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GRADUATE COUNCIL - COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES  
GRADUATE PROGRAM REVIEW PROCEDURES  
**Program Self Study Instructions**

**1.0 Purpose & Intent**

The purpose of this review process is to ensure the overall quality and sustainability of academic programs and the student experience.<sup>1</sup> The review process will require that all programs and their curricula: 1.) meet disciplinary standards, 2.) provide sufficient depth to allow students to develop expertise in a specific field, and 3.) assure that the five (5) shared learning outcomes of all graduate programs are met.

**2.0 The Program Self Study & Format**

The Self Study of graduate programs outlined below will include: 1.) Quantitative (University & Programs Specific) metrics, 2.) A qualitative program narrative on quality, and 3.) Assessment (Assurance of Student Learning - ASL). This process intentionally combines ASL with program review; thereby reducing the total number of required reports.

Please title the Self Study as follows:

**Program Review Self Study  
[COLLEGE]  
[Department]  
[Program/degree]  
[Academic Year]**

e.g.

**Program Review Self Study  
College of Technology  
Department of Built Environment  
M.S./M.A. in Occupational Safety Management  
2016-17**

**Please title the electronic file as follows: [College\_Department\_degree\_program]  
e.g. COT\_BE\_MS\_MA\_OccupationalSafetyManagement**

The standard Self Study format will include: 1.) Cover memo which should indicate any program level accreditation(s) and mode(s) of delivery (1 page), 2.) Quantitative data made up of the dashboard

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<sup>1</sup> A program is defined as all degrees reporting to a single CIP code—not an individual major code or individual specializations. For example, the Biology and CIMT Ph.D. programs have multiple specializations or concentrations—but only one degree program per se. In the case of the Department of Biology, only two reports would be required—one for the Ph.D. and one for the M.S. Further, the working definition of programs excludes all certificate and other non-degree programs.

prepared by Institutional Research (not to exceed 2 pages), 3.) Qualitative narrative (not to exceed 3 pages), 4.) all annual Assessment Matrices and reports, the Student Learning Summary Form, that has been in use since AY 2015-16 , and 5.) Supplemental information (optional—but not to exceed 5 pages). Those programs which are externally accredited must also provide a copy of the most recent accreditation.

### **2.1 Graduate Program Quantitative Metrics (Data)**

Two broad categories of quantitative data may be used: 1.) Dashboard Data for All Programs and 2.) Program Specific Data. Dashboard data will be generated by Institutional Research for the prior five fall semesters (unless otherwise specified below) and is required. Program Specific Data, which is optional, may be generated by the department with the assistance of Institutional Research (where practical); however, the program has the primary responsibility for obtaining these data.

#### **2.1.1 Dashboard Data for All Programs—Required**

- Student SCH by program
- Student FTE by program
- Number of degrees conferred per fiscal year by program
- Credit Hour Percentages (reported as completed, not completed, and In Progress)
- Number of students enrolled full-time and part-time
- Number of new students

#### **2.1.2 Program Specific Data—Optional and Self-Reported**

The following items are examples of data that may be provided by programs; but is not intended to be exhaustive.

- Average student undergraduate GPA and graduate GPA when admitted
- Average standardized scores (e.g., GRE, GMAT, TOEFL, etc.) for admitted students
- Wage and employment data one- and five-years out from graduation
- Placement in graduate programs
- Modes of delivery and/or percentage of distance students
- Number of student appeals and waivers of program requirements
- Peer reviewed articles, books, chapters, presentations, etc. by graduate students as the lead author
- Number and amount of dollars for grants/contracts – program level
  1. On-campus (intramural)
  2. Off-campus (extramural)
  3. Cross-disciplinary

#### **2.1.3 Graduate Program Qualitative Narrative**

Programs are required to draft a qualitative narrative that contextualizes the quantitative data and specifically addresses connection to the mission and Assessment/Assurance of Student Learning, as well as one or more of the suggested items below, as deemed appropriate, that demonstrates overall program quality. The qualitative narrative should not exceed 3 pages (12 point font with 1.5 spacing).

