



Review of Graduate Programs: Masters and Doctoral, Afternoon Session

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School of Graduate Studies

- **Morgan State:**
 - Recently designated Maryland's Preeminent Public Urban Research University
 - Entire Campus declared a National Treasure by the National Trust for Historic Preservation in 2016
 - Celebrating 150 years: 1867-2017
- **School of Graduate Studies:**
 - R3: Doctoral Research — (30 million external funds annually.)
 - Average 1300 to 1400 graduate students last 6 years.
 - 16 doctoral programs; 55 doctorates annually.
 - 40 masters programs; 300 masters annually.
 - Centralized Graduate School model.
 - Comprehensive Life-Cycle from Recruitment to Graduation
 - Seven Staff, Graduate Assistants, and Institute for Urban Research report to Graduate Dean

MSU Mission and Vision

- Morgan State University was recently named the pre-eminent **public urban research university** in Maryland known for its excellence in teaching, intensive research, effective public service, and community engagement. Morgan prepares diverse and competitive graduates for success in a global, interdependent society.
- Founded 1867 as Centenary Biblical Institute.
- One of nation's leading public HBCUs.

About Morgan State University

- R3: Doctoral Research — Moderate research activity. (30 million external funds.)
- 7700 total enrollment.
- 1300 to 1400 graduate students last 5 years.
- 16 doctoral programs; 55 doctorates annually.
- 40 masters programs; 300 masters annually.
- Centralized Graduate School model.

Assessment and Program Review at Morgan

- **Assessment**
 - Comprehensive, Annual.
 - Centralized for Accrediting purposes.
 - Annual Report.
 - Moving toward digital collection (SLO, SEI, Fac).
 - Predictive analytics (EAB).
 - Student Success Oriented.
- **Program Review**
 - Program and Departmental review.
 - 5 year cycle (modified).
 - External reviewer(s).
 - Integrates assessment.
 - Performance based.
 - Highly structured but department driven.

Preview

- Brief history of assessment and program review processes at Morgan.
- Assessment model, process, and deployment.
- Program Review Model.

Assessment and Program Review Background

- 2006 Graduate Council undertook development of a comprehensive Periodic Program Review (PPR).
- 2007 University adopts Graduate PPR for all programs. [Currently **108** programs]
- 2008 Middle States Accreditation Visit.
- 2008-2009 planning underway for cyclic program review processes. First reviews 2010.
- Now anticipating 2018 Middle States Accreditation Visit, Self Study is complete, assessment and program review fully integrated.

New Strategic Plan, 2011

- *Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011 – 2021.*
- Goal 2: Enhancing Morgan’s Status as a Doctoral Research University.
 - ***Morgan makes moving to “R2: DU – Higher research activity” a key goal in the new strategic plan.***

Comprehensive Assessment Plan and University Assessment Committee

- Comprehensive Assessment Plan (CAP): In anticipation of the Middle States Periodic Review Reports (PRR).
- CAP integrates SLO, Faculty productivity, and Departmental goals.
- Each department develops Program Assessment Plan.
- The assessment plan is extensive and is designed to incorporate a vast array of data.

