FACULTY SENATE MINUTES

SAM HOUSTON STATE UNIVERSITY

February 9, 2012

3:30 p.m. – 5:00 p.m.
LSC 304

Members Present:

Tracy Bilsing (CHSS), Len Breen (COE), Donald Bumpass (COBA), Erin Cassidy (NGL), Kevin Clifton (CFAMC), Jeff Crane (CHSS), Donna Desforges (CHSS), Mark Frank (COBA), Randall Garner (CJ), Debbi Hatton (CHSS), Renee James (COS), William Jasper (COS), Gerald Kohers (COBA), Lawrence Kohn (COE), Paul Loeffler (COS), Joyce McCauley (COE), Sheryl Murphy-Manley (CFAMC), Dwayne Pavelock (COS), Debbie Price (COE), Ling Ren (CJ), Tracy Steele (CHSS), Dough Ullrich (COS)Ricky White (COS), Pamela Zelbst (COBA)

Members Not Present:

Chad Hargrave (COS), Drew Lopenzina (CHSS), and Javier Pinell (CFAMC)

Visitors: Kandi Tayebi, Associate Vice President for Academic Affairs and Dean of Graduate Studies

Called to order at 3:30 by Debbi Hatton

Due to time constraints, the Minutes of the January 26, 2012 meeting were not approved. They will be up for approval on February

Dean Tayebi distributed two handouts on Core Curriculum and Marketing Graduate Studies (found at the end of these minutes).

Graduate Program Development:

When Dean Tayebi took over Graduate Studies she undertook a survey to determine the reputation of the programs. Sam Houston State University (SHSU) alumni said they did not know that students and professors actively conducted research at SHSU. The same people were not familiar with the range of graduate programs offered but knew that Criminal Justice and Education had graduate programs. Those same individuals made suggestions on how to improve the visibility of the SHSU graduate programs as well as to make the application process and financial aid, scholarships, and/or assistantships more fluid. In response to their comments, Dean Tayebi's office has made the following changes: a graduate recruiter has been hired and given a staff; Brandy Jones in Financial Aid has been designated to work with Graduate Students, the

scholarship form has been centralized; more assistantships have been created; and there is a new online graduate school application. It is planned that more steps in the application process will be automated.

Additional changes and improvements discussed by Dean Tayebi include: each graduate program has a "landing page"; graduate advisors have been given a Cognos Program (updates at night) which allows them to track applicants from the time they apply until they are accepted – this is particularly important as it allows graduate advisors to check easily applicants' whose information is incomplete which will allow them to follow up with the applicants in a timely manner. In the Fall of 2011 SHSU had 1500 incomplete graduate applications. Although it is not conceivable that all 1500 would have enrolled at SHSU, a percentage would have. Dean Tayebi and her staff along with graduate advisors are determined that it should not happen again. Therefore, she and her staff are happy to help graduate advisors in any way, for example, helping them to make follow-up phone calls on incomplete applications. The Graduate Office wants to help grow programs in any way possible and is open to suggestions or ideas from everyone on how to accomplish this. Please let Dean Tayebi know if you have any ideas.

Dean Tayebi underscored the need not only to grow graduate programs but also to attract quality students. To this end, the Graduate Office has information packets that include information on the graduate program and the application process in general and they can add information specific to any graduate program. Her office will provide these for free, but Dean Tayebi asks for as much lead time as possible so her staff can prepare them. These packets can be mailed out or taken to conferences by faculty (even those who are not graduate advisors). The Graduate Office covers the cost of printing and, for those departments who do not have a fact sheet on their program, they will help you to design one.

Another key part of attracting quality students is money. Dean Tayebi announced that her office has increased money available in a number of areas: $125,000 for student travel; $815,000 for scholarships; and $370,000 added to assistantships – she is working to raise this amount in particular.

SHSU's target for recruitment includes alumni, graduating seniors, and any other group or individual that departments think would be the best recipient. Each program has a viewbook insert and mass e-mails can be created for each program that wishes to use them. For targeted programs, the Graduate Office can also send out post cards or mass e-mail. Dean Tayebi reported that tracking shows that post cards work. The Graduate Office is also willing to advertise programs via radio, television, Youtube, journals or newspapers for targeted programs. The Graduate Office hosts events on campus, in the Woodlands, at various Starbucks locations – anywhere they think they

can find their target audience. If faculty members have any ideas on where to stage these events, please let Dr. Tayebi's office know.

In regard to Graduate Enrollment, Dean Tayebi feels that marketing works. SHSU's graduate programs have continued to grow each semester. She noted the hard work that has been done by graduate advisors across the university. The number of graduate students is not only up, but the university has improved in a number of areas. Ethnic diversity among graduate students has improved. The GRE average score for graduate students has gone up. Dean Tayebi feels this shows that SHSU is attracting quality students, not just increasing quantity.

Dean Tayebi discussed Thesis and Dissertation Committee reviews. Dissertations will be selected randomly to be reviewed. They will be reviewed based on an adopted rubric (see handout). One Faculty Senator suggested that graduate students be given the rubric in advance of writing their thesis or dissertation so they are familiar with the criteria set by the university. Dean Tayebi agreed. Graduate Programs will be reviewed every seven years (see handout for the schedule). Institutional Research will pull the numbers for each program, so the graduate advisor will not have to do all the work. Departments will be given a Graduate Program Review Manual and the data for their program to complete their report. Two outside examiners will come in to review the programs. In response to questions from Faculty Senators, Dean Tayebi agreed to send a copy of the manual to Senators. In terms of the make-up of the Graduate Program Review Manual, according to Dean Tayebi, some of it was mandated by the Coordinating Board; some of it was added by the Provost, and some is just common sense. This is the first year that SHSU will go through this process and Dean Tayebi would like feedback. (Dean Tayebi agreed to e-mail the manual to be posted with the Faculty Senate Minutes.)

Dean Tayebi acknowledged that financial support and scholarships for graduate students is still low. She will work with faculty members however possible. Her office is putting together a magazine to send to alumni. It will focus on research by students and faculty. The Graduate Office is getting more active in alumni meetings across the state.

Dean Tayebi announced that her office had put aside $145,000 for travel for graduate faculty. Faculty Senators asked about the application process. Dean Tayebi informed Senators that the system has changed due to the adoption of Banner. Dean Tayebi distributed the money to college deans. She distributed the money between the colleges based on the number of graduate faculty and doctoral programs. College deans now control the faculty and student pool of money. It was acknowledged that the academic deans now decide how to distribute these funds. Dean Tayebi wanted to make all faculty members aware that they can be classified as "graduate faculty" even if their program does not have a graduate program. The designation is based on the

faculty member's credentials not on whether or not your department has a graduate program.

In response to a question regarding channeling information about graduate students (i.e., if a graduate student won an award for work undertaken at SHSU), Dean Tayebi asked that faculty inform her department directly and they will advertise it.

The graduate thesis/dissertation rubric was raised again. Dean Tayebi agreed that not only should the rubric be given in advance to faculty, graduate advisors and graduate students, but that faculty with an expertise in rubric design should review it and provide feedback.

Regarding the schedule for the 7 year review of graduate programs, Dean Tayebi said that the timeline laid out in her handout was set by SHSU, but it had now been approved by the Coordinating Board. If a change is needed, permission will have to be granted from the Coordinating Board. It was noted that some programs such as those in Education already undergo similar scrutiny for NCATE. Dean Tayebi agreed that NCATE information can be used to help with the program review.

Core Curriculum:

Dean Tayebi announced that the present Core Curriculum will be completely abolished and the committee will start over building the Core. Until the new core is in place in Fall 2014, the old Core will be used. Courses will be accepted back into the Core one at a time. The committee that will rebuild the Core Curriculum will be changed by Dean Tayebi and Vice President Eglsaer. Dean Tayebi would like suggestions for faculty to be on the committee. Faculty Senate will be represented on the Committee and she is willing to consider any other nominations from Senators. Committee members will have to work hard and put in many, many hours. The Core Curriculum Committee has a lot of work including:

1.Create new forms for all new courses to be added to the curriculum in the future. The new forms are necessary because new information has been requested. Faculty proposing new courses in the future will have to explain how they will assess the course work such as whether they will use essays and what rubric they might use, etc.

2. Determine classes to be included for the Core Curriculum.

3. Help with assessments of the required learning outcome.

4. Put together a process to modify every degree plan to reflect changes in the Core.

Furthermore, Dean Tayebi warned that there is a tight timeline.

Dean Tayebi handed out several Value Rubrics which were developed by LEAP. SHSU does not have to follow these rubrics (which are in the handout attached), but they are available to help Departments get started on their own revisions. These are for ideas only.

Dean Tayebi asked for recommendations for potential committee members as soon as possible. She will meet with Vice President Eglsaer next week to start organizing the committee and appoint members. She would like to appoint faculty from across colleges and disciplines to have representation across the board. Administrators will also be on the committee but she does not want them to outnumber faculty. In response to a question about student participation, Dean Tayebi noted that they will probably not be appointed. She is open to having students be represented if there is a good argument to have them on it.

According to Dean Tayebi, the number of Core hours will probably go from 45 to 42. There is an institutional option, but it must fit Core Objectives.

Dean Tayebi reminded Faculty that the rubrics in her hand out are just an FYI to help create guidelines for each program, department, and committee.

It was acknowledged that an effort should be made to have an expert on rubrics on the Core Curriculum committee. Furthermore, the number of hours in the Core is set in stone.

One Senator noted that ACE courses already meet every one of the Core Objectives.

Dean Tayebi asked faculty to approach the rubric creation with a positive attitude to create something that is helpful.

Finally, Dean Tayebi announced the Curriculum Committees across the board will be revamped. She would like a Faculty Senate member to be on that committee also. Dean Tayebi received considerable feedback regarding the department-college-university curriculum review committees this year. In the future, membership of the committees will overlap and curriculum committee members will receive education and training. The purpose of this is to ensure that course applications that come up from the department to the college to the university level will have had a thorough review. Dean Tayebi again stressed the need to have a Faculty Senator on the committee. Senator Price had served as chair of the curriculum committee at the university level and had previously suggested that the chair had a co-chair to ensure continuity from year to year. Due to her previous experience, Senator Price volunteered to be one of the two representatives from the Senate; we still need one more volunteer.