- Brief description of program including degrees offered, specializations, internships, etc. thesis v. other exit project requirements, etc.
- Connection with mission of the department, college, and university.
  - Evidence of program reputation in the state, region, nationally, and internationally
  - Evidence of achieving the state mission of the program

- Demonstrate that the mission remains viable and sustainable
- Evidence of fiscal viability including how the program adds value to the college, university, and profession
- Local, regional, and national need in the profession
- Connection with Assurance of Student Learning
  - Describe in a paragraph the Assessment/Assurance of Student Learning process in your program (see below) through your work with the Assessment Office yearly required report, the Student Learning Summary Form. Please make sure that your program's assessment reports are up to date. Describe how your program takes part in ASL, how data is collected, discussed and reported by faculty. Which faculty take part in the process? What have you discovered about your program from ASL? Have you made any changes or do you plan to make any changes in your program based on the findings from ASL? If yes, what changes?
  - Base your assessment discussion on the table/report required by the Assessment Office. The shared student learning outcomes for all Master's and Doctoral programs that map to the ISU mission and values statements are:
    - Students demonstrate professional communication proficiencies.
    - Students engage in and meaningfully contribute to diverse and complex communities and professional environments.
    - Students recognize and act on professional and ethical challenges that arise in their field or discipline.
    - Students achieve mastery of the knowledge required in their discipline or profession.
    - Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.
- Connection with other programs
  - Describe how the program integrates with other programs or departments in the college or across campus (e.g., SAHE integrates with Student Activities, Residential Life, Enrollment Management, etc. through practicum and assistantships funded by those offices)
- Connection with student outcomes
  - Evidence of student satisfaction
  - Evidence of graduate success (i.e., placement rates, average starting salary, etc.)
  - Are enrollment numbers sufficient for course offerings? (e.g., enrollment in core courses)
  - Do admission records demonstrate quality high standards? (e.g., acceptance rate, comparison to national averages, etc.)
  - Are appropriate remediation measures in place for marginal candidates?
- Connection of Grants/Contracts with Programs
  - Evidence of connection to programs
  - How does the grant/contract enhance the program's quality?
- Connection of Faculty with Program
  - Description of how faculty are utilized within the program

#### **2.1.4 Areas of Potential Concern That Should Be Addressed**

The following areas of potential concern should be addressed as part of the qualitative narrative (if applicable):

- Multi-year decline in SCH
- Multi-year decline in student/faculty ratios
- Multi-year decline in graduation rates or consistently low graduation rates
- Graduation rates lower than articulated university guidelines
- Number of low enrollment classes

#### **3.0 Steps & General Timeline**

- *Notification of Program Review.* The Dean of the College of Graduate and Professional Studies (CGPS) will contact all programs with a scheduled review for the subsequent year. The first round of reviews will be performed using the following scheduled rotation:
  - 2013-14/2017-18 CAS
  - 2014-15/2018-19 SCOB and BCOE
  - 2015-16/2019-20 CNHHS
  - 2016-17/2020-21 COT
- *Notification of Review for “New” Programs.* All new programs will be reviewed four years after approval by the Indiana Commission on Higher Education. This review may happen outside of the normal four-year schedule and will replace a future scheduled report, if the rotation requires a review in two or fewer years. The Dean of the College of Graduate and Professional Studies will contact departments in the prior semester.
- *Deadlines.* Departmental reports will be submitted to the College Dean or designated representative by November 1 or next business day and to the CGPS Dean for distribution to the Program Review Committee by no later than 1 December or next business day.
- *Committee Review & Feedback.* All program reports will be reviewed by the Program Review Committee. The Program Review Committee will assess the report and provide feedback to the academic program, Graduate Council, CGPS Dean, and Dean of the home College on the following items:
  - Strengths of the program
  - Challenges for the program inclusive of any areas of concern
  - Observations for further consideration by the program
- *Programs with Identified Areas of Concern.* For those programs with areas of potential concern, a secondary program review may be initiated in consultation with the department, program faculty, the CGPS Dean, the Dean of the home College, and Academic Affairs. As part of any secondary review process, programs will be encouraged to develop a formal response and an action plan that addresses the areas of concern. All responses and action plans will be shared with Graduate Council.