

Graduate School
Standalone Graduate Program Review Process (Type III)
Last modified: Fall 2017

A strong graduate program demonstrates appropriate mission fit for Valpo, good design for current market needs, sustained or growing student demand, quality faculty leadership, meeting or exceeding program objectives, meeting or exceeding key stakeholder expectations (e.g., students, alumni, community members, and employers), and conformance to a sustainable revenue model. A Graduate Program Review is a periodic opportunity for faculty, staff, and administrators to reflect on the program mission and to evaluate the extent to which the program, in operation, is living up to these ideals or could benefit from adjustments.

Whereas the annual assessment process compares stated objectives for student learning to actual student learning outcomes, a periodic Graduate Program Review provides an opportunity for a more comprehensive assessment of the entire program across a longer time span.

This document describes the process for the Standalone Graduate Program Review (Type III). (See Appendix A for Graduate Program Review Types.) This process follows a 3-part timeline and routing from Program Faculty, Dean(s), and Provost. The self-study portion involves assembling various program documents, compiling three years of standardized data, and reflecting on key questions. After a visit and report by an external reviewer, program faculty develop an action plan in consultation with administration. With the approved action plan, the loop is closed, and the review process commences again at the beginning of year 4.

Timeline and Routing:

Part I - Self Study (Aug-Oct). Program director completes a self-study and submits one copy to Graduate Dean by October 31 (and one copy to College Dean, where applicable).

- A. Assemble the Supporting Program Documents listed in Appendix B in a three ring binder. The list in Appendix B can be used as a checklist and table of contents for that section.
- B. Prepare the Summary Data Table in Appendix C with the assistance of Graduate School and Office of Intuitional Effectiveness. (Excel file is available.)
- C. In a document no longer than 15 single spaced pages, please address the Narrative Reflection questions listed in Appendix D. Refer to relevant items in the Supporting Program Documents or Summary Data Table where applicable.
- D. Assemble the materials in a three ring binder: Narrative Reflection, Summary Data Table, and Supporting Program Documents.

Part II – External Review (Jan-Feb). External reviewer visits, with report due to Graduate Dean by end of March. Graduate Dean shares with College Dean, where applicable.

Part III – Action Plan (April 1-Apr 15). Program faculty respond to outside reviewer report, and recommend action plan for next three-year period, by mid April. By May 1, Dean(s) route package (self-study, external review, and action plan), with comment, to Provost.

Resources consulted:

- Consultation by Council of Graduate Schools Deans, 2017
- Pre-Meeting Workshop “Review of Graduate Programs: Master’s and Doctoral,” Annual Meeting of the Council of Graduate Schools, Washington, DC, December 2016.
- Baker, M.J., Carter, M. P., Larick, D.K., King, M.F. (2011). *Assessment and Review of Graduate Programs*. Washington DC: Council of Graduate Schools.
- CAS Procedure for Departmental Program Review, May 2011
- Other resources from Valparaiso University Peer Institutions

Appendix A

Graduate Program Review Types and Rotation

Type I = Outside Accreditor. Graduate program is separately accredited by outside body. Include results of program review prepared for outside accreditor with regular department review, if applicable.

Type II = Included with Departmental Review. Use when there is sufficient cognate overlap with undergraduate major(s), and an expert outside reviewer can be identified who can evaluate both graduate and undergraduate programs satisfactorily. Ensure department program review covers relevant questions for graduate program, as listed in Appendix D. If department review is not scheduled within the next three years, follow Standalone Graduate Program Review process described in III.

Type III = Standalone Graduate Program Review (**this document**). Use when graduate program is standalone; or, if within an academic department, sufficiently distinct from undergraduate program to warrant standalone review; or, department review is more than three years out. In some cases, it may be possible to embed a specialty reviewer within a department review team in the process described in II.

