

## **Three-Year Program Review Guidelines for Self-Supporting Graduate Professional Degree Programs (SSGPDPs)**

### Purpose

This document was created by the San Diego Division of the Academic Senate's Graduate Council to set forth the process and guidelines to conduct an evaluation of new Self-Supporting Graduate Professional Degree Programs (SSGPDPs) three years after establishment. Per the UCOP Self-Supporting Graduate Professional Degree Programs Policy, it is required that SSGPDPs undergo a three-year review through a process chosen by the Graduate Council.

### Process

- The Graduate Council requires that all SSGPDPs established in 2018 or after complete a paper review process (i.e. a program self-study and program data) following their third year of operation using the Profile Outline below.
- The Graduate Division will contact an SSGPDP to coordinate completion of the materials required for the three-year review and inform programs of the due date for completion.
- The Profile Outline specifies the information to be compiled by the SSGPDP and the information to be compiled by the Graduate Division.
- All materials prepared by the SSGPDP will be submitted to the Graduate Division by the specified due date.
- The Graduate Division will submit the Profile Outline, and any accompanying review materials, to the Graduate Council for review.
- The Graduate Council will submit the financial analysis of the program to the Committee on Planning and Budget (CPB) for review. CPB will return their comments to the Graduate Council for consideration.
- Following review, the Graduate Council will send a response to the SSGPDP with its comments and recommendations. If the Council has no substantial concerns, the program will be subject to the regular eight-year program review cycle counting from the initial program start date (or the next regular review of the program's academic unit, as applicable) following the three-year review.

### Profile Outline

#### I. Narrative

To be compiled by the Program

1. Self-Assessment. Programs are asked to provide their perspective on:
  - Progress and accomplishments since the program's establishment, with specific attention to programmatic academic excellence, diversity, and placement.
  - Challenges (including areas of programmatic emphasis, faculty engagement, and other aspects of program development), with specific attention to programmatic academic excellence, diversity, and placement.
  - Financial analysis

- Programs must include a financial analysis of the program with budget sheets to provide an overview of the general financial status and operations.
  - Budgets should specifically explain how the program is self-supporting and identify how additional funding from the program supports department efforts beyond the program itself, if it does.
2. Plans for the Future:
- Faculty growth, including Senate faculty engagement.
  - Growth/changes in graduate students over the next five and ten years.
  - Programmatic changes in graduate curriculum and research, including if the program has plans to utilize digital technologies.
  - Efforts to make admissions, curricula, and placement equitable for persons of all genders, races, handicaps, and preferences.
  - Efforts to improve recruitment, retention, and diversity of students.
  - Efforts to acquire additional resources to accommodate growth and improve quality.
  - Impact (positive and negative) on state-supported programs in terms of finances, faculty teaching loads, enrollments, and staff resources.
  - The extent to which the program incorporates international education. Components may include: recruiting and supporting international students, funding student research abroad, participating in international professional meetings and partnerships with international academic institutions.

## II. Student Admissions

### To be compiled by the Program

#### A. Admissions Criteria

1. Dissemination of information to prospective students
2. Evaluation procedures and criteria
3. Recruitment
4. Departmental policies and activities to promote student diversity and assessment of criteria in restricting diversity
5. Assessment of whether applications exceed, match, or are below initial projections and whether application numbers show an increasing, steady or declining trend.

### To be compiled by the Graduate Division

#### B. Admissions Data

1. Applications, admits, and new registered students (3 years), including % URM, % women, % international.
2. Median grade-point averages for prior undergraduate work by year (3 years).

### III. Graduate Program Degree Requirements

To be compiled by the Program. Please note if any changes were made to the graduate curriculum since the program's approval by the Coordinating Committee on Graduate Affairs and summarize what changes were made and why.

- A. Current graduate course offerings.
- B. Core course and elective requirements
- C. Language requirements
- D. Reading list(s) for core courses, if applicable
- E. Departmental examination requirements and schedules
- F. Methods by which faculty advisers are assigned and thesis committees (if applicable) are formed
- G. Student performance evaluation and assessment procedures
- H. Use of digital technologies to enhance content delivery or student assessments

### IV. Student Registration (3 years)

To be compiled by the Graduate Division

- A. Number of registered students by subfield (if applicable), by year
- B. Number of full and part-time students by year
- C. Number and percent of new and total students, including % URM, % women, % international, by year

### V. Degree Completion and Placement (3 years)

To be compiled by the Program and the Graduate Division

- A. Degree completion and attrition data by year, including % URM, % women, and % international.
- B. Degree completion and placement table: advisor and year; and both initial and current placement information (for graduated cohorts).
- C. Exit survey information (multi-year data as available).

### VI. Student Financial Support

To be compiled by the Program

- A. Program policy on graduate student support.
- B. Program procedure for award of internal fellowships.
- C. Program policy on research and teaching assistantships, including duties and workload, training program, and methods of evaluation.

### VII. Faculty

To be compiled by the Program

- A. Number of faculty by rank, steps, and salary range **DO NOT INCLUDE NAMES**
- B. Number of new positions added since establishment.
- C. Number and percentage of courses taught by Senate faculty and temporary instructors.
- D. Number and percentage of courses taught on- and off-load for faculty.
- E. Number of current graduate students under the supervision of each faculty advisor.

- F. List of program directors and length of service since establishment.

To be compiled by the Graduate Division

- A. Courses taught by each faculty since establishment.
- B. Formal contact hours per faculty FTE.

#### VIII. Facilities and Support

To be compiled by the Program

- A. Library facilities devoted to, or available for, scholarly functions of department (excluding undergraduate course reading materials and space)
- B. Private and semi-private offices for faculty, TAs, and GSRs
- C. Laboratories and support facilities (e.g. machine shops, recharge equipment, etc)
- D. Computing facilities
- E. Resources to support online education (if applicable)