Chair's Report:

Chair Hatton reported on her meeting with Provost Hebert. According to the Provost, if a department HEAF funding was cut, it was done at the college level. The schedule for HEAF is changing so that departments will have their money at the start of the semester. Dr. Hooten requested itemization for HEAF money; once the money is allocated to a department for a certain item, it should be used for the purchase of that item. The purpose is to keep track of equipment purchases better. Chair Hatton discussed the allocation of the excess of $2.4 million of fees DELTA collected for on-line courses. During the fall semester discussion was focused on where the funding would be allocated. It was noted that the System's lawyer, Fernando Gomez, has determined that distance fees may be used for a multitude of purposes. A proposal has been put forward to re-classify on-line fees as "differential tuition." Chair Hatton reminded Senates that Departmental Strategic Plans are due on February 21. In regard to the State's budget, Provost Hebert thought there may be no additional budget cuts and possibly excess, but Chair Hatton noted that any additional revenue for the State will probably go to public schools, Medicaid, and Medicare, therefore, the university cannot rule out potential budget cuts or freezes next year.

Strategic Enrollment Management (SEM) Task Force:

Senator Gerald Kohers reported on the SEM Task Force:

The SEM Task-Force (Jaimie Hebert and Heather Thielemann – co-chairs, Bill Angrove, Kandi Tayebi, Kris Kaskel-Ruiz, Al Hooten, Mark Adams, Frank Parker) is an advisory group that provides oversight, planning, and directives to the action committee, the Recruitment and Retention Committee. The SEM 's purpose is to ensure that SHSU's Recruitment Plan, Retention Plan and Academic Plan all aligns with SHSU's Overall Strategic Plan.

The Recruitment and Retention Committee (Dick Eglsaer and Scot Metrz – co chais: Clint Lockwood, Diane McCormick, Chris O'Brine, Lisa Tatom, Trevor Thorn, Bill Fleming, Joellen Tipton, Teresa Ringo, Jesse Bernal, Pam Laughlin, Somer Franklin, Trina Strange, Paige Smith, Angie Taylor, Kevin Flannigan, Jana Richie, Matt McKinght, Jim Gross, Chris Thompson, Gerald Kohers) is the action committee for the SEM and is looking into ways of improving SHSU's recruitment and retention efforts.

The Recruitment and Retention Committee has 7 Goals:

1. Increase the size, diversity, quality, and success of the total Undergraduate Student Body

2. Increase the size, diversity, quality, and success of the total Graduate Student Body

3. Provide excellent student services and programs to enhance retention for all classifications and ethnic groups (Student Services Plan)
4. Collaborate and coordinate with academic departments and faculty to produce and implement the Academic Program Plan.

5. Enhance and provide timely marketing and recruiting initiatives

6. Provide quality facilities and support services

7. Connect the SEM plan to financial plan of the institution (Finance/Budget Plan)

There was a concern that the SEM action committee did not have a faculty representative on the committee.

Regarding the SEM Committee, the Senate has made numerous requests that a Faculty Senator be represented on this committee. Senator Gerald Kohers clarified that he is NOT actually on the SEM committee, but is on one of its Action Committees. That committee has been charged with recruitment and retention. He is the only faculty member on the committee. Its purpose is to look at how the strategic plan lines up with the university's goals – there are 7 strategic goals. Chair Hatton promised to continue to push for more faculty representation on the committee.

Organization Efficiency Taskforce:

Senator Dwayne Pavelock is one of the three faculty members who have been appointed to this committee. It has been charged with gathering ideas to make the university more efficient. Senator Pavelock reported that the committee will be sending out a mass e-mail asking for input from across the university, town hall meetings will be held on February 20 and 21, and anonymous submissions will be accepted via mail. Dr. Hooten did this at previous university (UT-Martin), and it was very useful. The committee wants any and all input – they will value any suggestion no matter how big or small: they don't mind if someone suggests a saving of $200 or $200,000 – all suggestions are welcome. The Taskforce will report to the President's Cabinet and they will select what will fit into the budget. Senator Pavelock underscored the fact that the purpose of this committee is NOT to eliminate jobs. He acknowledged that at Dr. Hooten's previous university, job displacement had occurred (meaning that individuals had been re-assigned) but no jobs had been cut. Senators welcomed Senator Pavelock's observation that money saved from greater efficiency could possibly result in salary increases! Anyone interested in the task force and how it was conducted at UT Martin may look at the report on it.

New Business:

Best Places to Work Survey:
Chair Hatton reminded Senators that we are encouraged by the administration to complete the survey for Best Places to Work.

New IRB Chair is a Senator:
Chair Hatton announced that Senator Donna Desforges has been named the new chair of IRB.

University Affairs Committee:
Vice President Mark Adams of IT is sending 17 new policies to the Faculty Senate. They need Senate approval by the 20th of February. Chair Hatton assigned this to University Affairs to review. Senator Cassidy, chair of University Affairs, reported that their review had already begun of the three policies they had received and they appeared to be fairly straight forward.

Faculty Affairs Committee:
This committee has been assigned to work with DELTA to select a new LMS. Bill Angrove of DELTA has agreed and is completely open to whatever suggestions are put forward.

Academic Affairs Committee:
Chair Hatton has assigned the committee to come up with a recommendation by which the university administrators may be evaluated in the future.

Adjournment for a Closed Session: 4:55 PM for discussion on Personal

Adjournment: 5:10 PM

STRUCTURE OF SEM

I-SEM Steering Committee (Advisory appointed by the President) *Will provide oversight, planning and directives to the Recruitment and Retention Committee*

Jaimie Hebert –Co-chair -Provost
Heather Thieleman – Co-chair – VP of Enrollment Management
Mark Adams – Assoc. VP of Information Resources
Bill Angrove – Assoc. VP of DELTA
Al Hooten – VP of Finance
Frank Parker – VP of Students
Kris Kaskel-Ruiz – Assoc. VP of Marketing
Kandi Tayebi – Dean of Graduate Students

A) Recruitment and Retention Committee (Action Committee) Four Directives –

-Develop an International Recruitment Plan (Implementation Fall 2012) – Eglsaer leading
-Retention Plan (Implementation Fall 2012)
-Undergraduate Admissions Standards (Completed by April 2012 for May TSUS Board meeting – Implementation for Fall 2013)
-Committee on Committees –Review current campus committees (March 2012)

Dick Eglsaer – Co-chair – VP of Academic Affairs
Scott Mertz – Co-chair – Assoc. VP of Enrollment Management
Jesse Bernal – New Students Program Coordinator
Kevin Flanagan – Campus Marketing
Bill Fleming – Sam Center
Somer Franklin – Assistant VP of AA
Jim Gross-ERP Analyst
Keith Jenkins – Student Service Facilities
Gerald Kohers – Academics / Senate
Pam Laughlin – Career Center
Clint Lockwood –Visitor's Center
Diane McCormick-Recruitment Office
Matt McKnight- ERP Analyst
Chris O'Brine-Graduate Studies Admissions Coordinator
Jana Richie- Enrollment Management
Teresa Ringo - Registrar
Paige Smith – Assoc. VP
Trina Strange - DELTA
Lisa Tatom – Financial Aid
Angie Taylor – Dir. Of Leadership Activities
Chris Thompson - Athletics
Trevor Thorn - Admissions
Joelle Tipton – Residence Life

1) **Sub-committees and Projects**

SAM HOUSTON STATE UNIVERISTY
SELF-STUDY GUIDELINES
FOR GRADUATE PROGRAMS

October 2011

Preface

Graduate study demands excellence. Any expectation faculty place on students should be more than matched by expectations placed on the program and institutions. Sam Houston State University (SHSU) is committed to placing the responsibility of appropriate curriculum and academic excellence on its faculty. One component of a commitment to excellence is the willingness to be open to critical review, both from internal and external sources. Thus, all programs are encouraged to engage in external review processes.

This manual is designed to create a self-examination process that addresses the aspects that are common to all graduate programs as well as accommodating the unique attributes of each program. A self-study is but one tool to guide programs in their continuous improvement efforts in meeting the challenge of serving the needs of students, the university, and external stakeholders. The self-studies produced as a result of this manual will provide an overview of the programs as well as a detailed study of the curricula, graduate faculty, program resources, assessment, student success, recruitment and marketing.

The Self-Study Process

The self-study process incorporates three-stages: (1) the creation of the self-study, (2) an external review, and (3) the development of an action plan for improvement. The faculty and the support staff will conduct a thorough program review and produce a report with support documentation. A team of external reviewers will read the report, visit the campus, and provide an evaluation of the program to include program strengths and recommendations for improvement. University leaders will develop an action plan in response to the results of the self-study and external review. It is recommended that the process be as transparent and inclusive as possible. The self-study, the external reviewers' report, and the response will all be sent to the Texas Higher Education Coordinating Board.

Selection of Self-Study Committee

A self-study committee shall be created for purposes of compiling and writing the self-study. It is recommended that the chair of the self-study committee be the director of the graduate program within the respective department. The dean, based on recommendations by the chair, will select the remaining members of the committee. It is further recommended that the committee be fully or primarily comprised of core faculty and contain one outside member, preferably a faculty member from one of the University's other graduate programs. The outside member is not a requirement but is recommended. The size of the committee shall be determined by the department chair and academic dean.

Self-study Components

All self-studies will address the following:

I. Program Profile
   - Mission of program

Briefly describe the unit's mission, vision, goals and objectives. How does this align with the university's Strategic Plan? What is the unique role your unit plays or contributions it makes to the university, state, and/or region?

- History of program
- Program demographics (e.g., number of students/class, number of degrees conferred annually, number of core faculty, etc.)
- Faculty/Student ratio
- Alignment of program with stated program and institutional goals and purposes

  How does the program align with the program goals and the university goals? In the next several years, what factors will impact the demand for what you do? How can you position the unit to respond to changes in demand?
- All doctoral programs must include the 18 Characteristics (See appendix)

II. Program Administration

- Administrative processes including admission processes, etc.

  Evaluate the effectiveness of the procedures and describe any planned changes.
- Administrative policies

  What are the academic, structural and administrative barriers in your unit? How are you reducing them?

- Mentoring and Academic Advising

  How are advisors assigned? Who monitors the student's progress?

III. Curriculum

- Description of curriculum (e.g. program length, degree plan, specializations, etc.)