Appendix B

Supporting Graduate Program Documents

Required Elements:

- Program pages from the most recent Graduate Catalog
- Program Student Learning Objectives (SLOs) and Curriculum Mapping, with sample syllabi
- Program Assessment Plan, and reports of recent results
- Program Standard for Graduate Faculty Qualifications, and example Statement of Qualifications
- Recent program marketing and recruitment plan and results
- Current website copy and recent advertising
- Results of recent student/alumni satisfaction survey(s)
- Table of recent student placements
- Table of recent course evaluation data
- Peer Aspirant and competitor analysis: Provide a comparative analysis of the program under review (structure, curriculum, admission requirements, learning outcomes, etc.), with at least three similar programs offered elsewhere (at least 1 peer aspirant and at least 1 area competitor).

Optional Elements (mark n/a if not applicable):

- Manuals distributed by the program such as student program manuals or advising manuals
- External funding such as research grants and contracts
- Results of recent internship supervisor/employer satisfaction survey(s)
- Pathway-specific materials, such as Program Design Standard for Online Pathway
- Program community advisory board (list of members and affiliations, results of recent meetings)
- Recent Accreditation Reports
- Other

Appendix C
Summary Data Table

With the assistance of Office of Institutional Research and the Graduate School, please summarize key recruitment, enrollment, and other program data for the past three years. An Excel file template is available for this step.

Appendix D

Narrative Reflection (not to exceed 15 pages, single spaced)

Address each numbered item in a few sentences or short paragraphs. The questions below each item represent prompts that help to explain the intend scope for each section. Not all questions may be relevant. Refer to Supporting Program Documents or Summary Data Table where applicable.

1. Mission, history, development, and recent program experience (since last review, if applicable)

This section may serve as an introduction to key themes developed in detail later in the document. When and why was the program established, and what were the university's original expectations for it? How does it fit Valpo's mission, and what are the benefits to Valpo graduate and undergraduate portfolio offered through this program? To what extent is this program essential to Valpo? Does it fill a unique niche at Valpo or in the community? How is this program linked to Valpo's overall strategy? What impact has this program had since its inception and within the last three years? In what ways have the program, student population, markets, and/or operating context evolved over time and why? If the program has a purpose statement or mission statement, comment on its relevance for today's market. If program was reviewed previously, comment on the progress made on the action plan since the last review.

2. Program design (population, structure, delivery, and recruitment)

This section asks you to describe and comment on the intentional design of the program and its delivery modality/ies for the population(s) served. Who is/are the primary student populations served? Consider describing in terms of the origin/intensity model: full time international, full time domestic, part time domestic, part time international, etc. Describe the current program structure (degrees, credit hours, tracks, etc.) as outlined in the catalog, as well as sequencing of recent course offerings. What curricular innovations have happened recently or since the last review? Describe the current learning environment(s) for the specific student populations served. Summarize recent recruitment strategies and tactics, including identifiable student persona(e) used in target marketing. What are the stated requirements for admission, and any special application process or pathway? For professional master's programs, describe how traditional (internships, practica, etc.) and non-traditional career development activities (service learning, travel trips, certifications, etc.) are incorporated in curriculum and delivery.

3. Market demand (occupational, national, regional, and internal) and competitiveness

This section asks you to describe and comment on the extent to which the design and delivery of the program remain relevant to market conditions. Describe the general occupational outlook for those with credentials offered by this program (e.g., Bureau of Labor Statistics). Depending on population served, discuss international, national, or regional trends in recruitment, admissions, and enrollment, including competition. Consider a source/destination market discussion – generally, where are students in this program coming from, and where are they going to after they leave Valpo? Data for the recruitment area may include educational attainment trends, and data for employment destinations may include Burning Glass or similar job aggregator results. (Graduate School may be able to assist in gathering these data.) Are there any current (or proposed) policies or laws (e.g., occupational, state, federal level) that have impacted (or might impact) demand? Where relevant, comment on the extent to which other Valpo graduate and undergraduate programs generate internal demand for the program (consider

certificates, undergraduate feeder programs, early entry, cross listed courses, credit hours taken by students in other programs, etc.). What insights are gained by benchmarking with peers and competitors? If the program has a community advisory board, give a profile of members, their professional affiliations, and results of recent meetings.

