

APPENDIX 12: GUIDELINES FOR SELF-STUDY AND REPORT OF GRADUATE PROGRAMS AT YOUNGSTOWN STATE UNIVERSITY

I. Program Self-Study

Each department shall conduct a self-study of its graduate program(s) and prepare a report. Four covered, bound copies of the report are to be sent to the Dean of Graduate Studies. The purpose of the self-study is to aid the department in determining its objectives, means and resources to utilize appropriate data to appraise them. The six parameters described in the review policy and procedure are designed to help focus on specific aspects of the program. While it is not necessary to reproduce all of the information suggested below in the final self-study report, summary information or specifics that document conclusions should be included. Items that are not mentioned but that are appropriate for better understanding of the program under review should be added. Please include a Table of Contents. Responsibility for the self-study and the report shall rest with the chair and/or program director, who should work in consultation with the graduate faculty in the department. The report should contain quantitative data to amplify responses, with specificity and self-evaluation recognizable as important characteristics.

If this self-study coincides with a self-study for external accreditation, those segments of the latter that are applicable may be presented as part of the graduate program review.

II. Objectives/Mission and Goals

Review and appraisal of program information depends largely on the objectives of that program. Please list the objectives of your graduate program, providing as much detail as will help to communicate the objectives clearly. Relate the program objectives to the department, graduate school, college and University Mission and Goals. Your citations should be specific and actual, rather than idealistic.

III. Faculty

Self-study in this area is designed to demonstrate involvement of high quality faculty in graduate programs. Evidence documenting the faculty members' professional background as appropriate to the teaching and research needs of the program and continuing scholarship/research activity and productivity must be included. Teaching effectiveness at the graduate level must also be discussed collectively as a department or program. The report must evaluate overall faculty resources with respect to program needs and objectives and make suggestions and plans for future improvement.

1. How many full-time faculty are in department?
2. Provide the following data (as of fall of the current year) for the graduate faculty members (including regular, associate, and designated members):

<u>Full Service</u>	<u>Number</u>	<u>With</u>	<u>Graduate Faculty Status</u>
Professor		<u>Terminal Degrees</u>	
Associate			
Assistant			
Instructor			
Part-Time			

3. To what extent are part-time faculty involved in departmental graduate-level activity?
4. For both full- and part-time graduate faculty:
 - a. Relate faculty member's professional background to the teaching and research needs of the program;
 - b. Describe the research activity and productivity over the past five years;
 - c. Discuss extent of participation in graduate instruction, research and other graduate and professional activities;
 - d. Discuss teaching effectiveness, using whatever measures are considered appropriate;
 - e. Evaluate the graduate faculty with respect to the graduate program's needs and objectives.

IV. Curriculum

Self-study in this area is designed to demonstrate that the program is current and appropriate to the field. Evidence presented in this section will document the appropriateness of the curriculum, assessment techniques used in determining that it is appropriate, and changes in curriculum instituted during the past five years to remain current.

1. In tabular form, list every course (swing and graduate) in the department, as numbered in the Graduate Bulletin, and show its history for the past five years. If a course has been dropped and is not in the catalog, so indicate.

Catalog Course Number
 Date of Course Approval (if within the past five years)
 List Each Semester Offered
 Label Core or Elective
 Name of Instructor
 Number of Students Enrolled, by Graduate and Undergraduate
 Grade Distribution

2. Compare the curriculum of the program with that of similar institutions offering the same degree.
3. Discuss, as appropriate, how the curriculum of the program has been modified (if at all) and explain the reason for each modification. This will enable the department to keep pace with changes locally and nationally that bear on students' needs in the program.
4. Are the courses appropriate, and how is appropriateness determined?

5. Other Program Information:
 - a. How many semester hours are required for the graduate degree in this program?
 - b. Graduate degree with thesis: x hours, including x thesis credits. Graduate degree without thesis: x hours.
 - c. Is a thesis required? If thesis is optional, is it encouraged? If not, what percentage of graduates during the past five years chose to do a thesis?
6. By curriculum, how many specifically required courses are included in this degree program? [x courses = x s.h..] How many are required for prescribed topical lists of courses?

V. Students

Self-study in this area is designed to assess both the quality and student demand for the program. Evidence will be presented that defines the admission process/requirements and demonstrates that the process meets the needs of the program goals and objectives in a fair and equitable manner. The effect of available resources on students and the size of the program should be discussed; as should the assistantship program including selection criteria, assignments, and student/program benefits.

1. Using the data available from the Graduate School, show the head count and student credit hour history of the program for the past five years.
2. In tabular form, show the admission history of all graduate students admitted to the program for the past five years.

Code Number of Student (do not use names)
Source of Bachelor's Degree and Year Received
Undergraduate GPA
Undergraduate Major
Qualifying Test Score (if any)
Status of Admission
Other Factors Influencing Admission Decision
Deficiencies
Graduate Grade-Point Average
Date of Graduation

3. Other Student Information
 - a. How many students enrolled on a non-degree basis have changed to a degree basis within the past five years?
 - b. How many students have discontinued study toward a degree in this program within the past five years?
 - c. How many have transferred to another graduate/undergraduate program at YSU?
 - d. How many have transferred to a graduate program at another institution?
 - e. How many have been discontinued at the department's recommendation because of unsatisfactory academic performance?
 - f. How many (and what percentage) of students who were admitted to the degree program have received the degree?

