on the positive components and suggested areas of improvement***

1. **Overall Ranking**

***Please provide summative conclusions based on the overall review.***

***Please provide summative recommendations based on the overall review.***