

GALLAUDET UNIVERSITY
FORMAT FOR PROGRAM REVIEW SELF-STUDIES
GRADUATE PROGRAMS

Program Title: _____

Review Date: 2008-2009

Attach the self-study of any accreditation that the program has attained as Appendix A.

I. Program Purpose and Overview

A. Centrality

1. Describe the centrality of the program to the mission and vision of Gallaudet University. GU's mission and vision statements are located at: <http://www.gallaudet.edu/mission.xml> Include a discussion of how the program addresses diversity and global awareness issues.
2. Explain the relationship of the program to other programs at the University.
3. List any recommendations from professional association accreditation reviews where applicable. (referring to Appendix A as applicable).

B. Program Mission, Goals, and Accomplishments

1. Provide the stated mission of the program. Include a discussion of how the program's mission, goals and objectives align with institutional mission, goals and objectives, if not addressed above.
2. List program goals and objectives for the review period (e.g., increasing enrollment, adding post-baccalaureate certificate programs, emphases or post-baccalaureate certificate programs, earning accreditation, etc.) and review the program's success in meeting these goals and objectives during the review period.
3. Discuss potential revisions to the program's mission, goals, or objectives that are being considered.
4. List any special recognitions, awards, or accreditations earned during the review period.

II. Academic Assessment

A. Curriculum

1. Overview the current curriculum, including options available within the program (e.g., different emphases). Include in this overview a discussion of the capstone experience options (e.g., comprehensive exam, thesis, etc.) that the program offers.
2. If the program offers dual-listed (undergraduate/graduate) courses, summarize steps that the program has taken to ensure that course content, intensity, and self-direction differ for

graduate and undergraduate students. Include a discussion of the role dual-listed courses play in your curriculum.

(Attach a list of all dual-listed courses delineating graduate expectations as Appendix B. Graduate expectations would include a discussion of: Content: What content areas of the course will graduate students explore with greater depth, and/or what additional content areas will graduate students examine? Intensity: What are the unique course requirements for graduate students—in terms of additional readings or assignments, different requirements in assignments, different role expectations, and/or different evaluation methods and/or standards—that reflect greater intellectual intensity and rigor? Self-Direction: What outside-of-class activities are required of graduate students, including research, and how do they reflect a greater degree of self-directed learning?)

3. Discuss any additional opportunities that the program offers for students not discussed above. (Examples may include student organizations, mentoring programs, opportunities to conduct research with faculty, scholarships, practicums, international field placement, etc.)
4. If the program offers online courses or academic programs, describe how online courses/programs are assessed.

B. Student Learning

1. State the student learning performance outcomes, specifying (with action verbs) what subject matter, cognitive development, and skills the students will demonstrate upon completion of the program (e.g., “Upon completion of the program, students will be able to ...”).
2. Summarize how individual courses relate to these student performance outcomes. *(Attach a matrix, chart, or list that link courses to student learning outcomes as Appendix C.)*
3. Discuss the role that student research and scholarly activity plays in the process of achieving the student learning outcomes of your program. (This might include a discussion of such issues as how the program defines “research” and “scholarship,” and a discussion of how research does or does not play a role in capstone activities (e.g., comprehensive exams, thesis, integrative or applied projects, etc.) required by the program.
4. Summarize assessment data that was collected during the review period and which was used to determine the level of success in the program for students’ achieving the desired student learning outcomes. Information may be available in aggregated form from online surveys completed by all graduate students who complete their degree programs, as well as department-specific assessment information. If the program offers online courses, discuss the ways in which students’ learning outcomes are assessed in the online coursework.
5. Discuss major changes made to the program during this review period that were a result of assessment data (linking changes to the data) collected during the current or previous

review periods. (These changes might include revisions to the curriculum, revising student learning performance outcomes, changes to course scheduling, advising procedures, instructional methods, curriculum delivery methods, assessment tools or data collection procedures, etc.) Discuss also potential revisions to the curriculum that you foresee over the next review period based on results of assessment of performance objectives.

6. Discuss how the assessment information has been shared with important constituencies, including students, graduate faculty, advisory boards, etc. In particular, indicate systematic efforts—e.g., regularly scheduled orientation meetings, departmental newsletters, etc.

III. Student Recruitment, Enrollment, and Graduation

A. Trend Data: Respond to the following trend data for the program:

1. Number of students enrolled each fall for each of the past five years.* Data available at: _____
2. **Number of degrees granted each year for the past five years.* (Data available at: _____)** * Explain reasons for fluctuations in any or the above.
3. Discuss the extent to which students are able to enroll in the classes they need to proceed through the program without delaying their graduation.

