



SCHOOL OF EDUCATION
INDIANA UNIVERSITY

To: Jack Cummings, Chair, Policy Council
From: Danielle De Sawal, Chair, Graduate Studies Committee
Date: October 15, 2012
RE: Graduate Program Review Process Document – DRAFT

The attached document is a draft of the graduate program review process the Graduate Studies Committee (GSC) was asked to develop in Spring 2012. The document is modeled after current program review processes that have been established at similar institutions. Avital Deskalo, Graduate Studies Graduate Assistant did an amazing job identifying resources from institutions that are part of CADREI and then narrowing it down through the Committee on Institutional Cooperation (CIC) which is a consortium of the Big Ten Universities and includes the University of Chicago. The four primary documents the committee used to frame the process were from the University Wisconsin - Madison, University of Illinois – Urbana Champaign, University of Iowa, and University of Minnesota. The University of Wisconsin Academic Program Review Guidelines served as the primary framework for the organization and development of the guidelines.

The committee consisted of Elizabeth Boling, Luise McCarty, Martha Nyikos, Rob Helfenbein and myself. The group worked throughout the summer to develop a document that would align with the requirements stated by the University Graduate School.

The document has been reviewed and unanimously approved by the Graduate Studies Committee.

CC: Elizabeth Boling, Associate Dean, Office of Graduate Studies

School of Education

Graduate Program Review Step-By-Step Guide

Indiana University requires a campus-based system of regular periodic (one every 5-7 years) program review of individual departments and school (approved by UFC 4/13/93). This Step-by-Step Guide explains the process for graduate program reviews that are not currently participating in a regular accreditation review.

The steps are as follows:

1. Review the Indiana University Graduate School statement on academic reviews - <http://www.indiana.edu/~grdschl/academic-reviews-of-graduate-programs.php>
2. Establish a departmental or unit planning committee for the review.
3. Prepare a review plan
 - (a) Review plans should consist of the following elements:
 - (b) a statement of the program mission and objectives
 - (c) a statement of any special issues that the department/unit would like considered in this review;
Note: Each program review must contain the basic elements that have been outlined in the Indiana University School of Education Academic Program Review Guidelines. Each program will be able to structure the review according to program stakeholder needs and program review best practices associated with your program.
 - (d) A list of the data points that will be collected in order to evaluate the program's compliance with its mission and objectives, and to address the special issues noted in part (c) of the plan.
4. Prepare a budget for the review
5. Send the review plan and the budget, for initial approval, to the Associate Executive Dean and the Associate Dean for Graduate Studies for the programs home campus who oversees the program review process.
6. Once the review plan has been approved by the Associate Executive Dean and the Associate Dean for Graduate Studies for the programs' home campus, identify the date for the on-site visit with the review members and the administration.
7. Prepare materials (i.e., a self-study manual) for the review. This self-study should include, but not be limited to the following elements:
 - (a) A review plan;
 - (b) Required Program Review Components (see Appendix B);
 - (c) Marketing material that describes the program to various stakeholders, including links to websites, videos, etc.;
 - (d) The most recent reviews;
 - (e) Course syllabi;
 - (f) Course evaluation summaries for recent years;
 - (g) Faculty vitae; and
 - (h) Other data (e.g. surveys) needed to evaluate the program's alignment with its mission and objectives, and to address the special issues noted in part (b) of the review plan.
Note: Review teams appreciate the use of a table of contents with page numbers, and evidence lists that connect the question posed with specific pages.
8. Plan for and schedule the details of the on-site visit.
9. Provide materials in advance to the on-site visit to the review team and the Associate Dean for Graduate Studies for the programs' home campus

10. Host the review team
11. Assure that the review team leader prepares a written report to the Associate Dean for Graduate Studies for the programs' home campus, with copies to the designated Department Chair, within two weeks of completion of the review.
12. Prepare all paperwork to pay expenses related to the program review through the department business manager.
13. Prepare a response to the review that addresses the recommendations and areas for future discussion. This response should indicate how and when each recommendation will be addressed. If a recommendation will not be addressed, adequate justification should be provided.
14. Present the review report and your response to the Associate Dean for Graduate Studies for the program's home campus.
15. Establish a plan/timeline for the implementation of program changes.
Note: Proposed program changes, including program and course additions and deletions, should be brought to the School of Education Graduate Studies Committee and Policy Council in the School of Education.

