



Review of Graduate Programs: Master's and Doctoral

Pre-Meeting Workshop
Wednesday, December 6, 2023
9am - 11am

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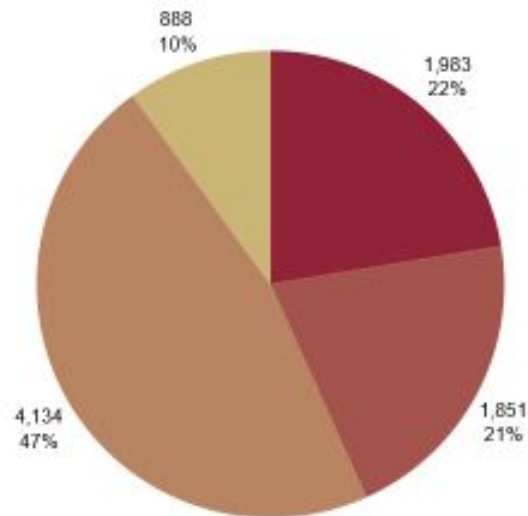
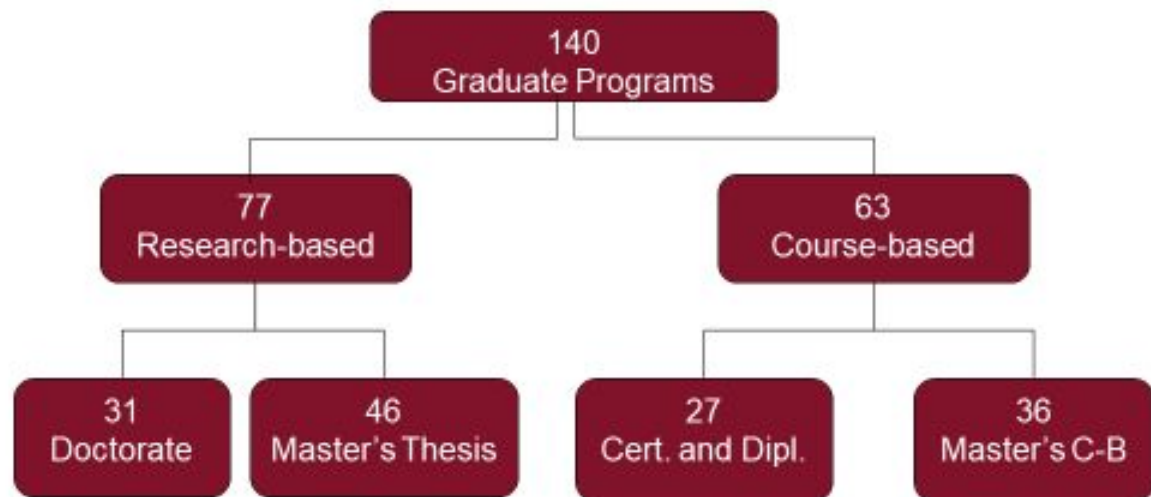
Overview

- Speaker and institution introductions
- What do the programs, Schools and University want to get out of program review?
- How can Graduate Schools seed improvements in equity and diversity through program review?
- Accountability.....



Concordia University
Montreal, Quebec, Canada

8,856 graduate students
1,983 doctoral students



■ PhD
■ Thesis Master
■ Course-Based Master
■ Certificate & Diploma

University Profile

A Public Comprehensive University, part of the California State University 23-campus System

26,342 Students

- 21,336 undergraduate
- 2,621 graduate
- 716 post bacc. credential

Degree Programs

- 63 Bachelor's degrees
- 57 Master's degrees
- 4 Doctoral degrees (PhD, EdD, DNP)

First Gen (Undergrad: 57.3%; Grad: 44.5%)

HSI (Undergrad: 77.2%; Grad: 58.7%)




CAL STATE LA

CALIFORNIA STATE UNIVERSITY, LOS ANGELES



NC State University Overview

- ~10,000 graduate students with ~3600 doctoral within
- 101 Master's programs and 59 doctoral programs
- Responsible for all graduate annual and eight-year 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, time to degree, etc.
- ❖ Where does the program want to be and how can it get there?
- ❖ Evaluate the program's approach and obtain insights into best practices from other programs and other institutions
- ❖ Where does the program fit within the context of University priorities?
- ❖ What is needed from the home College, Graduate School, and University?



