

Graduate Certificate Review Report

The following information should be presented in a separate document for each certificate offered by an academic unit. Items I through IV are provided as background information for the Assessment and Review Committee and should not exceed two pages.

- I. Introduction
 - A. College(s) and Department(s) involved.
 - B. Person(s) responsible for preparing the report.
 - C. *Brief* description and history of the certificate program.

- II. Certificate Description/ Purpose
 - A. *Brief* statement of the goal(s) or mission of the certificate program. Discuss if the goal(s) has/have changed since the certificate program was initially approved.
 - B. *Brief* statement of the relationship of the certificate program to other academic degrees in the College, University, and State, as appropriate.
 - C. *Brief* statement of the uniqueness of the certificate program, as appropriate, to the College, University, Regents System, State, Region, and Nation.

- III. Self Evaluation of Faculty and General Programs
 - A. *Briefly* describe how teaching and scholarly activities of participating faculty contribute to the goal(s) and student learning outcomes of the certificate program. If any curricular changes have been implemented since the certificate program was initially approved, *briefly* describe them.

- IV. Student Enrollment and Completion
 - A. *Briefly* indicate the student demand for the certificate program. Measures of demand may include numbers of students seeking the certificate and the number completing the certificate during the period of the review. Indicate the number of students completing the certificate program as non-degree, if any, compared to those completing the certificate program while pursuing a graduate degree.

- V. Assessment of Student Learning (ASL) – A cumulative report since the last review. (This section will be in lieu of the Annual Progress Report on ASL that is due in March of each year.)
 - A. List the student learning outcomes that were assessed during the period of the review.
 - B. For each learning outcome, describe the measures used (over a three-year period approximately one-half of the measures used are to be direct measures, and at least one direct measure must be used for each student learning outcome), the sample of students from whom data were collected, the timetable for the collection, and the forum in which the measures were administered. (Examples of direct measures can be accessed at <http://www.k-state.edu/assessment/plans/measures/direct.htm>).
 - C. Describe the results of the assessments.
 - D. Describe the process by which faculty reviewed the results and decided on the actions and/or revisions that were indicated by them.
 - E. Describe the actions and/or revisions that were implemented in response to the assessment results.
 - F. Describe the effects on student learning of the actions and/or revisions.