



University of North Carolina Wilmington

**ASSESSMENT AND REVIEW OF
MASTER'S PROGRAMS**



Program Review:

- Mandated & overseen by Graduate School

<http://www.uncw.edu/gradschool/programreview.html>

Program/Student Learning Outcome Assessment:

- Overseen by academic college/school



Periodic review of graduate programs to:

- Monitor status, effectiveness & progress
- Identify strengths & weaknesses
- Identify needs, priorities & future directions
- Compare with peer institutions

Integral to strategic planning and resource allocation



Schedule established by the Graduate School and approved by the UNCW Graduate Council:


- Programs will be reviewed after the first five (5) years, and every seven (7) years thereafter.
- Programs that undergo accreditation review by a governing body (e.g. M.Ed., M.S. Nursing, M.B.A., M.P.A.) will not be subject to additional review, but will forward a copy of the accreditation review to the Dean of the Graduate School & Research.



OVERVIEW

Each review consists of the following:

1. In the fall, each graduate program will prepare and submit to the Dean of the Graduate School a self-study that is reviewed and approved by the Chair and Dean of the appropriate College or School.
2. The College/School Dean, Chair, and Graduate Coordinator will work with the Dean of the Graduate School to prepare a list of potential external reviewers, plan the site visit, and select a date for the site visit in early spring.

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3. The site visit team (typically two individuals) will prepare a report describing the strengths and weaknesses of the graduate program and making recommendations to improve the quality of the program. The College/School Dean and Chair will respond to this report, including any perceived inaccuracies.
 4. The Dean of the Graduate School and then the Provost (or designee) will review the site visit report and program response. They will study and set priorities for any recommendations. Steps for implementation of recommendations will be outlined, including any budgetary implications and responsibility.



The Self Study Report:

- 1) General characteristics of and brief history of the academic unit
 - departmental mission statement
 - departmental goals
 - dates new degree programs were established
 - significant additions to the faculty
 - major changes in the orientation of the academic program



The Self Study Report:

2) Findings of previous reviews

- Specify the date of the previous review.
- Briefly outline the major findings and recommendations of the previous review and the responses to them.
- What were the strengths and weaknesses?
- Did the faculty and administration agree with the recommendations?
- What actions were taken as a result of the recommendations?

The Self Study Report:

3) General program characteristics - description of the degree program(s)

- educational objectives, goals, and curriculum
- how this program enhances departmental, School or College, and institutional objectives - aspects of the program that make it unique or interdisciplinary
- how the philosophy of the academic unit is reflected in the students' programs of study
- supportive data to analyze the success of the program
- how well the program's specified educational objectives are being achieved

The Self Study Report:

4) Facilities

- description of the facilities used for the graduate program, as well as the areas used by faculty for their research and scholarly activity
- discussion of the adequacy of the support facilities, including library holdings, computer networks, graduate student support, support for pursuing grants and contracts, etc.
- description of facility utilization for courses, number of graduate courses offered each semester, average class size, etc.
- description of current status of the facilities, as well as the highest priority needs

The Self Study Report:

5) Personnel

- Tenure track faculty
 - List faculty members by rank, with date of hire, highest degree earned, graduating institution, research interest, graduate faculty membership. Append an abbreviated C.V. with focus on creative productivity during the past 5 yrs.
- Non-tenure track faculty
 - Describe role of visiting & part-time faculty, and graduate students in the instructional and research programs.
- Staff
 - Describe staff support positions.

The Self Study Report:

6) Graduate Students

- Current students
 - GRE, MAT, or GMAT scores, grade point averages, retention rates and demographics
- Applicant pool
 - # applicants, # admitted, # matriculating, criteria for admission
 - Efforts to increase diversity
- Recruitment, orientation, retention efforts
- Graduate handbook, policies, governance
- Student support
 - Office/lounge space, TAs, RAs, scholarships, remissions, travel grants, etc.