- g. What is the optimal enrollment in this program?
 - h. How many students could be enrolled with present resources?
4. Admissions
 - a. Are admission applications to this program examined and decided by an individual, a committee, or some other body?
 - b. What are the current admission criteria?
 - c. Have these been changed since the initiation of the program, and if so, how?
 - d. How are credentials from foreign institutions evaluated?
 - e. What is the department's assessment of its admission process?
 - f. Do current objectives require further change in admission practice? Explain.
5. What is the department's assessment of the quality of students who are and who have been in this program?
6. Graduate Assistantships
 - a. What criteria are used by the department to base a recommendation for appointment to an assistantship?
 - b. What general types of assignments are given to graduate assistants?
 - c. What benefits does the department seek to gain from the graduate assistant?
 - d. What benefits do the graduate assistants gain from their assistantship assignments that they would not receive by being
 - (1) full- or part-time students with no other employment, or
 - (2) part-time students holding a position off-campus?
 - e. Does the department have difficulty finding applicants for the assistantships?
 - f. Would the department gain, and if so, how, from a larger allocation of graduate assistantships?
 - g. How many graduate assistants can the department provide with "minimal" professional supervision? With "ideal" professional supervision?
7. List other activities that the department conducts for the benefit of its graduate students, e.g., seminars, job placement, etc.

VI. Resources

Self-study in this area will document both the resources available to and needs of the program within the context of the curriculum delivered and proposed change for the future.

Library

1. How extensive are holdings in the Maag Library that are appropriate to this graduate program?
2. Do the library resources adequately cover all areas of specialization in this program in which a student may concentrate?

3. Do the library resources include fields of specialization in the discipline for concentrations that are not currently offered?
4. Are there any library-related materials in the department that are available to graduate students? If so, do these duplicate library holdings?

Field Resources, if applicable

Some curricula require facilities off-campus in order to provide special experiences.

1. Describe off-campus facilities used for curricular purposes.
2. Are off-campus facilities used because of a lack of facilities that might reasonably be expected on campus? If so, explain.
3. What future needs for off-campus facilities does the department foresee?
4. If instruction and/or supervision are given off campus, is the instructor and/or supervisor a member of the graduate faculty?
5. How is the quality of off-campus instruction monitored?

Technical Equipment

1. Are teaching and research programs dependent on special or technical equipment (other than office machines)?
2. If so, how much is spent annually on equipment purchases?
3. What additional items of equipment are required to make this program more effective?
4. When a piece of necessary equipment is not available on campus, how does a student carry out assigned work?

Space

1. Describe space assigned for offices, laboratories, etc.
2. Are teaching and research activities dependent on space other than the classroom? If so, describe the space available for these purposes and discuss its adequacy as it specifically relates to graduate program needs.

Supporting Staff, Services, and Equipment

1. What supporting staff and services, such as computing, media, and secretarial, are required to enhance this graduate program?
2. Discuss the adequacy of the staff and services available, and indicate which are not available.

VII. Need for the Program

Self-study in this area will document the success and continued need for the program. Evidence presented will include current and projected enrollment, results of needs surveys, student surveys, alumni surveys, or other appropriate information.

1. Has the department conducted any type of survey to relate this graduate program to the interests of potential students? If so, describe process and results.
2. Has the department conducted any type of survey to relate this graduate program to the needs of industries, businesses, and schools within YSU's geographical service area? If so, describe process and results.
3. Employment Prospects
 - a. What employment projections are made in the Bureau of Labor "Occupational Outlook Handbook" for graduates of the program area?
 - b. How do these relate to the department's findings (if any) of question 2 above?
 - c. What employment opportunities have been found by graduates of this program?
 - d. How many graduates have sought admission to doctoral programs? How many have gained admission? Where?
4. What enrollment projections does the department make on the basis of the above information and other factors? Cite.
5. To what extent are graduate course offerings required or used by graduate programs in other departments?
6. Student Tracking
 - a. Does the department maintain communication with students after they receive the graduate degree?
 - b. Please provide current information on past graduates.

Relationship Between Undergraduate and Graduate Program

1. Does the graduate program in this department help to enhance the quality of the undergraduate program? Explain.
2. Do the costs of maintaining this graduate program add to or subtract from the resources available to the undergraduate program?

Cooperative Program Development

1. To what extent do graduate students in this program depend on graduate credits from other departments?
2. How available are these credits from other departments?

3. Has the department been involved in discussion with other departments about new interdisciplinary master's programs?
4. Have students from this program encountered any difficulty in transferring academic credits to other institutions?
5. Would the department be open to exploring cooperative graduate programs with other institutions?

VIII. Productivity

Self-study in this area will document the success of this program in terms of the number of graduates produced annually, the "value-added" effects of the degree, and the importance of the degree program to YSU and the greater community. If the program graduates on average less than five students annually, discuss how the program remains a viable degree program that should be continued. In a summary report format, document what program or student outcomes were expected, how they were met, and what changes are suggested by the department's assessment of the program.

1. To what extent are the resources available for this program utilized? For this purpose, consider those resources that are
 - a. available through specific departmental request;
 - b. outside the department but that ideally would be an integral part of the program, e.g., computer, library, media services, etc.;
 - c. outside of the University but that are available for use by faculty and/or students.
2. If this graduate program were not available to students in YSU's service region, what impact would the void have on the University's mission statement?
3. What administrative, academic, etc., constraints hamper this graduate program?

IX. Conclusion

Provide an overview of the results of the self-study and summarize the conclusions, strengths and concerns, and plans for future development of the program. Please pay particular attention to outcomes assessment techniques used by the department and feedback of these processes into programmatic plans for the future. Establish a time-line for changes proposed to recast or improve the program or any of the above elements of the self-study.