  Describe major curriculum changes in the last several years. Discuss proposed changes to the curriculum and what evidence led to the changes.
- Appropriateness of curriculum (e.g. content comparison and duration comparison with accrediting standards and peer and aspiration institutions)
- Description of comprehensive exams and dissertation/thesis processes
- Accreditations

IV. Faculty

- Credentials
  - Appropriateness of degrees
  - Publications/external grants/presentations/artistic endeavors

    Describe new research initiatives and discuss how they address the citizens, government, economy, and environment of the state of Texas. Are faculty members competitive in receiving external grants? What constraints

to faculty productivity are you facing? Are you competitive (assistants, start-up funds, administrative processes, etc.) with other graduate programs in your discipline at similar institutions? How are you enhancing faculty productivity and competitiveness?
        - Awards/recognitions
        - Service to the profession
        - Professional experience
    - Teaching load
    - Diversity
    - Program responsibilities (e.g., dissertation/thesis committees/comps, etc.)
    - Program faculty profile
        - Core faculty
        - Support faculty

V. Students
    - Admission Criteria
    - Number of applicants/admits/enrolled
        - Demographics (to include ethnicity and gender)
    - Profile of admitted students
        - Demographics
        - Full-time/part-time
        - Description of assistantship responsibilities
    - Student funding
        - Percentage of full-time students with financial support
        - Average support per full-time student
    - Graduation rate
    - Time to completion
    - Student retention rates
    - Graduate licensure rates (if applicable)
    - Employment profile upon graduation (i.e. employment or further education/training)
    - Student publication and awards

VI. Resources and Finances
    - Travel funds
    - Assistantships
    - Scholarships
    - Program Budget
    - Clerical/administrative support
    - External funding
    - Faculty

VII. Facilities and Equipment

- Facilities
- Technology
- Other Equipment

VIII. Assessment efforts
- Alumni surveys
- Employer surveys
- Clinical supervisor surveys, if appropriate
- Student learning outcomes
- Dissertation/thesis quality
- Student publications/grants/presentations
- Recognition/awards
- Internships, if appropriate
- Other

IX. Recruitment and Marketing Efforts
- Demand for graduates, including specific market trends and indicators for the program
- Geographical location from which students come
- Marketing and recruitment efforts and their effectiveness
- Current markets
- Potential new markets
- Enrollment plan for the next 5 years
- Alumni and donor relations

X. Outreach
- Distance education
- Service learning or community engaged learning
- Internships
- Professional outreach (proving professional services, such as consulting, etc.)

XI. Program specific issues
- This could include issues such as licensure, specific accreditation requirements, or other issues relevant to just that program.

XII. Program strengths and recommendations for improvement (Data –driven decisions)

Timeline

It is expected that each graduate program conduct a self-study on a regular basis. The time between self-studies should not exceed seven years. The timeline for each program's review is attached. Master's programs in the same 6-digit classification of instructional programs code as doctoral programs must be reviewed simultaneously with their related doctoral programs. A report of the outcomes of the review, including the

evaluation of the external reviewers, the self-study and the institution's response with actions to be taken must be provided to the Coordinating Board by the Office of Graduate Studies no later than 90 days after the reviewers have submitted their findings to the institution.

Outside Reviewers

A team of two outside reviewers will be created to (1) review the self-study, (2) perform an onsite review of the program, and (3) provide a written report containing a response to the self-study, a summary of observations during the onsite visit and recommendations (strengths and concerns). These reviewers must be outside the state of Texas. Appendix A contains guidelines for the reviewers.

Selection of Outside Reviewers

The chair of the self-study committee (usually the director of the graduate program) will submit a list of at least eight names of faculty who are active in a graduate program of the same discipline to the Office of Graduate Studies. Potential reviewers should be part of a program that is nationally recognized for excellence in the discipline. The list of potential outside reviewers must be approved by the academic dean prior to submission to the Office of Graduate Studies. The Office of Graduate Studies will be responsible for inviting reviewers to campus. The final list of reviewers, with possible onsite visit dates, will be given to the chair of the self-study committee. The chair of the self-study committee will be responsible for arranging the itinerary. Appendix B contains a sample itinerary. Programs being reviewed as part of an accreditation/reaffirmation review may follow the accrediting agency's guidelines for selecting reviewers. External reviewers must affirm that they have no conflict of interest related to the program under review.

Roles and Responsibilities of Faculty/Administrators

Chair of Self-Study Committee

- Make recommendations to the departmental chair and academic dean concerning committee membership .
- Assign responsibilities to self-study committee members and coordinate the creation of the self-study document.
- In conjunction with the self-study committee, identify program-specific issues to be addressed in the self-study.
- In conjunction with the self-study committee, department chair and academic dean, provide the Office of Graduate Studies a list of candidates to serve as external reviewers.
- Provide the final version of the self-study, through the academic dean, to the Office of Graduate Studies for dissemination.
- Create the itinerary for the onsite review and arrange time for key personnel to meet with the onsite reviewers.
- Coordinate the arrangements associated with the onsite review (e.g., lodging, travel, transportation, etc.).
- Schedule meeting rooms and meals connected with the onsite visit.
- Coordinate the creation of the Action Plan. Present to the provost, academic dean, graduate dean, and department chair.

Department Chair

- Be available to meet with the self-study committee during the creation of the self-study.
- Review draft versions of the self-study and make recommendations for improvement prior to submission to the academic dean.
- Be available to meet with the external reviewers during the onsite visit.
- Attend the exit summary oral report.
- Assist in the creation of the Action Plan prepared in response to the self-study and reviewers' written report.

Academic Dean

- Provide feedback and make the final decisions concerning members of the self-study committee.
- Make recommendations for outside reviewers.
- Meet periodically with the self-study committee during the creation of the self-study.
- Review draft versions of the self-study and make recommendations for improvement prior to submission of the final version to the Office of Graduate Studies.
- Approve final version of the self-study.
- Meet with the external reviewers during the onsite visit.
- Attend the exit summary oral report.
- Provide feedback to the chair and the self-study committee on the Action Plan prepared in response to the self-study and reviewers' written report.
- Monitor the implementation of the Action Plan.

Graduate Dean

- Identify the programs to be reviewed and set the schedule for their review in consultation with the provost, academic dean, department chair, and director of the doctoral program and/or graduate coordinator.
- Create final list of onsite reviewers, with potential visitation dates, from the list provided by the chair of the self-study committee.
- Be available to meet with the external reviewers during the onsite visit.
- Attend the exit summary oral report.
- Provide funding for
    - the external reviewers, to include travel and, when appropriate, an honorarium,
    - production and distribution of the self-study,

- Be available to consult with self-study committee in creating the Action Plan.
- Submit final report to the Provost for final approval.
- Submit final report to the President and The Coordinating Board.

Provost

- Be available to meet with the external reviewers during the onsite visit.

- Attend the exit summary oral report.
- Be available to consult with the Graduate Dean and Academic Dean concerning the Action Plan.
- Make modifications and give final approval to the Action Plan.

Appendix A: Reviewer Guidelines

Reviewers, not governed by external bodies, are expected to:

- Review the self-study prior to onsite visit.
- Conduct the onsite visit – one of the external reviewers will serve as chair of the team. The Graduate Dean will ask one external reviewer to serve as chair.
- Conduct an exit interview as the last component of the onsite visit.
- Write an evaluation of the graduate program to include program strengths and recommendations for improvement. The evaluation should address each chapter of the self-study. The evaluation should be submitted electronically to the Office of Graduate Studies (graduate@shsu.edu). The evaluation should be submitted no later than six weeks after the completion of the onsite visit.

Appendix B: Sample Itinerary

Understanding that each visit may be unique, the following may serve as a template for the onsite visit. The chair of the self-study committee will create the itinerary for the onsite review to include coordinating with individuals involved with the onsite visit. Additionally, the chair will coordinate the arrangements associated with the onsite review (e.g., lodging, travel, transportation, etc.).

Day 1

- Arrive at SHSU. Check into hotel.
- Dinner with the chair of the self-study committee (optional)

Day 2

- 7:30 – 8:30 Breakfast with chair of self-study committee
- 8:30 – 9:15 Meet with self-study committee
- 9:15 – 10:15 Meet with faculty members
- 10:15 - 10:30 Break
- 10:30 – 11:00 Meet with department chair
- 11:00- 11:30 Meet with academic dean
- 11:45 – 1:00 Lunch with self-study committee
- 1:15 – 2:30 Time in document room
- 2:30 – 3:00 Tour of campus and facilities
- 3:00 – 3:30 Meet with provost and graduate dean
- 3:30 – 3:45 Break
- 3:45 – 5:00 Meet with students
- 5:00 – 5:30 Wrap-up with chair of self-study
- 6:00 – 7:00 Dinner, review team members only
- 7:00 - Time to work on report and prepare for exit interview

Day 3

- 7:30 – 8:30 Breakfast, review team only.
- 8:30 – 11:00 Time to prepare for exit interview
- 11:00 – 12:00 Conduct exit interview (provost, academic dean, graduate dean, department chair, chair of the self-study committee)
- Lunch, if travel schedule permits
- External reviewers depart

Appendix C: Characteristics of Texas Public Doctoral Programs

Characteristics of Texas Public Doctoral Programs[1]

Measure	Operational Definition	Reporting Source
Number of Degrees Per Year	Rolling three-year average of the number of degrees awarded per academic year	Coordinating Board
Graduation Rates	Rolling three-year average of the percent of first-year doctoral students[2] who graduated within ten years	Coordinating Board
Average Time to Degree	Rolling three-year average of the registered time to degree[3] of first-year doctoral students within a ten year period	Coordinating Board
Employment Profile (in field within one year of graduation)	Percentage of the last three years of graduates employed in academia, post-doctorates, industry/professional, government, and those still seeking employment (in Texas and outside Texas)	Institution
Admissions Criteria	Description of admission factors	Institution
Percentage Full-time Students (FTS) with Financial Support	In the prior year, the percentage of FTS (≥ 18 SCH) with support/the number of FTS	Institution
Average Financial Support Provided	For those receiving financial support, the average financial support provided per full-time graduate student (including tuition rebate) for the prior year, including research assistantships, teaching assistantships, fellowships, tuition, benefits, etc. that is "out-of-pocket"	Institution
Student-Core Faculty[4] Ratio	Rolling three-year average of full-time student equivalent (FTSE) /rolling three-	Institution

[1] Programs included only if in existence 3 or more years. Program is defined at the 8-digit CIP code level.

[2] First-year doctoral students: Those students who have been coded as doctoral students by the institution and have either completed a master's program or at least 30 SCH towards a graduate degree.

[3] Registered time to degree: The number of semesters enrolled starting when a student first appears as a doctoral student until she completes a degree, excluding any time taken off during graduate study. The number of years is obtained by dividing the number of semester by three.

Measure	Operational Definition	Reporting Source
	year average of full-time faculty equivalent (FTFE) of core faculty	
Core Faculty Publications	Rolling three-year average of the number of discipline-related refereed papers/ publications, juried creative/performance accomplishments, book chapters, notices of discoveries filed/patents issued, and books per year per core faculty member.	Institution
Core Faculty External Grants	Rolling three-year average of the number of core faculty receiving external funds, average external grant $ per faculty, and total external grant $ per program per academic year[5]	Institution
Percentage Full-Time Students	Rolling three-year average of the FTS (≥ 9 SCH)/number students enrolled (headcount) for last three fall semesters	Coordinating Board
Number of Core Faculty	Number of core faculty in the prior year	Institution
Faculty Teaching Load	Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty in the prior year	Institution
Faculty Diversity	Core faculty by ethnicity (White, Black, Hispanic, Other) and gender, updated when changed	Institution
Student Diversity	Enrollment headcount by ethnicity (White, Black, Hispanic, Other) and gender in program in the prior year	Coordinating Board
Date of Last External Review	Date of last formal external review, updated when changed	Institution
External Program Accreditation	Name of body and date of last program accreditation review, if applicable, updated when changed	Institution
Student Publications/Presentations	Rolling three-year average of the number of discipline-related refereed papers/ publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year per student	Institution

NOTE: Institutions may wish to add a "comments" field to explain any anomalies.

