

Graduate Program Review Report

(prepared by academic Departments or programs for Kansas Board of Regents Review)

- I. Introduction
 - A. College, Department, and date.
 - B. Person(s) responsible for preparing the report.
 - C. Brief description of the Department.
 - D. Brief history of the Department.
 - E. A listing of all degrees offered by the Department by CIP code.

- II. Departmental Purpose
 - A. Brief mission statement.
 - B. Brief statement of the centrality of the Department and its academic degrees to the College, University, and State.
 - C. Brief statement of the uniqueness of the Department's academic degrees to the College, University, Regents System, State, Region, and Nation.
 - D. Brief account of the Department's goals for academic degrees for the next 7 years.

- III. Program Descriptions
 - A. Identify the major instructional, scholarship, and service responsibilities of the Department. Include interdisciplinary programs where appropriate.
 - B. Provide a brief description of the facilities and equipment for the Department.
 - C. Provide information on any special information resources and services (e.g., library collections).
 - D. Briefly indicate the Department's contributions to general education.
 - E. Briefly indicate the Department's role in providing instructional services to students outside the Department.

- IV. Self Evaluation of Faculty and General Programs

Briefly describe the quality of the faculty teaching, research/scholarship, service, and extension/outreach activities.

- V. Self Evaluation of Academic Degree (s)

The following steps should be repeated for each CIP degree and cover all levels of the CIP degree: Bachelor, Master's and Doctoral.

 - A. Briefly describe the quality of the academic CIP degree (*examples could include accreditation or regional, national, or international ranking among comparable degree programs; average time from admission to graduation*).
 - B. Briefly describe the quality of the students in the CIP degree (*measures of quality of applicants could include GPA statistics and GRE scores, or other standardized scores— programs may use Tables V.5.1, V.5.2 (tabular data for domestic and international degree applicants, respectively) and V.5.3 (additional quality measures); measures of quality of students in the program could include evidence of local, regional, national or international awards received by students during*

the period of review; proportion of students presenting original research or creative work at national or international conferences during the period of review; proportion of students publishing research work in peer-reviewed journals or exhibiting creative work in national or international venues; years of work experience between bachelors degree and admission; proportion of students maintaining memberships or participating in service roles in discipline appropriate professional societies; proportion of students participating in professional development opportunities—grant workshops; TA training workshops/seminars; internships, etc.; performance of students in capstone course(s); teaching evaluations of graduate teaching assistants).

- C. Briefly indicate the student demand for the CIP degree (*programs may use attached tables V.C.1-V.C.5 to document applicant and enrollment data—data in V.C.4 and V.C.5. should be available from the Office of Planning and Analysis; other evidence of student demand could include data of email or phone inquiries from prospective students*).
- D. Briefly indicate the employment demand for students in the CIP degree (*programs may cite placement data including positions secured, starting salaries, proportion of graduates placed at graduation*).

VI. Assessment of Student Learning (ASL) – A cumulative report since the last review or since 2006. (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.

TABLE V.B.1. INCOMING DEGREE¹ GPA² STATISTICS OF US RESIDENT GRADUATE APPLICANT³ POOL⁴												
	All Applicants				Admitted Applicants				Matriculated Applicants			
Year	N	Min	Max	Ave	N	Min	Max	Ave	N	Min	Max	Ave
200x												
200x												
200x												
200x												
200x												
200x												
200x												
Ave												

¹ Incoming degree is a bachelors degree for students entering a masters degree program and a masters degree for students entering a doctoral program. For students entering a doctoral program without a masters degree, use the GPA from their bachelors degree.

² Grade point average standardized to a 4.0 scale.

³ Use only completed applications to generate tabular data.

⁴ N = number of applicants; Min = Minimum GPA; Max = Maximum GPA; Ave = Mean GPA.

TABLE V.B.2. INCOMING DEGREE¹ GPA² STATISTICS OF INTERNATIONAL GRADUATE APPLICANT³ POOL⁴												
	All Applicants				Admitted Applicants				Matriculated Applicants			
Year	N	Min	Max	Ave	N	Min	Max	Ave	N	Min	Max	Ave
200x												
200x												
200x												
200x												
200x												
200x												
200x												
Ave												

¹ Incoming degree is a bachelors degree for students entering a masters degree program and a masters degree for students entering a doctoral program. For students entering a doctoral program without a masters degree, use the GPA from their bachelors degree.

² Go to <http://www.k-state.edu/grad/deptinfo/international.html> for assistance in calculating GPAs from international transcripts.

³ Use only completed applications to generate tabular data.

⁴ N = number of applicants; Min = Minimum GPA; Max = Maximum GPA; Ave = Mean GPA.

TABLE V.B.3. GRE SCORES OF GRADUATE APPLICANT POOL ¹

Year	All Applicants			Admitted Applicants			Matriculated Applicants		
	VERBAL	QUANT-ITATIVE	ANAL-YTICAL	VERBAL	QUANT-ITATIVE	ANAL-YTICAL	VERBAL	QUANT-ITATIVE	ANAL-YTICAL
200X									
200X									
200X									
200X									
200X									
200X									
200X									
AVE									

¹Tables for other standardized tests used by graduate programs for selection may be substituted as appropriate.

TABLE V.C.1. DISTRIBUTION OF US RESIDENT AND INTERNATIONAL APPLICANTS BY ETHNICITY AND GENDER ¹

Year	Caucasian		Black		Hispanic		Asian		American Indian		Mexican American		Multiracial		Other		Non-res Alien		Total
	W ²	M ³	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

¹ Use only completed applications to generate tabular data.

² W=numbers of women.

³ M=numbers of men.

TABLE V.C.2. DISTRIBUTION OF US RESIDENT AND INTERNATIONAL APPLICANTS ADMITTED BY ETHNICITY AND GENDER ¹

Year	Caucasian		Black		Hispanic		Asian		American Indian		Mexican American		Multiracial		Other		Non-res Alien		Total
	W ²	M ³	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

¹ Use only completed applications to generate tabular data.

² W=numbers of women.

³ M=numbers of men.

**TABLE V.C.3. DISTRIBUTION OF US RESIDENT AND INTERNATIONAL APPLICANTS
MATRICULATED BY ETHNICITY AND GENDER ¹**

Year	Caucasian		Black		Hispanic		Asian		American Indian		Mexican American		Multiracial		Other		Non-res Alien		Total
	W ²	M ³	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

¹ Use only completed applications to generate tabular data.

² W=numbers of women.

³ M=numbers of men.

TABLE V.C.4. DISTRIBUTION OF US RESIDENT AND INTERNATIONAL STUDENTS CURRENTLY ENROLLED BY ETHNICITY AND GENDER ¹

Year	Caucasian		Black		Hispanic		Asian		American Indian		Mexican American		Multiracial		Other		Non-res Alien		Total
	W ²	M ³	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

¹ Data available from Office of Planning and Analysis.

² W=numbers of women.

³ M=numbers of men.

TABLE V.C.5. DISTRIBUTION OF US RESIDENT AND INTERNATIONAL STUDENTS EARNING DEGREES BY ETHNICITY AND GENDER ¹

Year	Caucasian		Black		Hispanic		Asian		American Indian		Mexican American		Multiracial		Other		Non-res Alien		Total
	W ²	M ³	W	M	W	M	W	M	W	M	W	W	W	M	W	M	W	M	
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
200x	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AVE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

¹ Data available from Office of Planning and Analysis.

² W=numbers of women.

³ M=numbers of men.