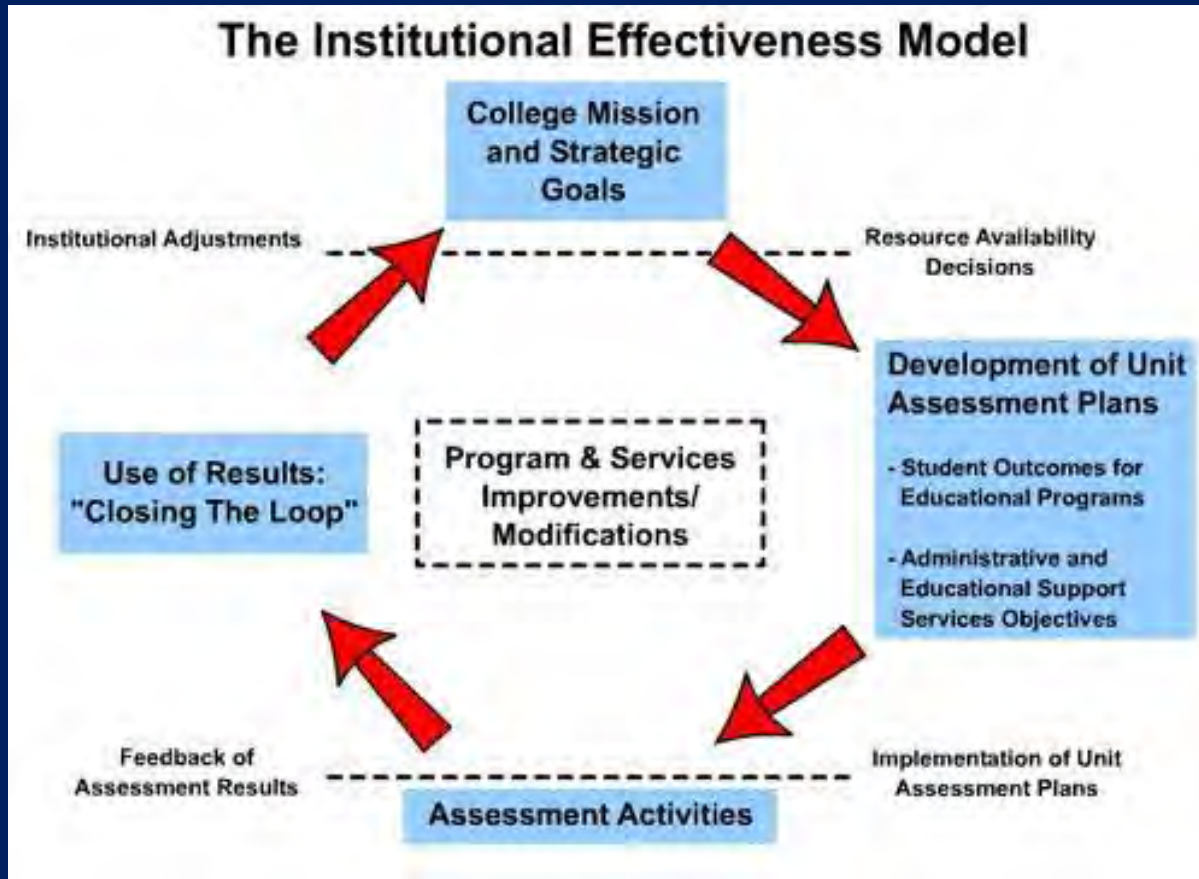
CAP: Program Assessment Plans

- This is a comprehensive plan required of each department. A multi-page format was created and each department /program is required to complete a plan. The format includes:

III. Which Morgan State University Strategic Goal(s) Does This Mission Support?

MORGAN STATE UNIVERSITY STRATEGIC GOALS	DEPARTMENT MISSION SUPPORTS THIS GOAL
1. Enhancing Student Success	
2. Enhancing Morgan's Success as a Doctoral Research University	
3. Improving and Sustaining Infrastructure and Operational Processes	
4. Growing Morgan's Resources	
5. Engaging with the Community	