Academic Program Review Guidelines

A. Purpose of Academic Program Review

The purpose of the graduate program review at Indiana University is to examine the quality of the academic program, assess the learning outcomes that are associated with the curriculum, and reflect on and plan for the future. The program review will require a substantial investment of the faculty and staff, the reviews should be focused on meaningful endeavors that improve the overall quality of the academic program.

Additional information about the Academic Review of Graduate Programs at Indiana University can be found at <http://www.indiana.edu/~grdschl/academic-reviews-of-graduate-programs.php>

B. Program Review Cycle

The program review cycle is five years across the school (see Appendix A), with reviews of individual programs staggered to avoid overwhelming effort for any department in a given year. Departments can shift reviews earlier or later than the timeline in Appendix A if they need to, as long as each eligible program is reviewed every 5 years.

C. Core Campus Programs

The graduate program review recognizes the complexity of core-campus department/program structure and is intended to provide the flexibility for difference and distinction to be highlighted. Departments/programs are charged with designing a reporting process that includes both campuses in all areas necessary for cross-campus programs. The School of Education is an academic unit within Indiana University which consists of two core campuses, Bloomington (IUB) and Indianapolis (IUPUI).

D. Enrollment Trends

In order to better understand trends in graduate program enrollments, it is vital to review the program areas where enrollments are increasing, and to carefully consider causes and impetus for lower enrollments in program areas. In some cases, low-enrollment programs may need to be restructured, merged or discontinued. Maintaining low enrollment programs requires strong commitment and justification often associated with a strong vision for offering the curriculum and activities associated with more robust program areas. Consult the policy on low enrollments when reporting.

E. Guiding Principles

The program review process presents an opportunity to review and align program goals with the institution's strategic priorities. Below are three sets of statements that reflect the principles of the university president, and the mission and objectives of the University Graduate School, and of the School of Education. In conducting the self-study, program faculty should demonstrate the contribution of its program to these institutional goals.

The Indiana University President's Principles of Excellence

<http://www.iu.edu/~pres/vision/principles-of-excellence/index.shtml>

1. An Excellent Education

Ensure that IU's schools and programs provide an education of the highest quality appropriate to their campus and school missions and are recognized for their excellence through national and international peer comparisons.

The best academic programs. Provide an excellent, rigorous, contemporary education through an extensive range of undergraduate, graduate academic, and professional programs and degrees that meet the needs of Indiana, the nation, and the world.

Educating outstanding students. Attract academically outstanding, promising students from diverse and under-represented backgrounds throughout Indiana, the nation, and the world.

Academic success and completion. Enhance undergraduate student learning and success through university-wide efforts to address retention and graduation issues in a systematic, sustained fashion.

High quality student life. Enhance and expand the quality of student life through an environment that vigorously supports and sustains academic, service and athletic achievements at the highest and most competitive levels and that is culturally rich, diverse and inclusive.

Access and affordability for Hoosiers. Ensure that an IU education remains geographically, programmatically, and financially accessible for all qualified students.

Innovative teaching. Adopt innovative modes of teaching and learning that improve the educational attainments of students.

2. An Excellent Faculty

Recruit and retain an outstanding, diverse, and inclusive faculty from researchers, scholars, teachers, and creative artists worldwide who are recognized as among the very best in their fields.

3. Excellence in Research

Maximize IU's full capacity for research, scholarship, and creative activity that is recognized as excellent through national and international peer comparisons.

Increase research and scholarship. Increase external funding and other support for research and scholarship in all areas of inquiry, and ensure that these activities are strongly supported both academically and administratively.

Stimulate the Arts and Humanities. Expand and enhance IU's renowned traditions in the creative arts that enrich the lives of Hoosiers and reach around the globe.

A commitment to outstanding professional education and research. Build on IU's superb professional education programs to continue to meet the present and emerging needs of Indiana, the nation, and the world.

Expand intercampus collaboration. Leverage the combined intellectual resources of the IU campuses through broad-based, interdisciplinary research and other collaborations internally and externally.

4. The International Dimension of Excellence

Increase IU's engagement internationally through globally aware education, enlarged study abroad activity, alumni activity, and expanded strategic partnerships with leading institutions of higher learning throughout the world, and continue IU's historical commitment to institution-building around the globe.

Mission Statement of the Indiana University Graduate School

<http://www.indiana.edu/~grdschl/mission-statement.php>

The mission of The University Graduate School is to promote and support excellence in graduate education for individual students, faculty, departments, and the university as a whole.

