

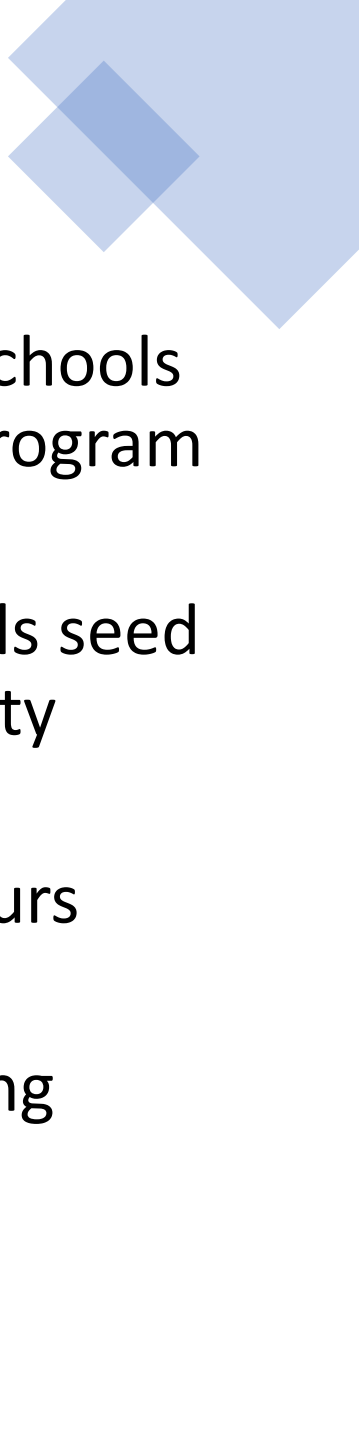
# Review of Graduate Programs: Master's and Doctoral

Council of Graduate  
Schools

December 7, 2022



# Agenda

- Speaker introductions
  - Theme 1: What do the programs, Schools and University want to get out of program review?
  - Theme 2: How can Graduate Schools seed improvements in equity and diversity through program review?
  - Theme 3: Accountability: What occurs post-review?
  - Questions from the room and closing
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David Engelke, CU Anschutz Graduate Dean  
comparing two public research-intensive University Program Review models



University of Colorado  
Denver | Anschutz Medical Campus  
Graduate School

13 Schools and Colleges, 2 campuses  
founded 1972, part of 4 campus system  
Urban-serving campus + medical campus

33 PhD programs + EdD + PsyD  
64 master's program  
(not professional degrees)  
~5500 students  
Accredited + non-accredited

limited Graduate School resources:  
Assoc/Asst Dean (<10%), Dean (<5%),  
CU Denver/Anschutz Institutional Research office

Reviews on 5 year cycle



University of Michigan  
Rackham Graduate School

19 Schools and Colleges, 1 campus  
founded 1817, part of 3 campus system  
Flagship campus, includes medical campus

111 PhD programs, 26 DMA programs  
85 master's programs  
(not professional degrees)  
~9800 students  
Accredited + non-accredited

Substantial Graduate School resources:  
4 Associate Deans (<10% each), Dean (<10%),  
Director, administrator, Rackham  
Institutional Research team

Reviews on 5 year cycle

# University of Washington Academic Program Reviews

## Joy Williamson-Lott, Dean

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- > 3 campuses, over 300 graduate programs, and @15,000 graduate students
- > Reviews are bundled by academic unit, which means we often review as many as ten degrees at once
- > Review all undergraduate and graduate programs (not professional degrees, e.g. JD, DDS, MD, PharmD)
- > Typically conduct @15 reviews in an academic year
- > 2.5 Graduate School FTE dedicated to reviews
- > Reviewed on a 10-year cycle for existing programs; new programs are reviewed at the 5-year mark

# NC State University Overview

## Peter Harries, Dean

- > ~10,000 graduate students with ~3600 doctoral within
- > 101 Master's programs and 59 doctoral programs
- > Responsible for all graduate program reviews with the exception of those that have external accreditors, such as the DVM, MBA, Architecture, Counselor Ed
- > 0.5 Graduate School FTE dedicated to reviews, but working in close collaboration with the Office of Assessment and Accreditation (under the Provost) who oversee the undergrad portion
- > Reviewed on an 8-year cycle for existing programs; new programs are reviewed at the 5-year mark
  - With the exception of interdisciplinary programs, done at the department level, so all programs under the unit usually done simultaneously

## **What do the Programs, Schools and University want to get out of Program review?**

A detailed understanding of where the program stands: enrollment, retention, completion, service to University mission

Where does the program want to be and how can it get there?

Shared best practices from other programs and other institutions; how does it fit with University priorities?

What is needed from the home School, Graduate School, and University?

Reporting out to the home School, University leaders

## Comparison of Steps in Program Reviews



Early fall: Program notified and sent review report form; current students surveyed (10 open-ended questions) by GS or Ombuds.

Mid-fall: Program sent institutional data on applications, retention, completion for comparison to Program records

December: Review report due to GS from Program

Early winter: GS Associate/Assistant Dean and Dean meet with Program; School leadership invited

Late winter: Program submits any revisions to report in response to meeting

Spring: Program Review Report sent to Provost, Chancellor, CU System office and then CU Regents



Mid-winter: Program notified of review; current students surveyed (extensive), request data from Program

Early next fall: Program-Rackham meet, discuss survey results and data from Program and Rackham IT, ways to realize goals


Late fall: Rackham Assoc Dean meets with Program to analyze data for future, Department and School leadership invited

Early winter: Rackham Dean + Associate Dean meet, draft analysis for current state and path forward recommendations

Late winter: Program responds to Rackham letter, possible proposal to address concerns



# Questions for consideration

- What are you doing at your institution in this regard?
  - How might you integrate what you learned during the presentation into program reviews at your institution?
  - How might you leverage other systems/units to promote changes you want to make to program reviews at your institution?
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# How can Graduate Schools seed improvements in equity and diversity through program review?

- > Explicitly charge reviewers with assessing DEI efforts and require it in unit self-studies
- > Deliberately build review committees with diversity in mind
- > Require a meeting between the review committee and the unit's DEI committee and/or BIPOC faculty/staff/students
- > Encourage units to conduct internal climate surveys and, to the extent appropriate/possible, integrate results into the site visit and final report
- > Provide resources to support action (workshops; equity audit)
- > The UW Graduate School also instituted additional requirements for proposals for new graduate programs that require attention to DEI in robust ways



# Questions for consideration


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# Accountability: What Occurs Post-Review?

- > Once external review received, departments/programs as well as the relevant college(s) must respond to the recommendations in writing
- > Review Meeting with the Provost, Vice Chancellor for Research, Deans, Associate Deans for Academics, Heads (Chairs), Directors of Graduate and Undergraduate Programs, and others, such as Campus Architect, if space issues are raised. Facilitated by the Graduate Dean with relevant attendees from the Office of Assessment and Accreditation. Report from the review committee summarized by the internal reviewer.
  - Structure – 5 min presentations/responses from internal reviewer, program(s), college, followed by Q&A
- > Inclusion of elements of this into the annual review process to monitor progress and to ensure that any commitments are honored
- > Recommendations from previous reviews are also incorporated into the process



# Questions for consideration

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- How does your institution promote accountability?
  - How might you integrate what you learned during the presentation into program reviews at your institution?
  - How much in the way of resources actually are added to a department/program based on the findings of the review team?
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