CAP

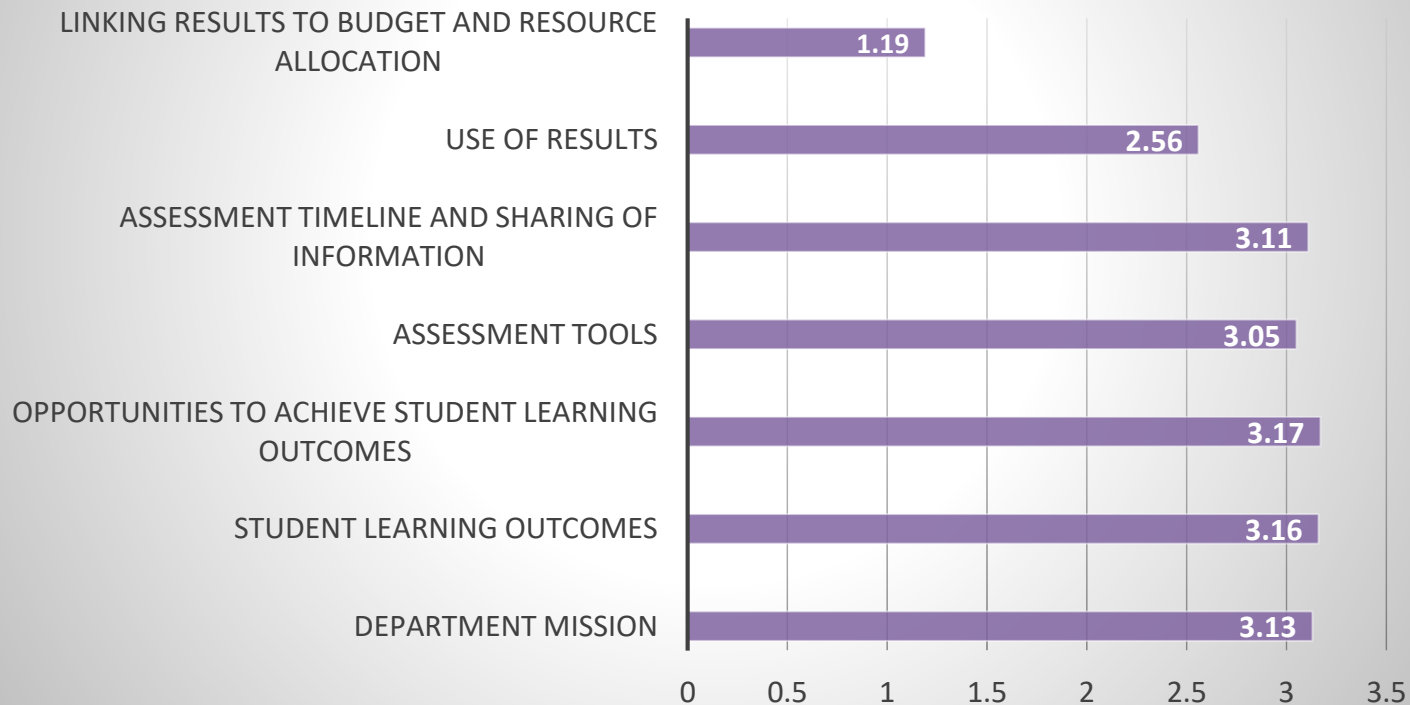


Update on Program Assessment Plans, November 2017

	Plans Submitted by Type of Programs				
College/School	Baccalaureate	Masters	Doctoral	Total Plans	Submission Rate
College of Liberal Arts	13 of 13	7 of 7	2 of 3	22/23	95%
School of Architecture and Planning	2 of 2	6 of 6	NA	8/8	100%
School of Business and Management	9 of 9	5 of 5	1 of 1	15/15	100%
School of Community Health and Policy	2 of 2	2 of 2	1 of 2	7/8	88%
School of Education and Urban Studies	4 of 4	4 of 5	4 of 5	12/14	86%
School of Engineering	1 of 5	1 of 3	1 of 2	3/10	30%
School of Global Journalism and Communication	4 of 4	3 of 3	NA	7/7	100%
School of Social Work	1 of 1	1 of 1	1 of 1	3/3	100%
School of Computer, Mathematical, and NAT-Sciences	4 of 6	2 of 2	1 of 2	7/10	70%
Total and Rate	40/46 = 87%	31/34 = 91%	11/14 = 78%	83/97 = 86%	86%

Feedback from UAC committee members

Elements of the Assessment Plans for AY 15-16 N = 83 Programs



Assessment Technology

- Starfish
- Degree Works
- Credo (SLO Software)
- EAB Predictive Analytics
 - Special note about data
- “Death to paper” movement

Periodic Program Review (PPR)

- Began in 2006 with the creation of a Graduate Program Review proposal. This document includes a rather extensive discussion (extensively researched) and addresses common program evaluation elements.
- Rather than dictate contents, however, the PPR focuses on process and deliverable report.
- Meant to stay flexible.

Conceiving the Program Review (PPR)

- Improve your program by answering the following:
 - What are we trying to do?
 - How well are we doing it?
 - What is our (realistic) vision of a truly outstanding program?
 - What do we need to do to achieve that vision?

GENERAL Elements of the PPR

- ❑ The **internal program review** report, not to exceed 20 pages.
- ❑ The **external reviewers' report (now use two external reviewers)**.
- ❑ A **two-page summary report** to be submitted to the Board of Regents.
- ❑ A **signature page** signed by the program coordinator, director, or chair; the college dean; and the Provost.

Creation of a Schedule (Sample)

PROGRAM	COLLEGE/ SCHOOL	TYPE OF DEGREE	YEAR	ACCREDITING AGENCY
Economics (B.A. & B.S.)	CLA	Bacc	2016	MSU and External Evaluator(s)
Economics (M.A.)	CLA	Master's	2015	MSU and External Evaluator(s)
English (M.A.)	CLA	Master's	2016	MSU and External Evaluator(s)
History (M.A.)	CLA	Master's	2015	MSU and External Evaluator(s)
International Studies (M.A.)	CLA	Master's	2016	MSU and External Evaluator(s)
Museum Studies & Historical Preservations (M.A.)	CLA	Master's	2016	MSU and External Evaluator(s)
Music (M.A.)	CLA	Master's	2017	MSU and NASM Standards
Psychometrics (M.S.)	CLA	Master's	2015	MSU and External Evaluator(s)
Sociology (M.S. & M.A.)	CLA	Master's	2015	MSU and External Evaluator(s)
English (Ph.D.)	CLA	Doctoral	2016	MSU and External Evaluator(s)
History (Ph.D.)	CLA	Doctoral	2015	MSU and External Evaluator(s)
Psychometrics (Ph.D.)	CLA	Doctoral	2015	MSU and External Evaluator(s)
Architecture (M.Arch.)	SA&P	Master's	2016	NAAB
City and Regional Planning (M.C.R.P.)	SA&P	Master's	2015	PAB
Landscape Architecture (M.L.A.)	SA&P	Master's	2015	LAAB
Social Work	SSW	Bacc	2020	CSWE
Social Work (M.S.W.)	SSW	Master's	2020	CSWE
Social Work (Ph.D.)	SSW	Doctoral	2016	MSU and Professional Standards

