

Graduate Program Performance Goals

The Graduate Council adopted these performance goals in 2005 to guide the evaluation of graduate programs in curricular development and Academic Performance Reviews (APR/Five-year Reviews). Graduate Council reviewers are also encouraged to use the “Graduate Council Reviewers’ Guide” to assist their evaluations of the APR report.

1. There is a cadre of faculty who can demonstrate currency in their field and is sufficient in size to support students in their culminating activity.
2. Thirty-unit programs have a minimum of 18 units of stand-alone 600-level courses (not cross-listed with 400/500-level courses), including thesis/project and Independent Study. Programs with more than a thirty-unit requirement have a minimum of 60% stand-alone 600-level courses (not cross-listed with 400/500-level courses), including thesis/project and Independent Study.
3. The program offers a minimum of two graduate courses (600 level) each semester.
4. There is assigned time support for the program coordinator proportional to the number of FTE/Graduate Students (12 units).
5. There is a system for faculty members who supervise independent study and chair thesis and project committees to have these activities count as part of their compensated workload.
6. In collaboration with the Office of Graduate Programs, there is a program specific summary of inquiries, applications, admissions, matriculations, and graduations. This will result in a systematic reporting of data on access, persistence and completion rates.
7. There is appropriate laboratory space, studio space, library resources, equipment, and/or materials and supplies to provide state-of-the-discipline support for graduate students.
8. The program provides students with opportunities for financial support in terms of scholarships, assistantships, and/or internships.
9. To promote and evaluate quality, there are program-specific admission standards and an assessment process routinely employed that includes exit interviews, alumni surveys, and a minimum of one outside source of validation (e.g., accreditation, a licensing examination, an advisory committee, doctorate or professional degree program placements, or employer surveys).
10. During a five-year review cycle, the program demonstrates outcome successes through the awarding of degrees, and/or participation in interdisciplinary, certificate or K-14 outreach programs, and/or the placement of students in professional employment.