THEME 1: Strategies and Timelines for Meaningful Program Review

Report Cards

- Bi-annual exercise
- Over 6 metrics:
 1. Acceptance rate
 2. Capture rate
 3. Time to completion
 4. Attrition rate
 5. External awards
 6. Research intensity
- Results influence the graduate funding formula



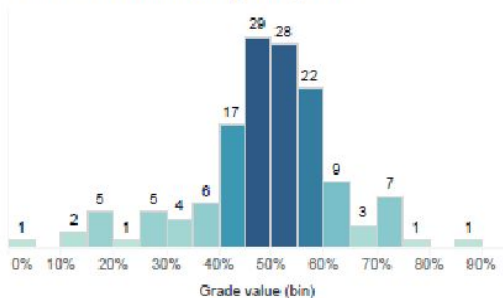
Department Report Card

Notorious Squad

Grade by Program

Program	Above avg	Below avg
Doctor of Philosophy	●	47%
Master - Course Based	●	43%
Master - Thesis	●	48%
Master - Co-op Course Based	●	34%
Master - Co-op Thesis	●	18%

Grade Distribution by Program



Aggregate Results (across all programs)

	Average	Median	Min.	Max.
Grade	49%	50%	3%	85%
Acceptance Rate	49%	59%	0%	100%
Capture Rate	42%	39%	0%	100%
Time To Completion	75%	83%	0%	100%
Withdrawals	89%	92%	0%	100%
External Bursaries and Awa..	14%	4%	0%	100%
Research Intensity	31%	27%	0%	100%

Criteria values

Program	Criteria	Value
Doctor of Philosophy	Acceptance Rate	73%
	Capture Rate	22%
	Time To Completion	82%
	Withdrawals	76%
	External Bursaries and Awards	10%
Master - Course Based	Acceptance Rate	59%
	Capture Rate	0%
	Time To Completion	85%
	Withdrawals	90%
	External Bursaries and Awards	0%
Master - Thesis	Acceptance Rate	55%
	Capture Rate	18%
	Time To Completion	85%
	Withdrawals	93%
	External Bursaries and Awards	0%
Master - Co-op Course Based	Acceptance Rate	0%
	Capture Rate	0%
	Time To Completion	91%
	Withdrawals	100%
	External Bursaries and Awards	0%
Master - Co-op Thesis	Acceptance Rate	0%
	Capture Rate	0%
	Time To Completion	0%
	Withdrawals	100%
	External Bursaries and Awards	0%
	Research Intensity	20%

Dean's Summary

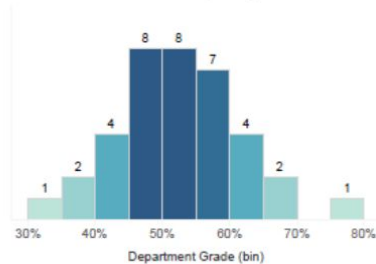
Faculty A - Sector X

Sector Grade (weighted average) **51%**

Grade by Dept. (weighted average*)

Department	Grade
Intelligent Sonics	61%
Perfect Unit	55%
Unbelievable Jargon	34%
Loud Royals	48%
Legendary Set	45%
Amped Ultras	50%
Quiet Band	39%

Grade Distribution by Department



Grade by Program

Department	Program	Grade
Intelligent Sonics	Doctor of Philosophy	73%
	Doctor of Philosophy -Joint Program	43%
	Master -Research Paper Option	60%
	Master -Thesis	56%
Perfect Unit	Master -Thesis Option B	64%
	Doctor of Philosophy	70%
	Master - Thesis Opt A	56%
	Master - Thesis Opt B	45%
Unbelievable Jargon	Master - Course Based	52%
	INACTIVE	10%
	Master - Course Based	11%
	Master - Thesis	34%
Loud Royals	Doctor of Philosophy	54%
	Master of Arts	46%
Legendary Set	Master - Essay Option	45%
	Master - Thesis Option A	47%
	Master - Thesis Option B	49%
	Master - Course Based	19%
Amped Ultras	Master - Research Paper	50%
	Master - Thesis	37%
Quiet Band	Master - Research Paper	35%
	Master -Thesis	40%