Schedule remains flexible

- These departments reviewed:
 - **Programs Reviewed in AY 16-17**
 - Psychology (BS, MS, PhD)
 - Mathematics (BS, MS, PhD)
 - Economics (BS, MA)
 - English (UG only)
 - Physics (BS, MS)
 -
 - **Programs To Be Reviewed in 17-18**
 - Philosophy and Religious Studies (UG only)
 - Biology (BS, MS, PhD)
 - Museum Studies (BS, MS)
 - Computer-Science (BS, MS in Bioinformatics)
 - Political Science (UG only)

Program Review Cycle



- Institutional Commitment (Funding)
- Coincides with external accreditation
- Every 5 years
- 1-Yr.
- 2 External and 1 Internal Reviewers
- 1 Year-long process

Program Review General Schedule

Phase I: *Design of Self-Study (September through December 2017)*



Phase II: *Self-Review & Report (February through April 2018)*



Phase III: *Peer Review (May through June 2018)*



Phase IV: *Action Planning (July through September 2018)*

Phase I: Design of Self-Study (September through December 2016)

- AVP for Outcome Assessment and Program Review sends the chairperson a reminder about program review or self-study.
- The AVP meets with Chairperson to review the program review process.
- The Chairperson identifies three potential external reviewers, confirm their willingness to serve, and submit their credentials to the Dean.
- The Dean notifies the chairperson of his/her choice for external reviewers.
- The academic program designs the program review process:
 - Develop a calendar to ensure that the review is completed on schedule and submit it to the dean and the Assistant Vice President for Outcome Assessment.
 - Schedule the external reviewer's visit and complete necessary paperwork.

Phase II: Self-Review & Report (February through April 2017)

- Assemble a team to collect, analyze, and complete the program review report or folio.
- The team obtain and analyze information and draft the program review report. To ensure that the vision developed during the program review process is feasible, the Dean is informed throughout the program review process.

Phase III: Peer Review (May through June 2017)

- Host the external reviewers' visit.
- Finalize the program review report (self-study) and draft the two-page summary report to be submitted to the Provost.
- Submit all program review materials (program review report, external reviewers' report, two-page summary report, and signed signature form) to the AVP.
 - Submit the external reviewers' report.
 - Submit the signed signature page.

Phase III: Peer Review (May through June 2017)

Sample External Reviewer Recommendations Department of Physics:

- **Restructuring of the major:** we recommend one initial concentration be focused on preparing future high school physics teachers.
- **Reconfiguring of the current master's program:** We recommend the department contact master's programs that are doing well to look at what might be needed to improve the current situation. Cal State Long Beach is one exemplar that might be considered.
- **Joint appointments:** We agree with the sentiments voiced by the deans during our visit that establishing joint appointments is a good idea. Joint appointments help to break down disciplinary silos within the institution, as well as opening up options for interdisciplinary research and learning.

Phase III: Peer Review (May through June 2017)

Sample External Reviewer Recommendations Department of Psychology:

Program Reviewers	Does Not Meet Standards	Met Standards	Exceeds Standards
External Reviewer #1		X	
External Reviewer #2			X
Internal Reviewer		X	

Recommendation for Action by the Program

- A full-time psychometrician is needed. With the advent of moving into a new facility, we will need resources to help support several Psychology Labs (e.g., Graduate Teaching Assistants) as well as hiring an animal care lab technician to assist with the maintenance of the vivarium to support faculty and student animal research.
- The evaluators also recognize that the department is the only HBCU to be recognized by the leading national professional organization in psychology, the American Psychological Association, for its exemplary service in the psychological sciences. Among the recommendations made are: 1) Reduce teaching load, 2) Hire an Academic Advisor, 3) Lab and technical support for new facility, 4) Continued Administrative Support, 5) Highlight Psychology as a STEM discipline, and 6) Integration of APA guidelines in course syllabi/departmental documents.

Phase IV: Action Planning (July through September 2017)

- The AVP reviews the report for compliance with guidelines, contacting the Dean, Chair, Director, or Coordinator for information or clarification if needed. The AVP then submits the report to the Academic Program Review Committee for substantive review and comments. These comments, the summary report, and the signature form are then sent from the Committee to the Provost for review and signature.
- The Provost meets with the Dean to discuss the review.
- The Provost submits the summary report to the President by September 15, 2018.

Closed Circle

- The shared critical role of both the assessment plans and the PPR is to close the circle from goal, to implementation, to assessment, to adjustment/realignment.
- This process should drive both curricular improvements and resource allocation.
- Ultimately, student success is enduring goal.