4. Program size, scope, and productivity (student demographics, faculty, program resources)

Whereas the previous sections asked you to describe and comment on the intentional design of the program, these questions ask you to report and reflect on the actual program activity from term to term. What trends are noted in the admission funnel (volume of inquiries and applications, trends in applicant qualifications, etc.). Report and comment on recent student demographics. How many students are served by this program? What are the characteristics of students served by the program? How many student credit hours are generated? Describe and comment on enrollment trends in courses. Has the program been growing, declining or remaining stable? What factors may have contributed to increasing or decreasing enrollment? What is the capacity of the program to increase enrollment without additional resources (e.g., program and course level capacity). How many degrees are awarded annually? Is the program's size and scope consistent with what it is expected to do? Regarding faculty: How many faculty and staff are assigned? What is the commitment of the full time faculty to this program? Consider percentage of instruction offered by full-time faculty, in load vs. overload. Comments on the skills and qualifications required of program faculty and staff.

5. Program outcomes

This section asks you to report on and comment on program outcomes. What congruence exists between intended and actual student learning outcomes (assessment of Learning and closing the loop)? Comment on average time to completion, 10 term completion rate, and recent graduation rates. What are known barriers to student success from the point of view of faculty, students, and PIR trends, and how are those being addressed? Describe administration of internships and clinical placements (faculty role, student role) and how quality and satisfaction are measured from both the student and employer perspective. Where are students typically placed? Describe and comment on rates of employment and employment outcomes. Student satisfaction with program (courses, supervision, general learning environment). What trends are evident in recent course evaluation data? Student and alumni satisfaction data? What examples of exemplary performance does the program demonstrate? Consider awards, collaborative creative work and research between students and faculty, community impact, extent of student involvement in campus leadership such as governance and appeals, etc.

6. Program fiscal contribution

This section asks you to assess the program financial performance (revenues and costs) as compared to its potential. Assess the conformity of the program with the sustainability model for its appropriate population and pathway. What revenues are generated by the program according to the financial model? Include tuition, research grants, fundraising, equipment grants, program-specific endowments, and any special fees. What non-monetary resources does the program bring to Valpo? What direct costs are borne by the program? What contribution margin does the program generate? What efficiencies/inefficiencies in the way the program is operated are advantageous/disadvantageous to Valpo? How close is the program to achieving the next breakpoint that would create a step up in program costs? What investment in new resources might be required to bring the program to the

desired level of quality? How sufficient are the program's equipment, facilities, and resources? Do they need to be updated? Are additional specialized resources required, and if so, why?

7. (If applicable) Discipline specific concerns (specialty accreditation, licensure)

What is the status of the program in relationship to external specialty accreditation? Are there particular accreditation or licensure requirements that shape the structure or performance of the program?

8. Summary (opportunities and next steps)

Given the reflections on the previous sections, this section asks you to summarize the foregoing and look ahead to the next operating period. To what extent is the program meeting the needs and expectations of its intended populations? What more would be needed for it to do so more effectively? Is the current delivery mode of the program effective in meeting the needs of its students? Is the learning environment or program delivery system appropriate to needs of population being served? What are known challenges in administering the program, and possible solutions? How successful is this program to the current and future success of the institution?

Looking ahead, what changes are anticipated for this program in the future? (Consider plans for expansion, major changes in curriculum, new requirements from accreditors). How might this program be changed in order to enhance or strengthen it? (Consider future plans to strengthen/expand community collaborations, ways the program could be connected with or aligned to other existing program to facilitate collaboration, potential to reformat the entire program into alternative delivery modes -- web, evening, weekend, off-site.) What external factors create new opportunities for this program and for Valpo? Given current resources, what is the outlook for this program three years from now?