[4] Core Faculty: Full-time tenured and tenure-track faculty who teach 50 percent or more in the doctoral program or other individuals integral to the doctoral program who can direct dissertation research.

[5] All external funds received from any source including research grants, training grants, gifts from foundations, etc.

Core Curriculum

Timeline for Implementation

- November 2011 - November 2013: Faculty develop and select courses
- November 2013: Institution's core curriculum due to Coordinating Board staff for review
- Fall 2014: Statewide implementation of core curriculum for incoming Freshmen

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Foundational Component Areas

- Communication
- Mathematics
- Life and Physical Sciences
- Language, Philosophy and Culture
- Creative Arts
- American History
- Government/Political Science
- Social and Behavioral Sciences
- Component Area Option

Current Core Curriculum vs. New Core Curriculum

Current Core Curriculum	New Core Curriculum
Exemplary Educational Outcomes - Total of 37 EEOs - 5-12 EEOs mapped to each component area Basic Intellectual Competencies - Total of 6 BIC - Reading, Writing, Speaking, Listening, Critical Thinking, Computer Literacy Perspectives - Total of 8 Perspectives - Skills similar to COs, such as logical reasoning, ethical behavior, aesthetic judgment, multiculturalism, health & wellness, etc.	Purpose of Core Curriculum - Statement Core Objectives - Total of 6 COs o Critical Thinking, Communication Skills, Empirical & Quantitative Skills, Teamwork, Social Responsibility, Personal Responsibility - 3-4 COs mapped to each component area
Component Areas (TOTAL 42 – 48 SCH) Chart I (26 SCH) - Communication (6 SCH) - Mathematics (3 SCH) - Natural Sciences (6 SCH) - Humanities and Visual & Performing Arts (6 SCH) o Humanities (3 SCH) o VPA (3 SCH) - Social and Behavioral Sciences (15 SCH) o US History (6 SCH) o Political Science (6 SCH) o Social/Behavioral Sciences (3 SCH) Chart II (6 – 12 SCH) - Institutional Designated Option (up to 6 SCH) - Additional Communication (up to 6 SCH) - Additional Math (up to 3 SCH) - Additional Natural Science (up to 3 SCH) - Additional Humanities or VPA (up to 3 SCH) - Additional Social & Behavioral Sciences (up to 3 SCH)	**Component Areas (TOTAL 42 SCH)** - Communication (6 SCH) - Mathematics (3 SCH) - Life & Physical Sciences (6 SCH) - Language, Philosophy & Culture (3 SCH) - Creative Arts (3 SCH) - American History (6 SCH) - Government/Political Science (6 SCH) - Social & Behavioral Sciences (3 SCH) - Component Area Option (6 SCH)
Assessment Institution assesses 37 EEOs in component areas. Plus assess 6 BIC and 8 Perspectives across the entire core.	**Assessment** Institution assesses 6 Core Objectives achievement across the entire core.

		Core Objectives Required					
Foundational Component Area	**SCH**	**CT**	**COM**	**EQS**	**TW**	**SR**	**PR**
Communication	6	✓	✓		✓		✓
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.							
Mathematics	3	✓	✓	✓			
Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.							
Life and Physical Sciences	6	✓	✓	✓	✓		
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.							
Language, Philosophy & Culture	3	✓	✓			✓	✓
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.							
Creative Arts	3	✓	✓		✓	✓	
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.							
American History	6	✓	✓			✓	✓
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.							
Government/Political Science	6	✓	✓			✓	✓
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.							
Social and Behavioral Sciences	3	✓	✓	✓		✓	
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.							
Component Area Option	6	Core Objectives must match corresponding Component Area					
Courses used to complete the Component Area Option must meet the definition and criteria specified in one or more of the foundational component areas above. The Core Objectives required in the corresponding foundational component area apply to each course used to fulfill the Component Area Option.							

CREATIVE THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Framing Language

Creative thinking, as it is fostered within higher education, must be distinguished from less focused types of creativity such as, for example, the creativity exhibited by a small child's drawing, which stems not from an understanding of connections, but from an ignorance of boundaries. Creative thinking in higher education can only be expressed productively within a particular domain. The student must have a strong foundation in the strategies and skills of the domain in order to make connections and synthesize. While demonstrating solid knowledge of the domain's parameters, the creative thinker, at the highest levels of performance, pushes beyond those boundaries in new, unique, or atypical recombinations, uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking to achieve a solution.

The Creative Thinking VALUE Rubric is intended to help faculty assess creative thinking in a broad range of transdisciplinary or interdisciplinary work samples or collections of work. The rubric is made up of a set of attributes that are common to creative thinking across disciplines. Examples of work samples or collections of work that could be assessed for creative thinking may include research papers, lab reports, musical compositions, a mathematical equation that solves a problem, a prototype design, a reflective piece about the final product of an assignment, or other academic works. The work samples or collections of work may be completed by an individual student or a group of students.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Exemplar: A model or pattern to be copied or imitated (quoted from www.dictionary.reference.com/browse/exemplar).
- Domain: Field of study or activity and a sphere of knowledge and influence.

CREATIVE THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Acquiring Competencies *This step refers to acquiring strategies and skills within a particular domain.*	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.
Taking Risks *May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.*	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking *Novelty or uniqueness (of idea, claim, question, form, etc.)*	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- Context: The historical, ethical. political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Framing Language

Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a **process**, rather than the quality of an **end product**. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs, and abilities.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	 2	Benchmark 1
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

Revising the State Core Curriculum

Core Learning Outcome Objectives and Corresponding Definitions

1. **Critical Thinking Skills -** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills -** to include effective written, oral, and visual communication
3. **Empirical and Quantitative Skills -** to include applications of scientific and mathematical concepts
4. **Teamwork -** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Social Responsibility -** to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities
6. **Personal Responsibility -** to include the ability to connect choices, actions and consequences to ethical decision-making

Revised Foundational Component Areas

1. Communication

-Courses in this category focus on developing and expressing ideas clearly, fostering understanding, and the potential for effecting change.

-Courses must involve the command of oral, aural, written, and visual skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

-The Core Learning Outcome Objectives of critical thinking skills, communication skills, teamwork, and personal responsibility are addressed by each course in this component area.

2. Mathematics

-Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

-Courses must involve the understanding of key mathematical concepts and the application of appropriate mathematical tools to the everyday experience.

-The Core Learning Outcome Objectives of critical thinking skills, communication skills, and empirical and quantitative skills are addressed by each course in this component area.

3. Life and Physical Sciences

-Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

-Courses must involve the understanding of interactions among natural phenomena and the implications of scientific principles on human experiences.

-The Core Learning Outcome Objectives of critical thinking skills, communication skills, empirical and quantitative skills, and teamwork are addressed by each course in this component area.

4. Language, Philosophy, and Culture

-Courses in this category focus on how ideas and values reflect and impact human experience.

-Courses must involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

-The Core Learning Outcome Objectives of critical thinking skills, communication skills, and social responsibility are addressed by each course in this component area.

5. Creative Arts

-Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.

-Courses must involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

-The Core Learning Outcome Objectives of critical thinking skills, communication skills, and social responsibility are addressed by each course in this component area.

6. American History

-Courses in this category focus on the consideration of past events relative to the United States, with the option of including Texas history for a portion of this component area.

-Courses must involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

-The Core Learning Outcome Objectives of critical thinking skills, communication skills, social responsibility, and personal responsibility are addressed by each course in this component area.

7. Government/Political Science

-Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states with special emphasis on that of Texas.

-Courses must involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

-The Core Learning Outcome Objectives of critical thinking skills, communication skills, teamwork, and social responsibility are addressed by each course in this component area.

8. Social and Behavioral Sciences

-Courses in this category focus on the application of scientific methods in the understanding of what makes us human.

-Courses must involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on society and culture.

-The Core Learning Outcome Objectives of critical thinking skills, communication skills, empirical and quantitative skills, social responsibility, and personal responsibility are addressed by each course in this component area.

9. Institutional Option

-Institutions must include a minimum of three Core Objectives in each selected course.

-Courses in this category may be used in various SCH increments (examples include integrative learning, oral communication, foreign language, science labs, etc.).

Timeline and guidelines for the development and approval of revised Core Curriculum

The UEAC recommends two considerations regarding the timeline:
1. Allow a minimum of two academic years for the institutional redevelopment of institutional core curricula, specifying a faculty-centered process as the means for any redevelopment. Allow Coordinating Board staff sufficient time to evaluate the revised core curricula from each institution and to establish that each institution is in compliance with the new standards.

2. Provide for a phase-in year, during which incoming new students would be required to fulfill the requirements of the newly-revised Core Curriculum, while previously enrolled students would be able to choose between the requirements they have been expecting to complete or the new requirements, depending on their perception of educational advantage and timely degree completion.

In addition, the UEAC recommends the following guidelines for institutions to use in approval their new Core Curricula:
1. Number of courses in the core curriculum. Although no limit is placed on the number of courses an institution may submit for approval, it is strongly encouraged that institutions self-limit based on available resources and faculty.

2. Selection and approval of core curriculum courses. Once approved by the institution, the courses and supporting documentation will be forwarded to the THECB for final approval. Institutions should develop a faculty-based approval process for institution approval. The mechanism and guidelines for course approval should be the same for all institutions, and the AAC&U VALUE rubrics should be used as initial guidelines for core objective assessment. Institutions are also responsible for maintaining the appropriate level of achievement for each core objective.

3. Disciplinary tracks: Instead of pursuing general core curriculum area tracks, the direction should be toward statewide articulation agreements that all institutions will follow.

4. The practice of allowing institutions to award academic associate degrees with a field of study curriculum or transfer compact agreement without core completion should be retained; however, this does not relieve a transfer student of the requirements to complete the core for a bachelor's degree.