Provost Summary

Criteria by Sector (weighted average*)

■ Row max ■ Row min

Criteria	Faculty A Sector X	Faculty A Sector Y	Faculty A Sector Z	Faculty B	Faculty C	Faculty D	Interdisciplinary Prgrams
Grade	51%	61%	52%	44%	49%	60%	51%
Acceptance Rate	48%	65%	57%	61%	63%	57%	14%
Capture Rate	46%	65%	29%	13%	30%	52%	69%
Time To Completion	79%	82%	84%	81%	85%	82%	81%
Withdrawals	88%	90%	90%	88%	91%	94%	93%
External Bursaries an..	18%	32%	16%	3%	7%	17%	45%
Research Intensity	30%	35%	41%	21%	24%	60%	9%


Aggregate Results (across all programs)

	Average	Median	Min.	Max.
Grade	49%	50%	3%	85%
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Time To Completion	75%	83%	0%	100%
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Research Intensity	31%	27%	0%	100%



Meaningful and Manageable Program Review

- ❖ Three Required workshops for programs undergoing Program Review
 - Orientation to Program review and Preparing a Self Study
 - Assessment Workshop
 - Data Pull Workshop
- ❖ Self Study Report Template
- ❖ College Assessment Coordinators to support implementation of annual assessment goals from comprehensive assessment plan
- ❖ Guidelines for Culminating Experience: Thesis Project, Comprehensive Examination
- ❖ Assessment Mini Grants



Steps in the Program Review Process (NC State)

- ❖ Beginning of prior semester: Program notified and begin self-study and gain access to dashboard; usually led by the Director of Graduate Programs and external reviewers identified and contacted; review date set
- ❖ End of prior semester: draft of self study sent to Graduate School for review
- ❖ Review semester: Evaluators, generally 2 external and 1 internal, review the program; includes meetings with: GS and College leadership, program leadership, faculty, students, and alumni
- ❖ End of review: significant draft of findings completed
- ❖ Following semester: post-review meeting with Provost's Office led by the GS



Questions for Consideration

- ❖ What are your institutions motivations or goals for taking developing/refining your approach to program assessment beyond external accreditation?
- ❖ How do you view bi-/annual evaluation as opposed to program review?
- ❖ How do you develop buy in for creating meaningful review?



Theme 2: Inclusion of Data Analytics

Time to Completion (TTC) Rate

- *TTC varies significantly across sectors.*
- *We normalized by national sector averages (as per CAGS) and looked at % above and below*
- *E.g. (18 terms- 15 terms)/15 terms=20% (above sector average)*

$$\frac{\text{TTC} - \text{Sector Average}}{\text{Sector average}}$$

Research Intensity

- *Most diverse criterion.*
- *Concentrated only on mainstream operating funding (eg. excluded infrastructure grants).*

- *Grand \$\$\$ per capita*
- *Normalized by tri-council ratios:*

$$\text{NSERC total envelop} / \text{SSHRC total envelop} = x$$

$$\text{CIHR total envelop} / \text{SSHRC total envelop} = y$$

$$\frac{\text{NSERC $$$ awarded} / x}{\text{CIHR $$$ awarded} / y}$$

Conversion to Grades



The best raw performance (score) becomes a 100%

$$\text{Grade} = 100 \times \text{score} / \text{best score}$$



In the case of negative indicators (i.e. TTC, attrition) the best score is the lowest number.



Overall grade of a program is the average over all the criteria grades.

Example

Assume Psychology is the “richest” department with \$80,000 per capita. Then Psychology gets a 100.