As an advocate for excellence in graduate education, the mission of the University Graduate School is to facilitate the attainment of the goals of its faculty, uphold the standards set by its faculty, and to identify and promote best practices.

In accomplishing this mission, The University Graduate School values **excellence, integrity, collaboration, efficiency, innovation, and inclusiveness** in all that it does. These values are central to the school's role in encouraging a creative environment for scholarship, research, teaching, and learning. The University Graduate School is a recognized leader in developing new concepts and best practices for graduate education. It assists departments in recruiting, supporting, retaining, and graduating outstanding scholars. Through its connections with national higher education organizations, it serves as a resource in forging the future directions of graduate education.

Mission and Objectives of the School of Education

See the Graduate Bulletin at <http://www.indiana.edu/~bulletin/iu/educ-grad/2010-2012/index.shtml>

The mission of the Indiana University School of Education is to improve teaching, learning, and human development in a diverse, rapidly changing, and increasingly technological society. We prepare reflective, caring, and highly skilled educational practitioners and scholars who lead in their chosen professions; inform educational theory and practice through research; and work in partnership with a range of constituents to effect change at both local and national levels and throughout the world.

The following five goals comprise the strategic plan for the school:

1. Continue the school's commitment to strong pre-service teacher education.
2. Strengthen partnerships with P-12 schools and communities.
3. Enhance and expand the school's research and other scholarly and creative activities, and strengthen the quality of graduate programs.
4. Provide leadership in the appropriate use of technologies to enhance teaching and learning experiences.
5. Promote diversity.

To fulfill its mission, the school strives to achieve the following objectives:

- To promote and execute disciplined inquiry in all sectors of education.
- To provide service to the state of Indiana, the nation, and the world in developing the finest possible school systems.
- To prepare elementary and secondary teachers in all subject areas and in special education.

- To prepare administrators and supervisors for the public schools of Indiana.
- To prepare faculty members and administrators for colleges and universities around the world.
- To prepare administrators, supervisors, and coordinators of special programs.
- To prepare counselors, school psychologists, and reading specialists.
- To prepare researchers, evaluators, and policy analysts in the field of education.
- To prepare educators and trainers in the use of technology for educational programs in schools, business, industry, and government.

F. Guidance for Preparing the Self-Study

In the School of Education, programs that have received accreditation may use that review and be exempted from the present review. Accreditation reviews may, upon consultation with the Associate Dean for Graduate Studies, be expanded to aspects of the program, or related programs not covered by the accreditation review (M.S., Ed.D., Ph.D. programs, etc.). Program review may be focused on a single academic program or one review process may address a collection of closely related programs. In all of these contexts, the review process is most useful if it is aligned with the School of Education and the University's guiding principles.

The graduate program review is designed to provide flexibility to each department to address the structure and learning outcomes associated with the academic program under review. The program review needs to be purposeful and intentionally provide reflection that assesses both the current state of the program and future directions.

The program review will serve as a reference point against which future progress can be measured and should be intentionally designed to ensure that the data will be useful in the next review cycle. Indiana University is also in the process of developing a Graduate Program Data Bank that will store the collected data from programs that offer degrees through the University Graduate School.

G. The Review Committee and the Program Review Report

The Review Committee: The chair of the committee is responsible for scheduling and convening the meetings, setting the meeting agendas, making any specific assignments to review committee members, overseeing the process of drafting the report. The draft shall be circulated among the committee and the chair is responsible for getting feedback from the committee and key constituents, and submitting the final report to the Associate Dean for Graduate Studies.

A typical review committee is comprised of three to four members per department. The review committee should include at least one member external to the university, from another university-related similar program. The committee may make use of well-qualified individuals including practitioners currently holding a position that entails knowledge of the program under review.

The self-study goals and accompanying documents form the basis for the work of a review committee. The self-study should be available to the review committee at least one month prior to the campus visit.

The review committee may wish to meet with program faculty and staff, with students, with other program constituencies during their on campus visit.

The Program Review Report: A report should be prepared that provides advice or recommendations for improvement and addresses any features of the program that the review committee identifies as needing comment. Typically a report provides a summary of program strengths, challenges, advice, and recommendations for improvement or focused attention.

Reports should be reviewed by program area in conjunction with department chairs and the Associate Dean of Graduate Studies on the appropriate campus to identify program strengths that are to be maintained and summarize the recommendations for improvement. Requirements for follow up reports or actions will also be identified with a timeline for action.