5. Unique needs courses should not be part of the core curriculum.

ASSESSMENT
Purpose, Values, and Definitions:

The UEAC, with the assistance of two representatives of the Accountability Workgroup, Dr. Loraine Phillips of Texas A&M University and Dr. Danita McAnally of Amarillo College, developed some guidelines in assessing the new proposed core. The purpose of assessment is for institutions to discover, document and seek to improve student attainment of the six Core Objectives of the UEAC proposed General Education Core Curriculum. As such, the values for assessing the Core Objectives are:

1. UEAC's Core Objectives form the foundation of the institution's General Education Core Curriculum.
2. Institutions use assessment of UEAC's Core Objectives to improve student learning.
3. Faculty participation is integral throughout the assessment cycle.
4. Institutions use multiple measures for effective assessment, including at least one direct measure per Core Objective. Externally informed benchmarks are encouraged.
5. Assessment practice is evolving.

NOTE: The selection of courses for inclusion in the core is a separate process based on the Objectives and Component Area Mapping. Certain definitions are helpful in considering assessment –

1. Assessment cycle – The systematic collection, review and use of evidence for the purpose of improving student learning.
2. Direct measure – Students' demonstration of learning.
3. Indirect measure – Students' perceptions of their learning or other measures not derived directly from student work.
4. Externally informed benchmarks – Targets for student attainment set by and/or in collaboration with constituencies outside the institution. Examples include advisory boards, peer institutions and national norms.

Core Curriculum

Timeline for Implementation

- November 2011 - November 2013: Faculty develop and select courses
- November 2013: Institution's core curriculum due to Coordinating Board staff for review
- Fall 2014: Statewide implementation of core curriculum for incoming Freshmen

Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Foundational Component Areas

- Communication
- Mathematics
- Life and Physical Sciences
- Language, Philosophy and Culture
- Creative Arts
- American History
- Government/Political Science
- Social and Behavioral Sciences
- Component Area Option

Current Core Curriculum vs. New Core Curriculum

Current Core Curriculum	New Core Curriculum
Exemplary Educational Outcomes - Total of 37 EEOs - 5-12 EEOs mapped to each component area Basic Intellectual Competencies - Total of 6 BIC - Reading, Writing, Speaking, Listening, Critical Thinking, Computer Literacy Perspectives - Total of 8 Perspectives - Skills similar to COs, such as logical reasoning, ethical behavior, aesthetic judgment, multiculturalism, health & wellness, etc.	Purpose of Core Curriculum - Statement Core Objectives - Total of 6 COs o Critical Thinking, Communication Skills, Empirical & Quantitative Skills, Teamwork, Social Responsibility, Personal Responsibility - 3-4 COs mapped to each component area
Component Areas (TOTAL 42 – 48 SCH) Chart I (26 SCH) - Communication (6 SCH) - Mathematics (3 SCH) - Natural Sciences (6 SCH) - Humanities and Visual & Performing Arts (6 SCH) o Humanities (3 SCH) o VPA (3 SCH) - Social and Behavioral Sciences (15 SCH) o US History (6 SCH) o Political Science (6 SCH) o Social/Behavioral Sciences (3 SCH) Chart II (6 – 12 SCH) - Institutional Designated Option (up to 6 SCH) - Additional Communication (up to 6 SCH) - Additional Math (up to 3 SCH) - Additional Natural Science (up to 3 SCH) - Additional Humanities or VPA (up to 3 SCH) - Additional Social & Behavioral Sciences (up to 3 SCH)	**Component Areas (TOTAL 42 SCH)** - Communication (6 SCH) - Mathematics (3 SCH) - Life & Physical Sciences (6 SCH) - Language, Philosophy & Culture (3 SCH) - Creative Arts (3 SCH) - American History (6 SCH) - Government/Political Science (6 SCH) - Social & Behavioral Sciences (3 SCH) - Component Area Option (6 SCH)
Assessment Institution assesses 37 EEOs in component areas. Plus assess 6 BIC and 8 Perspectives across the entire core.	**Assessment** Institution assesses 6 Core Objectives achievement across the entire core.

		Core Objectives Required					
Foundational Component Area	**SCH**	**CT**	**COM**	**EQS**	**TW**	**SR**	**PR**
Communication	6	✓	✓		✓		✓
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.							
Mathematics	3	✓	✓	✓			
Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.							
Life and Physical Sciences	6	✓	✓	✓	✓		
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.							
Language, Philosophy & Culture	3	✓	✓			✓	✓
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.							
Creative Arts	3	✓	✓		✓	✓	
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.							
American History	6	✓	✓			✓	✓
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.							
Government/Political Science	6	✓	✓			✓	✓
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.							
Social and Behavioral Sciences	3	✓	✓	✓		✓	
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.							
Component Area Option	6	Core Objectives must match corresponding Component Area					
Courses used to complete the Component Area Option must meet the definition and criteria specified in one or more of the foundational component areas above. The Core Objectives required in the corresponding foundational component area apply to each course used to fulfill the Component Area Option.							

CREATIVE THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Framing Language

Creative thinking, as it is fostered within higher education, must be distinguished from less focused types of creativity such as, for example, the creativity exhibited by a small child's drawing, which stems not from an understanding of connections, but from an ignorance of boundaries. Creative thinking in higher education can only be expressed productively within a particular domain. The student must have a strong foundation in the strategies and skills of the domain in order to make connections and synthesize. While demonstrating solid knowledge of the domain's parameters, the creative thinker, at the highest levels of performance, pushes beyond those boundaries in new, unique, or atypical recombinations, uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking to achieve a solution.

The Creative Thinking VALUE Rubric is intended to help faculty assess creative thinking in a broad range of transdisciplinary or interdisciplinary work samples or collections of work. The rubric is made up of a set of attributes that are common to creative thinking across disciplines. Examples of work samples or collections of work that could be assessed for creative thinking may include research papers, lab reports, musical compositions, a mathematical equation that solves a problem, a prototype design, a reflective piece about the final product of an assignment, or other academic works. The work samples or collections of work may be completed by an individual student or a group of students.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Exemplar: A model or pattern to be copied or imitated (quoted from www.dictionary.reference.com/browse/exemplar).
- Domain: Field of study or activity and a sphere of knowledge and influence.

CREATIVE THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Acquiring Competencies *This step refers to acquiring strategies and skills within a particular domain.*	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.
Taking Risks *May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.*	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking *Novelty or uniqueness (of idea, claim, question, form, etc.)*	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- Context: The historical, ethical. political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Framing Language

Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a **process**, rather than the quality of an **end product**. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs, and abilities.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	 2	Benchmark 1
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

SAM HOUSTON STATE UNIVERISTY
SELF-STUDY GUIDELINES
FOR GRADUATE PROGRAMS

October 2011

Preface

Graduate study demands excellence. Any expectation faculty place on students should be more than matched by expectations placed on the program and institutions. Sam Houston State University (SHSU) is committed to placing the responsibility of appropriate curriculum and academic excellence on its faculty. One component of a commitment to excellence is the willingness to be open to critical review, both from internal and external sources. Thus, all programs are encouraged to engage in external review processes.

This manual is designed to create a self-examination process that addresses the aspects that are common to all graduate programs as well as accommodating the unique attributes of each program. A self-study is but one tool to guide programs in their continuous improvement efforts in meeting the challenge of serving the needs of students, the university, and external stakeholders. The self-studies produced as a result of this manual will provide an overview of the programs as well as a detailed study of the curricula, graduate faculty, program resources, assessment, student success, recruitment and marketing.

The Self-Study Process

The self-study process incorporates three-stages: (1) the creation of the self-study, (2) an external review, and (3) the development of an action plan for improvement. The faculty and the support staff will conduct a thorough program review and produce a report with support documentation. A team of external reviewers will read the report, visit the campus, and provide an evaluation of the program to include program strengths and recommendations for improvement. University leaders will develop an action plan in response to the results of the self-study and external review. It is recommended that the process be as transparent and inclusive as possible. The self-study, the external reviewers' report, and the response will all be sent to the Texas Higher Education Coordinating Board.

Selection of Self-Study Committee

A self-study committee shall be created for purposes of compiling and writing the self-study. It is recommended that the chair of the self-study committee be the director of the graduate program within the respective department. The dean, based on recommendations by the chair, will select the remaining members of the committee. It is further recommended that the committee be fully or primarily comprised of core faculty and contain one outside member, preferably a faculty member from one of the University's other graduate programs. The outside member is not a requirement but is recommended. The size of the committee shall be determined by the department chair and academic dean.

Self-study Components

All self-studies will address the following:

I. Program Profile
   - Mission of program

Briefly describe the unit's mission, vision, goals and objectives. How does this align with the university's Strategic Plan? What is the unique role your unit plays or contributions it makes to the university, state, and/or region?

- History of program
- Program demographics (e.g., number of students/class, number of degrees conferred annually, number of core faculty, etc.)
- Faculty/Student ratio
- Alignment of program with stated program and institutional goals and purposes

  How does the program align with the program goals and the university goals? In the next several years, what factors will impact the demand for what you do? How can you position the unit to respond to changes in demand?
- All doctoral programs must include the 18 Characteristics (See appendix)

II. Program Administration

- Administrative processes including admission processes, etc.

  Evaluate the effectiveness of the procedures and describe any planned changes.
- Administrative policies

  What are the academic, structural and administrative barriers in your unit? How are you reducing them?

- Mentoring and Academic Advising

  How are advisors assigned? Who monitors the student's progress?

III. Curriculum

- Description of curriculum (e.g. program length, degree plan, specializations, etc.)

  Describe major curriculum changes in the last several years. Discuss proposed changes to the curriculum and what evidence led to the changes.
- Appropriateness of curriculum (e.g. content comparison and duration comparison with accrediting standards and peer and aspiration institutions)
- Description of comprehensive exams and dissertation/thesis processes
- Accreditations

IV. Faculty

- Credentials
  - Appropriateness of degrees
  - Publications/external grants/presentations/artistic endeavors

    Describe new research initiatives and discuss how they address the citizens, government, economy, and environment of the state of Texas. Are faculty members competitive in receiving external grants? What constraints

to faculty productivity are you facing? Are you competitive (assistants, start-up funds, administrative processes, etc.) with other graduate programs in your discipline at similar institutions? How are you enhancing faculty productivity and competitiveness?

        - Awards/recognitions
        - Service to the profession
        - Professional experience
    - Teaching load
    - Diversity
    - Program responsibilities (e.g., dissertation/thesis committees/comps, etc.)
    - Program faculty profile
        - Core faculty
        - Support faculty

V. Students
    - Admission Criteria
    - Number of applicants/admits/enrolled
        - Demographics (to include ethnicity and gender)
    - Profile of admitted students
        - Demographics
        - Full-time/part-time
        - Description of assistantship responsibilities
    - Student funding
        - Percentage of full-time students with financial support
        - Average support per full-time student
    - Graduation rate
    - Time to completion
    - Student retention rates
    - Graduate licensure rates (if applicable)
    - Employment profile upon graduation (i.e. employment or further education/training)
    - Student publication and awards

VI. Resources and Finances
    - Travel funds
    - Assistantships
    - Scholarships
    - Program Budget
    - Clerical/administrative support
    - External funding
    - Faculty

VII. Facilities and Equipment

- Facilities
- Technology
- Other Equipment

VIII. Assessment efforts
- Alumni surveys
- Employer surveys
- Clinical supervisor surveys, if appropriate
- Student learning outcomes
- Dissertation/thesis quality
- Student publications/grants/presentations
- Recognition/awards
- Internships, if appropriate
- Other

IX. Recruitment and Marketing Efforts
- Demand for graduates, including specific market trends and indicators for the program
- Geographical location from which students come
- Marketing and recruitment efforts and their effectiveness
- Current markets
- Potential new markets
- Enrollment plan for the next 5 years
- Alumni and donor relations

X. Outreach
- Distance education
- Service learning or community engaged learning
- Internships
- Professional outreach (proving professional services, such as consulting, etc.)