If Economics gathered \$55,000 per capita, the grade is
 $100 \times 55,000 / 80,000 = 68.75\%$

Allocation of Funds

$$\text{Share} = \frac{\text{Enrollment in a program} * \text{Grade of program}}{\sum_{\text{all programs}} \text{Enrollment in a program} * \text{Grade of program}}$$

Example: Assume that *Psychology* has 160 students registered in its program and an overall grade of 88 while *Economics* has 240 students and a grade of 65.

$$\text{Share}_{\text{Economics}} = \frac{240 * 65}{(240 * 65) + (160 * 88)} = 52.56\%$$

$$\text{Share}_{\text{Psychology}} = \frac{160 * 88}{(240 * 65) + (160 * 88)} = 47.44\%$$

The share of *Economics* based on Enrollment only would have been 60% and *Psychology* 40%.

Program Review Data Dashboards incorporated into Self Study Template

□ Appendix B.

Graduate Student Enrollment over 5-yr period.

Graduate Student Enrollments in Headcount and FTES

Graduate Degree Awarded in the major

□ Appendix C.2: Graduation Rates for Master's and Doctoral Programs (2yrs, 3yrs,4yrs.)

□ Appendix C.3: Assessment of Equity Gaps (Grade Distribution DFW Dashboard for core courses by URM, Gender)and discuss

instruction-related strategies to address identified gaps.

□ Appendix D: Faculty Utilization: Includes Faculty Headcount Dashboard and Faculty Workload and Assignment Dashboard that

department chairs have access at IE [login-dashboard](#).

□ Appendix G: Masters theses, projects and dissertations

□ Appendix LL Courses taught by faculty rank



Questions for Consideration

- ❖ What data do you currently use in reviews?
- ❖ Is there a consistent dataset that is used?
- ❖ What data would you like to include in the review process?
- ❖ Who is the “keeper” of the data at your institution?



Theme 3: Impact & Innovation

Program Fact Sheets



PROGRAM ANALYTICS



PROGRAM
FACTS



CURRICULUM REFORM

Department Fact Sheet

Maple Syrup Studies (MSc) Program Fact Sheet

Highlight of program enrollment and
comparable programs across Canada

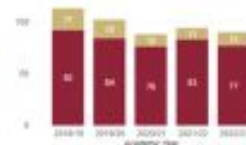
Recruitment

● Applications ● Admissions ● Enrollments



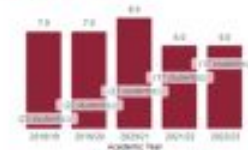
Enrollment

● Students ● Professorial member ● International



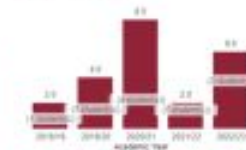
Time to graduate

● Median Time to Graduate



Time to withdraw

● Median Time to Withdraw



Source of University Studies

December 2023

Maple Syrup Studies (MSc) Program Fact Sheet

Highlight of program enrollment and
comparable programs across Canada

Institutional landscape



Province	Program Name	Type	Enroll	Enroll (2022)	Enroll (2023)	Enroll (2024)	Enroll (2025)	Enroll (2026)
Alberta	Maple Syrup MSc	MA	8	1	10			
British Columbia	Maple Syrup MSc	MA	2	1	1			1
Manitoba	Maple Syrup MSc	MA	2	1	1			
Ontario	Maple Syrup MSc	MA	1	2	1			
Quebec	Maple Syrup MSc	MA	2	1	1			
Saskatchewan	Maple Syrup MSc	MA	2	1	1			
Atlantic	Maple Syrup MSc	MA	2	1	1			
Western	Maple Syrup MSc	MA	2	1	1			
Central	Maple Syrup MSc	MA	2	1	1			
Northwest	Maple Syrup MSc	MA	2	1	1			
Southwest	Maple Syrup MSc	MA	2	1	1			
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North	Maple Syrup MSc	MA						