H. Selected Institutional Resources that Support Program Review

Departments will be supported in specific ways as outlined below.

Data: GSO provides the following basic enrollment, student progress, and student support information in a dashboard format as a view in the GEMS system with access provided by ETS for departmental review committees. Dates when data are taken as a snapshot are visible and consistent for each report type.

- Numbers of applicants, admitted, matriculated and graduated students for past 5 years
- Breakdown of these students by gender, nationality and by reported ethnicity
- Numbers of fellowships awarded for all categories over the same time period
- Degrees awarded past five years
- Number of students who have submitted particular paperwork for milestones (program of study, admission to candidacy, etc)

Oncourse site: GSO maintains an archive site in Oncourse for program reviews; review committees may study these reviews as exemplars. Departments work with ETS to establish intranet pages for their review documents.

Guidelines and templates: The Graduate Studies Committee will maintain and update the guidelines document on the SoE intranet and provide departments with basic templates, to be adapted for program needs with the exception of required items.

Appendix A: Timeline for Review

PROGRAM	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
IST	IST PhD	Adult Ed MS		IST EdD (online)	
CEP			Human Development MEd	Inquiry PhD	LearningSciences MEd Learning & Dev Sciences PhD
LCLE		Language Ed EdD & PhD			
ELPS	Int/Comp Ed MS	Hist/Phil MS	Policy Studies, PhD	Higher Ed EdD & PhD HESA MS	
C&I	Curr Studies EdD & PhD	Art Ed EdD & PhD	Special Ed EdD & PhD	Math Ed EdD & PhD	Science Ed EdD & PhD
UE				Urban Education Studies PhD	

Appendix B: Required Program Review Components

Each department/program will have the flexibility to design a program review that is consistent with the professional standards associated with the specific area of study. All program reviews must include the following components in the final report. Additional material may be submitted and should align with the special topics/issues that were identified in the review plan. Framing questions are provided to guide the development of the required sections. The final report should not be limited to only responding to the guiding questions. Additional questions should be crafted by the program to address the uniqueness of the degree focus.

1. Overview of the Program

The overview of the program should address the reputation of the academic program at the international, national, and/or regional perspectives. Programs that are core-campus in their structure will need to address the structural relationship that exists between the campuses. The review should clearly state the academic program's mission and purpose, and highlight all campus and community partnerships.

Framing questions include:

- How does the purpose/mission of the program align with the mission of the school and/or the university?
- What are the emerging trends and issues in the discipline and how are those addressed in the presentation of the program nationally/internationally?
- What obstacles exist in collaborating with other programs or community partners? How are these challenges addressed to continue to grow these relationships?

2. Learning Outcomes

Departments/programs will need to outline the learning outcomes that are associated with the degree program. A description of how the learning outcomes are measured should also be included. Addressing the learning outcomes should include a description on the strategies that are used for students to attain the learning outcomes (curriculum and/or pedagogy tactics).

Additional information about learning outcomes can be found through the National Institute for Learning Outcomes Assessment (NILOA) online at

<http://www.learningoutcomeassessment.org/index.html>

Framing questions include:

- How is the curriculum designed and delivered to address the stated learning outcomes for the program?
- Are the stated learning outcomes grounded in current research and literature associated with the area of study?

- Describe how the data to assess student learning outcomes is collected (qualitative and/or quantitative data collection) and analyzed?

3. Enhancing Diversity

Departments/Programs should include efforts at increasing the diversity of faculty, staff and student populations. Support structures for underrepresented groups should be established and accessible to the student populations. Indiana University School of Education shared goals include Diversity as a school-wide priority and can be found on the SOE web site under the “Community” link.

Framing questions include:

- What effort has the department/program made to enhance student diversity (traditionally underrepresented groups in field) and have those efforts been successful? How do you know? For instance, what are the characteristics of the applicant pool, and how diverse is the student population?
- What is the status of efforts to enhance representation, involvement, and the climate to create a truly diverse intellectual community?
- How does the unit rate its ability to attract and retain a diverse faculty? What should be done to continue and/or enhance progress?
- Does the unit take advantage of mechanisms to increase diversity that are aligned with university and graduate school policy initiatives? Explain how.

4. Recruitment/Yield

In order to gauge how your graduate program can attract the brightest and most qualified students, it is crucial to review recruiting practices, admissions procedures, and criteria for admission. Furthermore, each program needs to collect data on number, scores and demographics of student applicants, of students admitted and declined, and of final matriculation.

