

Graduate Program Review Policy

Draft (2.4.11)

1.) Introduction

Doctoral Programs at UNC Charlotte are reviewed on a five-year cycle. The Dean of the Graduate School will notify programs scheduled for review in the spring semester prior to the fall semester they will prepare their review.

The review process will proceed according to the following calendar:

- March: Graduate School notifies program of upcoming review
- May: Program provides the Graduate School with review committee membership
- August: Review process begins
- October: Draft Review Submitted to Graduate School
- November: Graduate School provides feedback on draft report
- December: Final report submitted to Graduate School
- January: Graduate School provides written response to report

In this process the Dean of the Graduate School guides this process on behalf of the Graduate School, assigning tasks to other members of the Graduate School staff as needed.

The report must be submitted as a Word document and must be organized using the content headings, subsection headings, and table formats listed below.

2.) General Program Characteristics

- a. What knowledge and skills are students expected to master?
- b. What contributions are program graduates expected to make in academic, industrial, government, nonprofit, or other sectors?
- c. How does the program reflect and contribute to departmental, school or college, and university goals?
- d. How has the program evolved since its inception, especially in the past five years?
- e. How does the program compare to UNC Charlotte's peer institutions (where appropriate)? What is distinctive an/or unique about the program? Which institutions does the program aspire to?

3.) Program Curricula

- a. What are the educational experiences of enrolled students, both required and elective?
- b. Where applicable, how are internships or other field experiences integrated into the curriculum?
- c. Where applicable, describe how the graduate curriculum is integrated with research opportunities across the campus.
- d. Where applicable, describe the interdisciplinary nature of the program.

4.) Faculty

- a. What is the average and range of graduate advisees per graduate faculty member over the previous five years, and the number of dissertation committees chaired by each graduate faculty member and on which faculty serve in non-chair roles? (Table 4a.)
- b. List grant, contract, or fellowship (external) support graduate faculty have obtained (average per graduate faculty, total for the department/program, categorized separately for tenure and research faculty over the past five years). (Table 4b.)
- c. List papers, articles, book chapters and books completed by faculty over the past five years. (Table 4c.)

5.) Teaching/Research Assistants

- a. How are graduate teaching and research assistants assigned and utilized?
- b. How are teaching assistants prepared and mentored, including the process by which the cultural and communication competencies of international TA's are assessed and fostered?
- c. What curricular experiences are employed to prepare graduates for entry into college teaching, organizational management or other leadership roles?
- d. How are the responsibilities of teaching and research assistants integrated into program goals and the requirements for degree completion?

6.) Quality of student applicant pool (Data provided by Graduate School)

a. An admissions profile of applications received, completed, admitted and enrolled for the previous five years. Data should include information on feeder institutions, residence, gender, ethnicity, undergraduate GPA's and test scores. (Table 6a)

7.) Student progress and outcome measures

- a. What procedures are in place to orient new students to the program, assign advisors, and assure success from initial enrollment to program completion?
- b. What is the average time to completion of the degree? How many students do not complete the degree within the prescribed time limits?
- c. What are the sources and levels of financial support for students (including summers) and how do those supports change as students move through the program? Include information on grants and other extramural funding used to support students (Table 7c)
- d. List student paper presentations, articles, awards received, etc., over the past five years. (Table 7d)
- f. What are the initial and subsequent employment placements of graduates? (What % of graduates are placed in their field of study, into post-docs, etc.)
- g. Graduate School Data (Tables 7g.1, 7g.2 and 7g.3)
 1. Enrollment reports for full-time and part-time students for the previous five years (data includes residence, gender and ethnicity).
 2. Graduation reports (including cohort attrition) for the previous five years. Data should include gender, ethnicity, GPA's, etc.
 3. Financial assistance reports on the various types of non-need based aid (assistantships, fellowships, scholarships). Data includes gender, residence and ethnicity.

8.) Other measures of quality determined by the program, such as

- a. national rankings and/or ratings
- b. extramural (state, national or foundation) programmatic support
- c. visiting and adjunct professors/scholars
- d. significant outreach and/or public service activities related to graduate education
- e. special seminars or symposia offered by the program

9.) Self-assessment

- a. Describe the process used for this self-assessment (who led the assessment, who was involved, how was data gathered, etc.)
- b. What are program strengths?
- c. What are program weaknesses?
- d. What are program areas that need improvement?

10.) Program Enhancement Plan

The Program Enhancement Plan sets goals and objectives with specific timelines. If major changes are anticipated, the needed resources and their potential sources should be identified.