XI. Program specific issues
- This could include issues such as licensure, specific accreditation requirements, or other issues relevant to just that program.

XII. Program strengths and recommendations for improvement (Data –driven decisions)

Timeline

It is expected that each graduate program conduct a self-study on a regular basis. The time between self-studies should not exceed seven years. The timeline for each program's review is attached. Master's programs in the same 6-digit classification of instructional programs code as doctoral programs must be reviewed simultaneously with their related doctoral programs. A report of the outcomes of the review, including the

evaluation of the external reviewers, the self-study and the institution's response with actions to be taken must be provided to the Coordinating Board by the Office of Graduate Studies no later than 90 days after the reviewers have submitted their findings to the institution.

Outside Reviewers

A team of two outside reviewers will be created to (1) review the self-study, (2) perform an onsite review of the program, and (3) provide a written report containing a response to the self-study, a summary of observations during the onsite visit and recommendations (strengths and concerns). These reviewers must be outside the state of Texas. Appendix A contains guidelines for the reviewers.

Selection of Outside Reviewers

The chair of the self-study committee (usually the director of the graduate program) will submit a list of at least eight names of faculty who are active in a graduate program of the same discipline to the Office of Graduate Studies. Potential reviewers should be part of a program that is nationally recognized for excellence in the discipline. The list of potential outside reviewers must be approved by the academic dean prior to submission to the Office of Graduate Studies. The Office of Graduate Studies will be responsible for inviting reviewers to campus. The final list of reviewers, with possible onsite visit dates, will be given to the chair of the self-study committee. The chair of the self-study committee will be responsible for arranging the itinerary. Appendix B contains a sample itinerary. Programs being reviewed as part of an accreditation/reaffirmation review may follow the accrediting agency's guidelines for selecting reviewers. External reviewers must affirm that they have no conflict of interest related to the program under review.

Roles and Responsibilities of Faculty/Administrators

Chair of Self-Study Committee

- Make recommendations to the departmental chair and academic dean concerning committee membership .
- Assign responsibilities to self-study committee members and coordinate the creation of the self-study document.
- In conjunction with the self-study committee, identify program-specific issues to be addressed in the self-study.
- In conjunction with the self-study committee, department chair and academic dean, provide the Office of Graduate Studies a list of candidates to serve as external reviewers.
- Provide the final version of the self-study, through the academic dean, to the Office of Graduate Studies for dissemination.
- Create the itinerary for the onsite review and arrange time for key personnel to meet with the onsite reviewers.
- Coordinate the arrangements associated with the onsite review (e.g., lodging, travel, transportation, etc.).
- Schedule meeting rooms and meals connected with the onsite visit.
- Coordinate the creation of the Action Plan. Present to the provost, academic dean, graduate dean, and department chair.

Department Chair

- Be available to meet with the self-study committee during the creation of the self-study.
- Review draft versions of the self-study and make recommendations for improvement prior to submission to the academic dean.
- Be available to meet with the external reviewers during the onsite visit.
- Attend the exit summary oral report.
- Assist in the creation of the Action Plan prepared in response to the self-study and reviewers' written report.

Academic Dean

- Provide feedback and make the final decisions concerning members of the self-study committee.
- Make recommendations for outside reviewers.
- Meet periodically with the self-study committee during the creation of the self-study.
- Review draft versions of the self-study and make recommendations for improvement prior to submission of the final version to the Office of Graduate Studies.
- Approve final version of the self-study.
- Meet with the external reviewers during the onsite visit.
- Attend the exit summary oral report.
- Provide feedback to the chair and the self-study committee on the Action Plan prepared in response to the self-study and reviewers' written report.
- Monitor the implementation of the Action Plan.

Graduate Dean

- Identify the programs to be reviewed and set the schedule for their review in consultation with the provost, academic dean, department chair, and director of the doctoral program and/or graduate coordinator.
- Create final list of onsite reviewers, with potential visitation dates, from the list provided by the chair of the self-study committee.
- Be available to meet with the external reviewers during the onsite visit.
- Attend the exit summary oral report.
- Provide funding for
    - the external reviewers, to include travel and, when appropriate, an honorarium,
    - production and distribution of the self-study,

- Be available to consult with self-study committee in creating the Action Plan.
- Submit final report to the Provost for final approval.
- Submit final report to the President and The Coordinating Board.

Provost

- Be available to meet with the external reviewers during the onsite visit.

- Attend the exit summary oral report.
- Be available to consult with the Graduate Dean and Academic Dean concerning the Action Plan.
- Make modifications and give final approval to the Action Plan.

Appendix A: Reviewer Guidelines

Reviewers, not governed by external bodies, are expected to:

- Review the self-study prior to onsite visit.
- Conduct the onsite visit – one of the external reviewers will serve as chair of the team. The Graduate Dean will ask one external reviewer to serve as chair.
- Conduct an exit interview as the last component of the onsite visit.
- Write an evaluation of the graduate program to include program strengths and recommendations for improvement. The evaluation should address each chapter of the self-study. The evaluation should be submitted electronically to the Office of Graduate Studies (graduate@shsu.edu). The evaluation should be submitted no later than six weeks after the completion of the onsite visit.

Appendix B: Sample Itinerary

Understanding that each visit may be unique, the following may serve as a template for the onsite visit. The chair of the self-study committee will create the itinerary for the onsite review to include coordinating with individuals involved with the onsite visit. Additionally, the chair will coordinate the arrangements associated with the onsite review (e.g., lodging, travel, transportation, etc.).

Day 1

- Arrive at SHSU. Check into hotel.
- Dinner with the chair of the self-study committee (optional)

Day 2

- 7:30 – 8:30 Breakfast with chair of self-study committee
- 8:30 – 9:15 Meet with self-study committee
- 9:15 – 10:15 Meet with faculty members
- 10:15 - 10:30 Break
- 10:30 – 11:00 Meet with department chair
- 11:00- 11:30 Meet with academic dean
- 11:45 – 1:00 Lunch with self-study committee
- 1:15 – 2:30 Time in document room
- 2:30 – 3:00 Tour of campus and facilities
- 3:00 – 3:30 Meet with provost and graduate dean
- 3:30 – 3:45 Break
- 3:45 – 5:00 Meet with students
- 5:00 – 5:30 Wrap-up with chair of self-study
- 6:00 – 7:00 Dinner, review team members only
- 7:00 - Time to work on report and prepare for exit interview

Day 3

- 7:30 – 8:30 Breakfast, review team only.
- 8:30 – 11:00 Time to prepare for exit interview
- 11:00 – 12:00 Conduct exit interview (provost, academic dean, graduate dean, department chair, chair of the self-study committee)
- Lunch, if travel schedule permits
- External reviewers depart

Appendix C: Characteristics of Texas Public Doctoral Programs

Characteristics of Texas Public Doctoral Programs[1]

Measure	Operational Definition	Reporting Source
Number of Degrees Per Year	Rolling three-year average of the number of degrees awarded per academic year	Coordinating Board
Graduation Rates	Rolling three-year average of the percent of first-year doctoral students[2] who graduated within ten years	Coordinating Board
Average Time to Degree	Rolling three-year average of the registered time to degree[3] of first-year doctoral students within a ten year period	Coordinating Board
Employment Profile (in field within one year of graduation)	Percentage of the last three years of graduates employed in academia, post-doctorates, industry/professional, government, and those still seeking employment (in Texas and outside Texas)	Institution
Admissions Criteria	Description of admission factors	Institution
Percentage Full-time Students (FTS) with Financial Support	In the prior year, the percentage of FTS (≥ 18 SCH) with support/the number of FTS	Institution
Average Financial Support Provided	For those receiving financial support, the average financial support provided per full-time graduate student (including tuition rebate) for the prior year, including research assistantships, teaching assistantships, fellowships, tuition, benefits, etc. that is "out-of-pocket"	Institution
Student-Core Faculty[4] Ratio	Rolling three-year average of full-time student equivalent (FTSE) /rolling three-	Institution

[1] Programs included only if in existence 3 or more years. Program is defined at the 8-digit CIP code level.

[2] First-year doctoral students: Those students who have been coded as doctoral students by the institution and have either completed a master's program or at least 30 SCH towards a graduate degree.

[3] Registered time to degree: The number of semesters enrolled starting when a student first appears as a doctoral student until she completes a degree, excluding any time taken off during graduate study. The number of years is obtained by dividing the number of semester by three.

Measure	Operational Definition	Reporting Source
	year average of full-time faculty equivalent (FTFE) of core faculty	
Core Faculty Publications	Rolling three-year average of the number of discipline-related refereed papers/ publications, juried creative/performance accomplishments, book chapters, notices of discoveries filed/patents issued, and books per year per core faculty member.	Institution
Core Faculty External Grants	Rolling three-year average of the number of core faculty receiving external funds, average external grant $ per faculty, and total external grant $ per program per academic year[5]	Institution
Percentage Full-Time Students	Rolling three-year average of the FTS (≥ 9 SCH)/number students enrolled (headcount) for last three fall semesters	Coordinating Board
Number of Core Faculty	Number of core faculty in the prior year	Institution
Faculty Teaching Load	Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty in the prior year	Institution
Faculty Diversity	Core faculty by ethnicity (White, Black, Hispanic, Other) and gender, updated when changed	Institution
Student Diversity	Enrollment headcount by ethnicity (White, Black, Hispanic, Other) and gender in program in the prior year	Coordinating Board
Date of Last External Review	Date of last formal external review, updated when changed	Institution
External Program Accreditation	Name of body and date of last program accreditation review, if applicable, updated when changed	Institution
Student Publications/Presentations	Rolling three-year average of the number of discipline-related refereed papers/ publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year per student	Institution

NOTE: Institutions may wish to add a "comments" field to explain any anomalies.

[4] Core Faculty: Full-time tenured and tenure-track faculty who teach 50 percent or more in the doctoral program or other individuals integral to the doctoral program who can direct dissertation research.