Valparaiso University Graduate School
 Graduate Program Review Rotation
 As of September 2017

Review types

I = Outside Accreditor. Graduate program is separately accredited by outside body. Include results with regular department review if applicable.

II = Included with Departmental Review. Sufficient cognate overlap with undergraduate major(s). Ensure department program review covers relevant questions for graduate program. If department review is not scheduled within the next three years, see III.

III = Standalone Graduate Program Review. Graduate program is standalone; or, if within an academic department, sufficiently distinct from undergraduate program to warrant standalone review; or, department review is more than three years out. In some cases, specialty reviewer could be included on outside reviewer team for department II.

Review Rotation (Note: **bold** indicates next scheduled date for program review)

Program Brief Name	College, Dept, Program Code	Review Type: I, II, III	External Accreditor	Last External Accreditor Review	Next External Accreditor Review	Last Department or College Review	Next Department or College Review	Last/next within next three years? Yes/No	If No, or if III, next Standalone Graduate Program Review
Cyber Security	CAS CIS CYB	II	--	--	--	dept new in 2014	2018-2019	Yes	--
Information Technology	CAS CIS IT	II	--	--	--	dept new in 2014	2018-2019	Yes	--
Digital Media	CAS COMM DM	II	--	--	--	2011-2012	2019-2020	Yes	--
Sports Media	CAS COMM SM	II	--	--	--	2011-2012	2019-2020	Yes	--
International Economics and Finance	CAS ECON IEF	II	--	--	--	2017-2018	2023-2024	Yes	--
Education Initial Licensure	CAS ED MEd IL	I	CAEP/SPAs	2010	2018	2010-2011	2018-2019	Yes	--
Education Instructional Leadership	CAS ED InstL	II	--	--	--	2010-2011	2018-2019	Yes	--
School Psychology	CAS ED SPSY	I	CAEP/NASP	2010	2017 (current)	2010-2011	2018-2019	Yes	--
English Studies and Communication	CAS ENGL ESC	II	--	--	--	2011-2012	2019-2020	Yes	--
Teachers of English to Speakers of other Languages	CAS ENGL TESOL	III	--	--	--	2011-2012	2019-2020	Yes	2019-2020
International Commerce and Policy	CAS ISD ICP	II	--	--	--	dept new in 2013	2022-2023	No	by 2019-2020
Chinese Studies	CAS ISD MACS	II	--	--	--	dept new in 2013	2022-2023	No	by 2019-2020
Sports Administration	CAS KIN SA	II	--	--	--	2011-2012	2019-2020	Yes	--
Analytics and Modeling	CAS MST AMOD	II	--	--	--	prog new in 2015	2018-2019	Yes	--
Clinical Mental Health Counseling	CAS PSY CMHC	I	CACREP	2012-2013	2017 (current)	2016-2017	2022-2023	Yes	--
Forensic Psychology (joint program with JD)	CAS PSY JDPSY	II	--	--	--	2016-2017	2022-2023	No	by 2019-2020
Master of Business Administration	COB MBA	I	AACSB	2015	2020	2015	2020	--	--
Doctoral of Nursing Practice	CONHP DNP	I	CCNE	2015	2025	--	--	--	--
Master of Health Administration	CONHP MHA	III	--	--	--	curr rev 2016	--	No	2018-2019
Master of Science in Nursing - Nurse Education	CONHP MSN	I	CCNE	2010	2020	--	--	--	--
Arts and Entertainment Administration	GRD AEA	III	--	--	--	--	--	--	2018-2019
Health Care Administration	GRD HCA	III	--	--	--	--	--	--	2017-2018
Humane Education	GRD HUED	III	--	--	--	--	--	--	2018-2019
Licensed Clinical Addiction Counselor Certificate	GRD LCAC	III	--	--	--	--	--	--	2019-2020
Master of Arts in Liberal Studies	GRD MALS	III	--	--	--	--	--	--	2017-2018