Framing questions include:

- What recruitment activities do you use to attract the most qualified graduate students, including those from underrepresented populations?
- What students are most likely to enroll in your program and with which schools do you compete?
- What are the strengths and the weaknesses of your recruitment process and what can be done to improve it?
- In order to document evidence for demand of your program, please provide data on the number of applicants, how many are admitted, how many denied, how many enrolled in each year under review?

5. Curriculum

Departments/Programs will need to outline recent and planned curricular and programmatic changes for their respective degree offerings.

Framing questions include:

- What are the assumptions that underlie your curriculum for master's and doctoral degrees?
- What curricular and program changes have been implemented over the past several years to enhance student learning? Have the changes been effective in achieving their intended purpose? Are programmatic or curricular changes planned?
- Is assessment evidence about student learning gains used as a basis for curricular change?
- Are curricular changes aligned with emerging trends in the discipline? Are their changes the/program might make to be a leader or innovator among peers?

6. Advising and Mentoring

Once students are admitted to the program, they need to be advised, mentored and supported to guarantee adequate progress toward degree completion. Orientation, assigning and meeting regularly with an advisor, regular reviews of student progress, opportunities for professional development, and assistance with career placement are essential steps. Emphasis on good mentoring, both formally and informally, is an essential component of a high quality program.

Framing questions include:

- What procedures are in place to orient new students to the program, assign advisors, and assure success in the first year of enrollment?
- What is the average number of advisees per graduate faculty member over a period of 5 years, the number of master's thesis and dissertation committees chaired or directed by each graduate faculty, the number of times served as member of such committees?
- What opportunities do students have for professional development, e.g. learning to make presentations, to publish, to teach?
- How many students have won major fellowships external to the program?
- How are graduate students prepared, supported and evaluated as associate instructors/research assistants/administrative assistants?

7. Professional Development/Al Training

Documentation of how students are trained, advised and mentored for teaching and other academic and research positions or how they are given guided professional development opportunities is to be shared in the report. Definition of positions and the specific resources provided to students, as well as description of faculty guidance should be documented.

Framing questions include:

- How are students trained, advised and mentored for teaching and other academic and research positions?
- How are students given guided professional development opportunities?
- What types of positions are given to students?
- What kind of faculty guidance is provided?

- What kinds of feedback is given to students?
- How do faculty collaborate to assure quality outcomes for students?

8. Resources

UGS requires this question to be answered: Please identify the resources you have available for supporting students from institutional, governmental, and private sources. What steps have been taken to generate support (both fiscal and human resources)?

Framing questions include:

- What institutional, governmental, and private sources of support are available to your students? What steps have been taken to generate such support?
- How many students are supported on fellowships and assistantships? How do students apply for opportunities? How are they selected?
- Are there funds for graduate students to travel to conferences?
- Who advises students in their programs? In research? In teaching?
- What physical space, technology and other tangible resources are available to students to meet their specific needs in the program?

9. Quality Assessment

In this section the program should reference the program's assessment plan, which will document the programs learning goals, procedures for evaluating the extent to which students develop competency related to those goals, and changes either implemented or planned as a consequence of the accumulated evidence. Quality assessments for faculty are also to be included in this section, as are assessments of graduate students. A summary of the annual activities should be provided.

Framing questions include:

- What are the goals and objectives of the stated program and program area?
- What does the program do on an ongoing basis to ensure program quality and outcomes?
- How are program outcomes correlated with the stated curriculum?
- What mechanism does the program use to gather feedback from students, alumni and how is this used to implement program and curricular updates?
- Is assessment evidence about student learning gains used as a basis for curricular change?

10. Strategic Planning

UGS requires that a long-range planning document be included in the program review. Strategic planning should also outline goals for the program and how those milestones will be evaluated. The program should also highlight the current challenges that are facing the growth of the program.

Framing questions include:

- Do you have a long-range planning document? How would you improve your department if additional resources were available? If they were not? (Required to be answered by UGS)
- What are the five year goals for the program? How are these expected to be accomplished?
- What are the top unresolved challenges for this program? What are the plans for addressing these?

11. Retention/Placement

Programs should provide a description of advising and mentoring efforts related to future employment and placement data for graduates for the past 3-5 years.

Framing questions include:

- How are students advised for job placement?
- What percentage of your students find the kind of employment they would prefer shortly after graduation? How typical of your field is your placement record?
- How does the unit gather data on job placement?
- How could advising for placement and job placement post-graduation be improved?