B. Demand for Graduates: Identify career opportunities available for graduates of the program. Placement statistics to be considered may include:

1. Student placement information (data to be provided by the program), including acceptance into other graduate programs and employment.
2. Employment projections by the Bureau of Labor Statistics and/or state agencies and/or other indicators of employment trends.
3. If it is appropriate, differentiate in the data between those graduates seeking full-time employment upon graduation and those graduates of the program who are already employed and may be seeking career enrichment opportunities, promotions, new job responsibilities, etc., upon the attainment of the degree.
4. Discuss any systematic efforts the program has made for the recruitment of students and the tracking of graduates of the program.

C. Comparative Advantage

1. Identify any unique features that set the program apart from other competing programs, and/or elements that contribute to the program having a competitive edge. (Factors to discuss may include: the program's content or special emphases; the expertise of the faculty and staff in specific areas; the availability of practicum experiences; and/or the lack of duplication of the program at other institutions.)

IV. Resource Availability and Development

Include a table summarizing specific graduate faculty contributions in teaching, research, and service since the last Program as applicable as Appendix D. (On a chart, include names, bibliographic information for publications and creative activities, listing of service contributions, etc. Include a 1-2 page vita of graduate faculty who teach in the program.) Include information from the **past five years** (since the last Program Review) in the vitae.

A. Graduate Faculty Characteristics

1. Discuss the characteristics of the graduate faculty responsible for the program. (For example, levels of professional preparation or prior work experience; appropriateness of expertise to the needs of the program; unit cohesiveness; success in meeting diversity goals in the recruitment and retention of faculty; etc.).
2. Indicate the graduate-level courses in the curriculum for which each faculty and staff member is responsible.
3. Identify anticipated staffing changes or areas of need, and how these will affect the program.

B. Teaching and Learning Enhancement

1. Summarize program's expectations of the graduate faculty in the areas of teaching and learning enhancement since the previous program review. (Examples may include level of participation in on-campus and off-campus teaching enhancement activities; involvement in academic advising and efforts to maintain or improve advising performance; initiatives in student-learning based outcomes; new course development; and/or involvement with interdisciplinary course development and/or delivery.)

C. Research and Other Scholarly/Creative Activities

1. Summarize the program's expectations of the graduate faculty related to research and other scholarly/creative activities since the previous program review. (Examples may include level of participation in professional meetings, exhibits, performances, presentations and publications as means of presenting original basic and applied research initiatives.)

D. External Funding

1. Summarize the program's of the graduate faculty related to the efforts and successes of the program to generate funding through grants, contracts, and/or gifts. Indicate sources, requested dollar amounts, and current status of such requests.

E. Professional and Public Service

1. Summarize the program's expectations of the graduate faculty related to professional and public service activities since the previous program review. (Examples may include level of service involvement in professional organizations at state, regional, national, or

international levels; editing or reviewing for professional publications within the discipline; non-compensated consulting or intervention activities related to the discipline; and/or roles and memberships in university, college, and departmental committees.)

F. Resources for Students in the Program

1. Discuss the number of students in the program in relation to the resources available to the program. (For example, the number of students per graduate faculty member, and the amount budgeted to student help, capital, supplies/services, etc.)

G. Facilities, Equipment, and Library Holdings

1. Discuss the adequacy of the facilities, equipment, and library holdings available for the purposes of supporting a high quality graduate program. Identify any deficiencies and describe plans to remedy them.

Appendices

The following appendices must be included as attachments to the self-study:

Appendix A: Accreditation Report (if relevant)

Appendix B: List of Dual-Listed Courses and Graduate Requirements

Appendix C List Linking Courses to Learning Objectives

Appendix D: Table of Graduate Faculty contributions in teaching, research, and service;
Faculty vitae

All pages of the self-study should be numbered.

Use 10-point or 12-point font.

Provide printed copies of information downloaded from the web. Providing the URL is not sufficient.

Copies needed

- 1 complete package to the department
- 1 complete package to the Dean's office in Graduate School and Professional Programs
- 1 complete package to the Dean's office of the college sponsoring the graduate program
- ___ complete packages for Graduate Programs to Academic Affairs

DRAFT

Adapted from University of Wisconsin-Whitewaters Audit and Review Forms