

Academic Program Review
Graduate Programs

Enrollment/recruitment

- Does the program enroll high quality students (better than average GPA and GRE scores and graduated from strong undergraduate institutions)?
- Is there a critical number of students for an effective program?
- Has the program successfully recruited a diversity of underrepresented minorities (currently defined federally as Hispanic-american, African-american, Native American, Pacific Islander, financially disadvantaged, and disabled), and including international students?
- Is there evidence of an active program to enhance diversity?
- Do the domestic students currently enrolled in the program reflect a geographic diversity indicating that the applicant pool is nation-wide?

Quality Academic Program

- Coursework specifically designed for graduate students and therefore primarily at the 300 graduate level (Perhaps ask: % of formally approved substantive coursework (not 391, 491, etc.) at 200 level and at 300 level.
- Research and scholarly expectations consonant with the degree; e.g. expectations for publication of work in the discipline; thesis should relate to peer reviewed publication where applicable
- Qualifying exams and assessments sufficiently demonstrate mastery of the discipline (Qualifying exams, or comprehensive exams, or both?)
- Faculty is productive as evidenced by scholarly publications and extramural support; outside letters provide evidence that scholarship is nationally recognized
- Program provides a high quality scholarly environment; seminars, national meetings
- Nationally recognized program; e.g. National Research Council, Academic Analytics
- Faculty scholarly productivity nationally and internationally recognized e.g. national rankings and awards in the discipline
- Program provides a high quality scholarly environment; seminars, national meetings
- Program provides mentored teaching experience consonant with the Carnegie Initiative on the Doctorate
- Does the program meet accreditation standards in its field (e.g., CACREP for Counselor Education Programs)

Appendix I.

Academic progress of students

- Student retention is minimally at the national average for the discipline
- Time to degree and similar benchmarks are at or above national average for the discipline
- Student outcome data (placement of students after graduation) indicate program prepares students for success after graduation
- Program has a formal, documented mechanism for tracking progress of students
- Student progress reports include expectations for successful completion of the degree program (Might ask if they even have a system formalizing student progress reporting)
- Student performance in certification and Licensure Examinations in professional programs

Professional Development

- Demonstrated support for writing skills, grantsmanship and specialized skills for success in the discipline
- Demonstrated opportunities for career development within and beyond the Academy, including but not limited to attendance and presentations at national and international meetings.
- Program provides mentored teaching experience consonant with the Carnegie Initiative on the Doctorate
- Students have appropriate educational background and mentored teaching to serve as instructors or apprentice teachers in UVM programs (asks two questions: do they have appropriate background, and how is that assessed? And, is there mentored teaching preparation for TAs, and how is that conducted?)

Sustainability

- Vision of program consonant with participating department's research and scholarly plans inclusive of faculty recruitment
- Vision of program is aligned with strategic priorities of the participating department(s), college(s), and university
- Program has made a significant effort to identify and obtain support for graduate students from non-Graduate College sources
- Program support for students does not solely depend upon graduate teaching assistantships-
- Program is aligned with strategic priorities of the university

Appendix I.

Overall comments from Grad Exec meeting:

- Make this a more focused list with fewer, quantifiable criteria that focus on the student experience and student issues.
- Simplify the list, shorten it. There are too many criteria.
- Focus on students (from CEMS review of document).
- Highlighted items above represent those noted by several Grad Exec members as being especially relevant/useful.

DRAFT