[5] All external funds received from any source including research grants, training grants, gifts from foundations, etc.

Sam Houston State University

Graduate Marketing

2011-2012

Market Research: 2010 Survey

- IDiscover Consulting Group
- 400 community members in the greater Houston area
- 900 alumni of Sam Houston State University
- 47% male, 52% female, 1% no response
- Majority of the non-alumni (76%) did not know anyone currently attending SHSU

2010 Survey Results

- Very few non-alumni (9%) knew a lot about SHSU
- Non-alumni: 68% knew little to nothing about SHSU
- Non-alumni and alumni: Great Criminal Justice and Education programs
- Non-alumni and alumni: SHSU does not do research
- Alumni: Affordable, Friendly, and Small but Great

Effectiveness Research: STAMATS

- Met with representatives from each college.
- Each college filled out information sheets.
- Met with representatives from Financial Aid, Registrar's Office, Distance Learning, International Programs, and Graduate Studies.
- Collected information from questionnaires, marketing materials, and the web site.

STAMATS Recommendations

- Allocation of a specific financial aid person for graduate students.
- Recruiters for graduate programs.
- Graduate scholarships on Scholar X.
- Additional stipends for math, science, and doctoral programs.
- Scholarships for selected programs that compete with for-profits.

STAMATS Recommendations

- Develop an online application.
- Develop automated responses to applications.
- Produce web pages with specific information about each program.
- Improve data collection and access.
- Develop marketing plan.
- Improve communication to students throughout the recruitment process.

Changes Made By Graduate Studies

- Financial Aid has a specific person allocated to work with graduate students.

  Brandi Jones, Counselor

  (Graduate and Special Populations)
- Added marketing professionals and recruiters.
- Added graduate scholarships to Scholar X.
- Provided scholarships to programs across colleges.

Changes Made By Graduate Studies

- Implemented an online graduate application (ApplyTexas.org).
- Created Graduate Online Orientation
- Began development of an automated communication process.
- Produced Landing Pages for each degree.
- Currently working to produce COGNOS reports to improve access to data.
- Began Graduate Studies magazine to promote knowledge about programs and research accomplishments.

Landing Page Example

Creative Writing, Publishing, and Editing

Home > Graduate Studies > Degree Programs > Creative Writing

Program Type

Master of Fine Arts (MFA)

Program Length

48 Credit Hours

Description

The Master of Fine Arts in Creative Writing, Publishing, and Editing is designed to assist students in their development as writers of fiction, poetry, and/or creative nonfiction; to provide practical, hands-on experience in the field of editing and publishing; to deepen a student's critical engagement with language and literature; and to prepare those students for careers as published authors, as well as teachers of creative writing in community colleges and universities.

New program to begin Fall 2012.

Enrollment Semester

Fall, Spring

Course Delivery Method

Face-to-Face

Tuition and Cost

Rates per semester

Additional Program Information

Catalog Information

Application Requirements

1. Graduate Studies Application
2. Application Fee
3. Official transcript from the baccalaureate degree granting institution
4. Official GRE scores
5. Three recommendation letters with waiver forms from professional or academic sources
6. Creative writing sample of either 20 pages of prose or a collection of 8-10 poems

Note: Applicants may submit a critical writing sample to supplement but not substitute their creative work(s).

Program Director

Dr. Scott Kaukonen
(936) 294-1407
cwmfa@shsu.edu

Graduate Studies Support

(936) 294-2356
graduate@shsu.edu

Graduate Applicant Status and Decision

ID	NAME	Term	E-mail	Student Level	Application Status	Latest Decision	College	Department	Program
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Complete ready for review		No College Designated	Undeclared	Non-degree, GR
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	No College Designated	Undeclared	Non-degree, GR
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	Education	Edu Leadership and Counseling	Academic Advising, CERT
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Incomplete items outstanding		Education	Edu Leadership and Counseling	Academic Advising, CERT
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	Business Administration	Accounting	Accounting, MS
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	Business Administration	Accounting	Accounting, MS
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	Business Administration	Accounting	Accounting, MS
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Withdrawn	Arts and Sciences	Agricultural & Indust Sciences	Agriculture, MS
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	Arts and Sciences	Agricultural & Indust Sciences	Agriculture, MS
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Incomplete items outstanding		Education	Language/Literacy/Special Pop	Behavior Analyst, CERT
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Incomplete items outstanding		Arts and Sciences	Biological Science	Biology, MS
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Incomplete items outstanding		Arts and Sciences	Biological Science	Biology, MS
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Denied	Business Administration	General Business & Finance	Business Administration, MBA
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Incomplete items outstanding		Business Administration	General Business & Finance	Business Administration, MBA
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	Business Administration	General Business & Finance	Business Administration, MBA
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	Business Administration	General Business & Finance	Business Administration, MBA
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Withdrawn	Business Administration	General Business & Finance	Business Administration, MBA
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Incomplete items outstanding		Business Administration	General Business & Finance	Business Administration, MBA
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Incomplete items outstanding		Business Administration	General Business & Finance	Business Administration, MBA
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Incomplete items outstanding		Business Administration	General Business & Finance	Business Administration, MBA
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	Business Administration	General Business & Finance	Bus Admin - Bank & Finc , MBA
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	Business Administration	General Business & Finance	Bus Admin - Bank & Finc , MBA
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Incomplete items outstanding		Arts and Sciences	Chemistry	Chemistry, MS
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Incomplete items outstanding		Arts and Sciences	Chemistry	Chemistry, MS
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	Education	Curriculum and Instruction	Curriculum & Instruction, MED
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Complete ready for review		Education	Curriculum and Instruction	Curriculum & Instruction, MED
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	Criminal Justice	Criminal Justice	Criminal Justice & Crimin, MA
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	Criminal Justice	Criminal Justice	Criminal Justice & Crimin, MA
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Denied	Criminal Justice	Criminal Justice	Criminal Justice & Crimin, MA
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Complete ready for review		Criminal Justice	Criminal Justice	Crim Justice Lead & Mgt, MS
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	Criminal Justice	Criminal Justice	Crim Justice Lead & Mgt, MS
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Incomplete items outstanding		Humanities and Social Sciences	Communication Studies	Communication Studies, MA
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Incomplete items outstanding		No College Designated	General Business & Finance	Master of Business Admin
555555555	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	Arts and Sciences	Computer Science	Computing & Info Sci, MS
555555556	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	Arts and Sciences	Computer Science	Computing & Info Sci, MS
555555557	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Incomplete items outstanding		Arts and Sciences	Computer Science	Computing & Info Sci, MS
555555558	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Incomplete items outstanding		Education	Edu Leadership and Counseling	Counseling-Marr/Fami Ther, MA
555555559	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Decision Made	Accepted	Education	Edu Leadership and Counseling	Counseling-Marr/Fami Ther, MA
555555560	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Incomplete items outstanding		Education	Edu Leadership and Counseling	Counseling-Marr/Fami Ther, MA
555555561	Tayebi, Kandi	Fall 2012	kandi@shsu.edu	GR	Complete ready for review		Education	Edu Leadership and Counseling	Counseling - Prof Counsel, MA

Changes Made By Graduate Studies

- Began marketing specific programs across colleges.
- Implemented recruitment trips.
- Implemented calling campaign to encourage more students to complete application.
- Implemented a one-stop shop that answers basic questions for students.
- Developed a marketing plan.

Marketing/Advertising

- Radio Marketing
- Recruitment Events
- Mailings
- Social Media
- Magazine
- Social Events
- Design Program Material
- Google Analytics
- Website
- Phone Campaigns

Program Marketing

All Programs

- Landing Pages
- View Book Inserts
- Radio (general)
- Recruitment Events (Colleges and Job Fairs)
- Spring Graduate Fair
- Closed Circuit TV

Targeted Programs

- *All Programs*
- Radio (specific)
- Mass Mailings (E-mail)
- Postcard Mailings
- Designing and Printing of Flyers
- Targeted Event Marketing
- Facebook Blasts and Announcements
- Social Events
- International Recruiting*

Assistantships, Scholarships, Travel

- Added over $370,000 for assistantships.
- Added over $815,000 for scholarships.
- Provided over $125,000 in Student Travel.
- Provided over $145,000 in Faculty Travel.

Targeted Programs

2010-2011

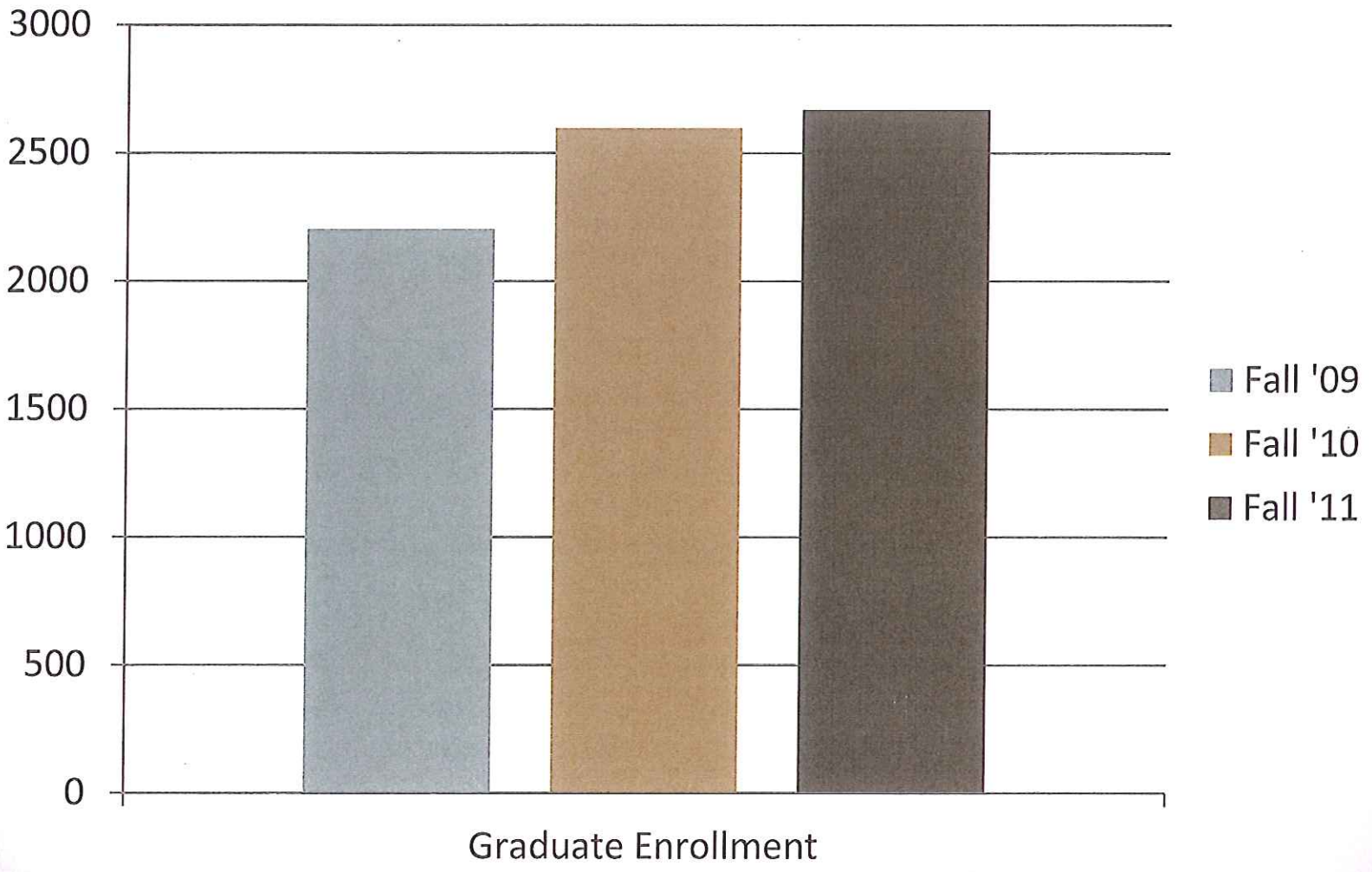
- MPA
- MBA
- Library Science
- GIS
- IAS
- Higher Education*
- Instructional Technology
- Spanish
- Sociology*
- CJ

