

**GUIDELINES FOR DEVELOPMENT, REVISION, ASSESSMENT, REVIEW
AND APPROVAL OF GRADUATE PROGRAMS**

Approved by Graduate Council at a meeting on May 6, 2004

I. General Information2

I. General Information

This document provides guidelines for the development and approval of new graduate degree programs as well as for the review and revision of existing programs. The initiation, review, and approval of graduate programs requiring a new degree designation must have a more thorough and extensive processing than relatively minor changes in existing degree programs. New degree programs and substantial revisions requiring new resources in existing degree programs must have the approval of the Kansas Board of Regents, as well as internal approvals as described in the following sections. The revision of existing graduate programs can usually be achieved through the internal

proposed, the relationship of the proposed new graduate program to other commitments of the proposers and to the University, an assessment of the need for the program, an analysis of program objectives with regard to the stated needs, a realistic assessment of the budgetary implications of the proposed program, and the ability of the University to support the program.

2. Academic Dean
3. Graduate Dean and Graduate Council
- 4.

the goals) jointly agreed upon by the coordinator, chair, graduate dean, and academic dean. Initial discussion of possible goals is based on the recommendations developed by the Graduate Dean, the Academic Dean, and the Vice President for Academic Affairs and Research in the review process.

Additional information regarding the criteria and process for BOR program review may be obtained from the Graduate Dean.

- C. **GRADUATE SCHOOL PROGRAM ASSESSMENT** – is an internal process for program improvement completed by the graduate faculty in the program and administered by the graduate coordinator. This review is based on a position statement approved by the Graduate Council on 2/7/02 (see Appendix B). Each program has a program assessment plan on file in the Graduate School and submits an annual report on the status of the program.

The assessment plan (at a minimum) describes the following items (see Appendix C for further explanation of the items):

1. program mission
2. program constituents
3. program objectives
4. educational student outcomes
5. program objectives assessment activities
6. educational student outcomes assessment activities
7. feedback loop used by the faculty

The annual assessment report generally contains the following items :

1. results from data collection during the fiscal year (based on assessment plan)
2. record of dates the graduate faculty met to consider the assessment results
3. summary of the decisions made at the meetings by the faculty
4. summary of how assessment data was used to improve the program
5. the assessment plan for the next fiscal year
6. progress on items in the Memorandum of Understanding (if applicable)

The report is submitted to the Graduate Office by September 30 of each fiscal year. The report is reviewed by the Graduate Dean and the Graduate School Assessment Committee.

- D. **PROGRAM REVIEW CONSIDERATIONS** – While many groups may wish to offer graduate work, adequate resources to properly support all desired programs may not be available. Additionally, the University must document the nature and status of its academic programs for the State Board of Regents. Therefore, all programs should exhibit the following features:
1. Academic integrity.
 2. Sufficient demand as evidenced by the number of enrolled students and graduates.
 3. An adequate number of faculty qualified for and active in graduate education.

The program reviews should provide faculty and administrators with information that can serve as a basis for objective decisions relative to graduate programs. Factual information obtained as a part of such reviews may also provide support for administrators when they need to justify decisions that deviate from Regent's guidelines. Faculty should understand that suspension of some programs may be necessary when rational thought and review indicate that such action is in order.

The program reviews should be evaluative, not just descriptive. Rather than simply report data or describe the program, the graduate faculty make judgments about the quality of the program, the adequacy of its resources, and the student achievement of program outcomes. This evaluation (versus description) then leads to recommendations for changes in the program, resulting in actions taken by the faculty to improve the program. Thus short- and long-range planning becomes part of the review process.

The concept of 'quality' of a graduate program is not an easily measured feature in the sense of usual numerical measures. Nevertheless, it is essential that some form of evaluation of this feature be included in the review of graduate programs. Some of the aspects of programs which can be utilized as an indication of quality include:

1. On-going scholarly activity of the faculty and their recognition by peers in the field.
2. Ability to attract students because of the reputation for excellence of the program.
3. Quality of the students admitted to the program as measured by standardized national examinations, e.g., the Graduate Record Examinations.
4. Public and peer recognition through means such as publication of thesis work and research reports or artist recitals and exhibitions.
5. Activity of the students upon graduation, e.g., advanced work, notable professional contributions, or other scholarly activity.
6. Use of student assessment data to improve the program.

While other factors relative to quality of graduate programs are also appropriate, the groups reviewing specific graduate programs are expected to utilize the most appropriate factors for a given program.

Quantitative requirements for consideration in the review of graduate programs include:

1. Graduate School Guidelines:
Programs should have a sufficient number of majors and graduates for reviewers to consider the program a wise use of University funds, and a sufficient number of faculty to offer courses in a manner that supports timely progress of students through the program.
2. Board of Regent's Mandates:
 - a. Graduate Level I Programs should average each year (over a five year period) at least 20 majors, 5 graduates, and 6 faculty with the terminal degree.
 - b. Graduate Level II Programs should average each year (over a five-year period) at least 5 majors, 2 graduates, and 8 faculty with the terminal degree.

APPENDIX A**KBOR Program Review**
Content of Program Self-Study

1. Data sheets from Institutional Research.
2. Statement that describes how the program relates to the mission and role of the college and the university.
(1-2 pages)
 - Address mission and role of both *graduate* and undergraduate programs

APPENDIX C

GLOSSARY FOR THE GRADUATE PROGRAM ASSESSMENT PROCESS

A. Program Mission

State the purpose and nature of the program. It should be congruent with the stated missions of the university and college, and be tailored to the unique functions of the specific academic program.

B. Program Constituents

State the target audience of the program (i.e., for whom is the program designed).

C. Program Objectives

State what the program will accomplish to administer the program effectively and efficiently.

Sample program objectives:

- The program will hire and maintain a highly qualified faculty.
- The program will acquire and maintain quality laboratories.
- Less than 5% of admitted students will be admitted on probation (versus admitted in full standing).
- The program will achieve an employment rate (or further schooling) of 80% for graduates of the program within 6 months after graduation.
- 95% of the students taking the licensure exam will pass on their first try.

D. Educational Student Outcomes

Stipulate what the student will know, believe and be able to do upon completion of the program.

Outcomes should be observable and measurable.

Sample educational student outcomes:

- Students will demonstrate competency in the critical and analytical skills necessary for research, teaching and writing.
- Students will demonstrate report writing and presentation skills.
- Students will demonstrate the ability to complete independent research.
- Students will demonstrate competency in their areas of specialty.
- Students will integrate the principles and activities of clinic intervention with comprehensive patient evaluations.
- Students will articulate the process of developing new knowledge within their specific discipline.

E. Assessment of Program Objectives

State the process for gathering, analyzing and interpreting evidence about the effectiveness of the program in terms of stated program objectives.

F. Assessment of Educational Student Outcomes

State the process for gathering, analyzing and interpreting evidence about the effectiveness of the program in terms of stated educational student outcomes.

G. Feedback Loop

Indicate the plan for ongoing assessment of program objectives and educational student outcomes which uses the assessment results to improve the effectiveness of the program. Faculty establish a plan and procedures to evaluate the evidence collected each year to make reasoned changes in the program whenever necessary to enhance or improve the program. This evidence is used to make decisions about program changes and ensure continuous improvement.