The Self Study Report:

6) Graduate Students

- Student performance measures
 - student presentations and publications
 - awards received by students for teaching, research or performance
 - percentage of graduates who attain licensure or certification (if appropriate)
 - placement of program graduates
 - time to degree and percent retention
- Role of TAs in the graduate program



The Self Study Report:

7) Summary of research and scholarship of the academic unit (last 5-7 yrs)

- Publications, performances, or exhibitions
- Funded projects
- Presentations at refereed conferences
- Leadership roles
- Honors and awards
- Community service related to program goals
- Other evidence of faculty productivity important to the academic unit

The Self Study Report:

8) Goals and objectives: Strengths and weaknesses

- Immediate and long range problems to be overcome
- Opportunities for development
 - current regional, national, or international needs that could provide career opportunities for graduates, potential partnerships, research, funding, or service projects, etc.
- New degree programs being planned
 - planning stage, time-line, additional resources needed
- Future personnel needs
- Long range goals and strategic plan for the academic unit
 - Specific activities leading to attainment of these goals

External Reviewers Visit

Day 1 – meet site visitors at airport, etc.; take to hotel; dinner

Day 2 – Dept. representative escorts visitors from hotel

8:30-9:15	Charge to team with Dean of the Graduate School
9:30-10:30	Meet with Department Chair
10:30-11:45	Meet with Graduate Coordinator and tour facilities
11:45-12:30	Meet with graduate students
12:30-1:15	Lunch with faculty
1:15-2:00	Meet with self-study committee/faculty
2:00-3:00	Meet with graduate students
3:15-4:00	Additional meetings with interested faculty
4:00-5:00	Meet with Dean of College/School



External Reviewers Visit

Day 3 – Dept. representative escorts visitors from hotel

8:00-9:00	Meet with Provost
9:00-10:30	Team discusses findings and assigns reporting functions
10:30-11:30	Exit interview with Chair
11:30-12:30	Exit interview with Dean of the Graduate School



Evaluation Report

Reviewers consider both the self-study report and focus on the following:

- Program quality, including the program's rationale and goals; status of accreditation (if appropriate); quality of curriculum and instruction; quality of graduate faculty; quality of graduate students; admission standards and procedures; and appropriateness of training as measured by regional/state/national need for graduates and placement of program graduates.
- Program characteristics, including any unique characteristics of the program; productivity (graduates, attrition, enrollment trends); and student scholarship.



Evaluation Report

- Support, including number, use, and remuneration of graduate teaching assistants, research assistants, or other graduate assistants; extramural support; and number of graduate faculty involved in mentoring.
- Facilities, including adequacy of laboratory and studio facilities (if applicable); equipment; library resources; computer services; classroom and office space; and general intellectual environment.
- Recommendations for improvement, including both immediate and long- term suggestions.

Follow-up:

Late spring –

- Report submitted to Graduate Dean by reviewers
- Program submits response to reviewer report
- Provost, Dean, Graduate Dean, Chair, Coordinator meet to discuss report, review, response and plan going forward

**Next review starts out with findings of this review
and implementation of plan.**

Educational Program Assessment Plan and Report (M.S. Marine Biology, Dept. of Biology & Marine Biology – October 1 2012)

Program Outcome UNCW Strategic Goal	Tools	Implementation	Summary of Findings	Actions Taken
What is the intended or desired effect of your programming or services? What Strategic Goal does it link to?	Tools or measures of program outcomes must address the outcome directly	Identify who will be responsible for implementation; what data will be collected.	What was learned from the collection and analysis of data for the program outcome?	What changes were made because of what you learned?
PO 1: Graduation of M.S. students within 3 years. Links to UNCW Strategic Goal #1: Create the most powerful learning experience possible for our students.	Several tools are used for the assessment process of this PO: - solicitation of information from alumni - meetings with graduate students and surveys of graduate student needs - review of programs at other institutions - monitoring of time to graduation - periodic outside review	The Graduate Advisory Committee (GAC) and the Graduate coordinator are largely responsible for gathering this information. Student members of the GAC are important conduits of information from the student body to the GAC.	Financial concerns have been identified as a significant concern for time to graduate.	The Graduate School has worked to incrementally increase TA salaries.