Department Fact Sheet

Institutional landscape

University	Program name	Type	Courses	Duration (years)	Deadlines			Experiential learning
					F	W	S	
Hogwarts University	Maple Mastery (MA)	CB	9	1	15-Sep			
Maple Craft Tech	Maple Syrup Tech (MSc)	CB TH	8 6	1	1-Feb			Internship
Terrair Institute	Maple Syrup Studies (MSc)	CB TH	8 6	1	1-Jul			
Liquid Gold University	Maple Syrup Studies (MSc)	TH	7	2	1-May			
Maple College	Maple Elixirs (MSc)	CB TH	10 6	1 2	1-Feb			
Golden Brew University	Maple Syrup Studies (MSc)	CB TH	10 6	1	15-Jan			
University of Sap	Maple Chemistry (MSc)	CB TH	8 6	1	1-Feb	1-Feb	15-Nov	Co-op
University of North Bear	Maple Craft Studies (MA)	CB	9	2	17-Jan			
Concordia University	Maple Syrup Studies (MSc)	TH	8	2	1-Feb	1-Jun		Co-op

Opportunities

	Program length	Many programs across Canada have a 1-year duration and include a course-based option, whereas Concordia only offers a 2 year thesis program.
	Curriculum	The number of courses Concordia's master's offers is similar completed to other Canadian institutions.
	Experiential learning	Concordia is one of the only institutions to offer a co-op opportunity for students enrolled in the master's.

Incorporating Feedback from External Reviewers

- Expectations and External Reviewer Report Guidelines
- Use of Accreditation documents substitute external review for accredited programs

Closing the Loop

- **Program Review committee from Academic Senate meets with Dean, Associate Dean and Department chair:** to address questions raised after review of the the Self -Study report and external review report; then committee develops a final report

- **Five-year assessment plan updated:** to incorporate recommendations from program review report

- **MOU developed with College Deans and Department Chairs**
 - ALO serves as Provost designee to work with College Deans and Department Chairs to develop an MOU that reflects feedback from the program review report and revised five-year plan.
 - Provost signs approval of finalized MOU
 - College Deans and Department Chairs meet annually to discuss continuous program improvement goals for the year as related to the MOU and ongoing assessment activities.

RESOURCES

[Program Review Resources](#)

Comp Exam Guidelines

Program Review Dashboard

Program Review Self Study

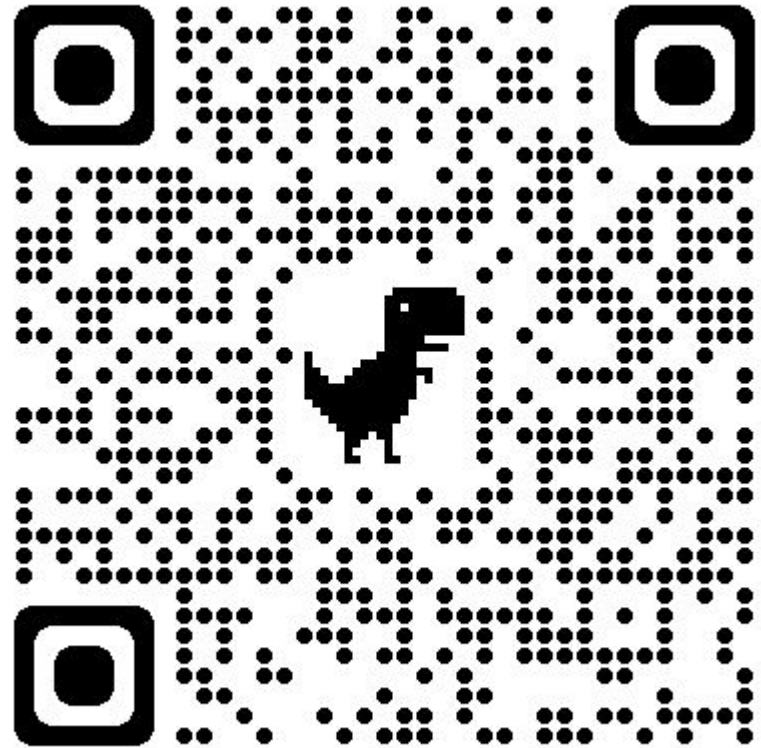
Program Review Workshop

Project Guidelines

Program Review: Meaningful Assessment

Responsibilities of External Reviewer

Thesis Guidelines





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
 - ◇ 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

- ❖ What would you change/bring to your institution in terms of accountability associated with program review?
- ❖ How prominent a role does this process play in garnering resources for programs?
- ❖ How might you leverage other systems/units to promote changes you want to make to program reviews at your institution?