<p>PO2: Targeted recruitment and enhanced retention of students. Links to UNCW Strategic Goal #1: Create the most powerful learning experience possible for our students.</p>	<p>Several tools are used for the assessment process of this PO:</p> <ul style="list-style-type: none"> - solicitation of information from alumni - meetings with graduate students and surveys of graduate student needs - review of programs at other institutions - periodic outside review 	<p>The Graduate Advisory Committee (GAC) and the Graduate coordinator are largely responsible for gathering this information. Student members of the GAC are important conduits of information from the student body to the GAC.</p>	<p>The students wanted to see more core course options for the M.S. program. Financial concerns have been identified as a significant concern for recruitment of students.</p>	<p>We have increased core course options for the M.S. program by adding a course in evolution. The Graduate School has worked to incrementally increase TA salaries.</p>
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<p>PO3: Faculty development. Links to UNCW Strategic Goal #2: Recruit, retain and develop quality faculty, administration and staff in appropriate numbers.</p>	<p>Several tools are used for the assessment process of this PO:</p> <ul style="list-style-type: none"> - review of trends in annual faculty productivity - annual meetings with each faculty member - monitoring of faculty workloads, including relative efforts put into service, scholarly and training activities. 	<p>The Chair of the department, and the Chair's Advisory Committee (CAC) are largely responsible for gathering this information.</p>	<p>Faculty members identified the following needs:</p> <ul style="list-style-type: none"> - a greater need for flexibility for in-class instruction. - support for faculty travel - peer support for new/untentured faculty 	<p>We have implemented the following actions:</p> <ul style="list-style-type: none"> - instituted flexibility for in-class instruction, such as heavy vs. light semesters for some faculty, when needed, to meet the research needs of certain faculty - retained modest departmental support for faculty travel - the department has implemented a peer monitoring system for untentured, tenure-track faculty
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Student Learning Outcome UNCW-wide Learning Goal	Tools	Implementation
What will students know or be able to do upon completion of the program? What UNCW Learning Goal Does it link to?	What tools or measures will be used?	Who will be responsible for implementation; who will be assessed; what is the schedule?
SLO 1a: A graduate student should be able to develop a research plan. Link to UNCW Learning Goal: Inquiry.	Prospectus is successfully completed and defended to student's committee. The student's committee evaluates prospectus with a form.	Each student in the program is assessed by each of his/her committee members. Data on prospectus quality, depth and breadth are collected. Implementation of the assessment of this SLO was planned to begin in the 2009-2010 year. Department moved to online forms in 2010-2011 to improve faculty participation.

<p>SLO 1b: A graduate student should be able to present and defend a research plan. Link to UNCW Learning Goal: Thoughtful expression and Information literacy</p>	<p>Prospectus is successfully presented to the department. Form used for this assessment is our Graduate Student Prospectus Symposium Evaluation form. Our assessment tool will be question #5. This SLO was created, in part, to help understand the poor performance of students on “breadth of knowledge” in SLO2 in the 2007-08 year.</p>	<p>Each student in the program is assessed by all faculty members in the department attending the Graduate Student Prospectus symposium. Data on each student’s project in terms of quality, design and significance are collected. Assessment of this SLO began in Spring 2009. By the nature of data collection, assessment for this SLO is pooled with the Biology M.Sc. program.</p>
<p>SLO2: A graduate student should be able to independently answer questions regarding their research field. Link to UNCW Learning Goal: Information literacy, critical thinking, thoughtful expression.</p>	<p>Oral preliminary exam is successfully completed. The student’s committee evaluates performance in the exam with a form.</p>	<p>Each student in the program is assessed by each of his/her committee members. Data on the student’s ability to articulate information, on the depth and breadth of their knowledge, and professional poise are collected.</p>

<p>SLO3: A graduate student should be able to communicate his or her research to a broadly-trained public audience. Link to UNCW Learning Goal: Thoughtful expression.</p>	<p>Departmental Seminar presentation of thesis research is successfully completed. An assessment form is filled out by departmental faculty members after the thesis seminar.</p>	<p>Each student in the program is assessed by all faculty members in the department attending the seminar. Data on presentation quality, mastery of research, professional poise and ability to answer questions are collected.</p>
<p>SLO 4: A graduate student should be able to write up his or her research in the form of a manuscript for publication in a scientific journal. Link to UNCW Learning Goal: thoughtful expression, information literacy, critical thinking, inquiry.</p>	<p>Thesis is successfully completed. The student's committee evaluates the quality of the thesis with a form.</p>	<p>Each student in the program is assessed by each of his/her committee members. Data on the quality of the writing, mastery of the research, and likelihood of being published in a peer-review journal are collected.</p> <p>Department moved to online forms in 2010-2011 to improve faculty participation.</p>