2011-2012

- MPA/Political Science
- MBA
- Library Science
- IAS
- Statistics
- Higher Education
- Developmental Education*
- Creative Writing*
- Sports Management
- Spanish
- Health
- Instructional Technology *(spring)*
- Project Management *(spring)*

Graduate Enrollment

Graduate enrollment has continuously increased.

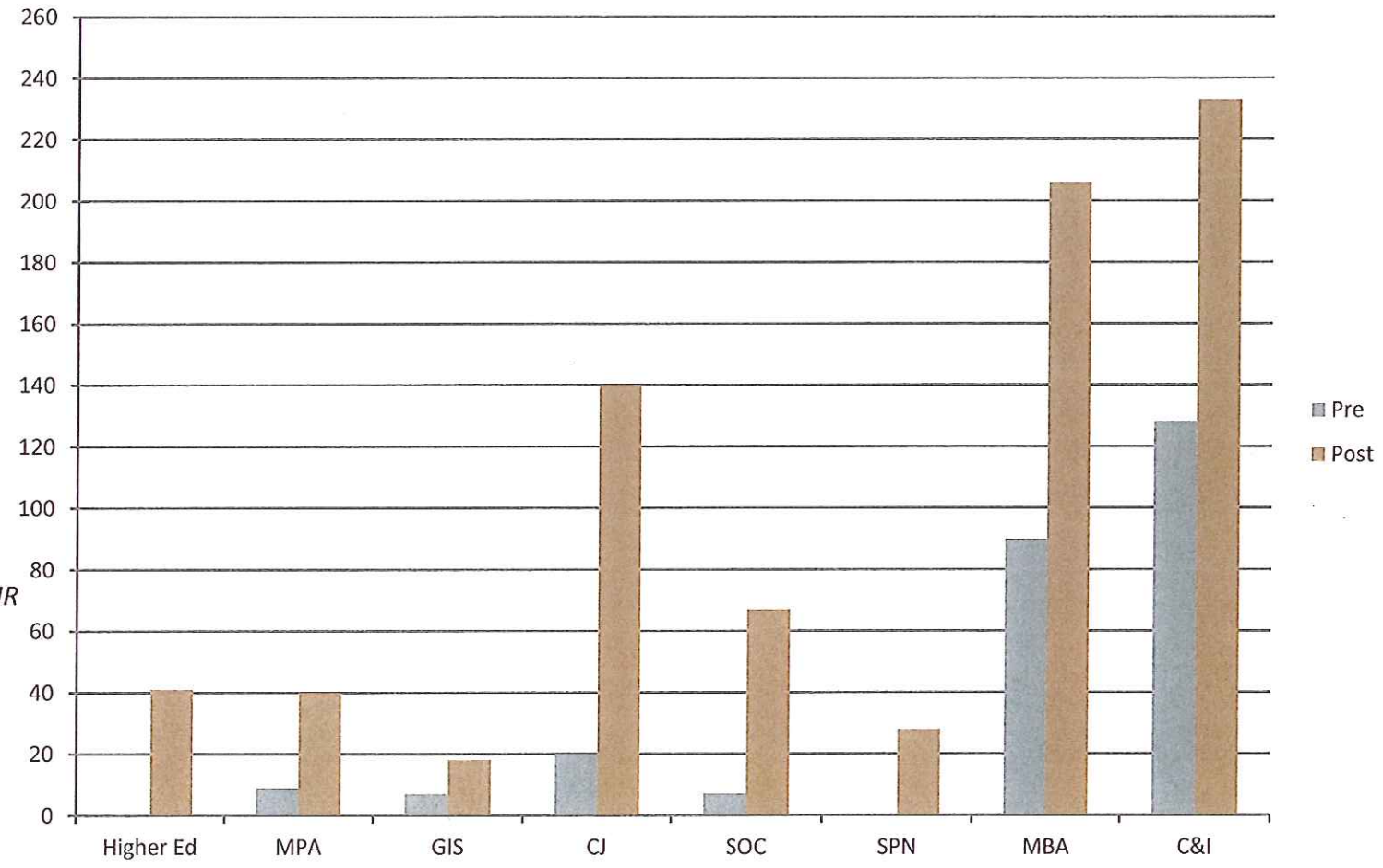


Graduate Enrollment by Ethnicity

Race	Fall '09	Fall '10	Fall '11	One Year Increase	Two Year Increase
African American	187	245	280	14%	49.7%
Hispanic	250	307	322	5%	29%
Asian	37	45	62	38%	68%
Native American	6	28	33	18%	450%

Program Enrollments

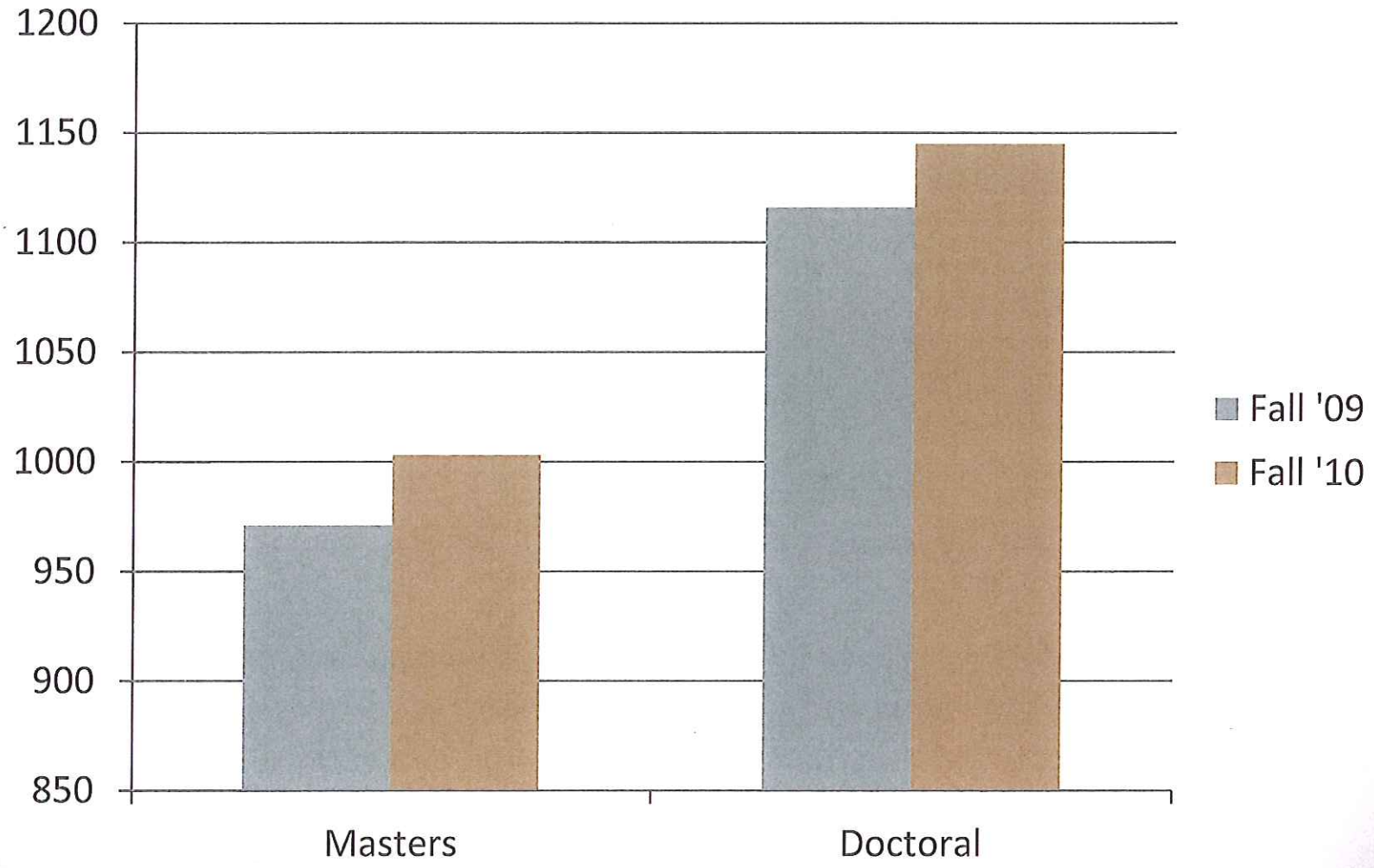
The numbers presented here are new students.



Source: IR

GRE AVERAGES

Even with increasing enrollments, the quality of students being admitted to programs is increasing.



Thesis/Dissertation Quality

Thesis and Dissertation Rubric

- A committee reviews randomly selected dissertations and theses from across all colleges for quality.
- See sample rubric.
- Approximately 1/3 were found to "Exceed Expectations."
- The rest all "Met Expectations."
- Reviewers mentioned the methodology and literature reviews as strengths.
- Weaknesses included significance of findings and that many of the samples were limited to Texas or a small area of Texas.

Thesis and Dissertation Rubric

Title:			
Attribute	(1)Does not meet expectations	(2)Meets expectations	(3)Exceeds expectations
Quality of Research	Arguments are incorrect, incoherent, or flawed. Objectives are poorly defined. Demonstrates rudimentary critical thinking skills. Does not reflect understanding of subject matter and associated literature. Demonstrates poor understanding of theoretical concepts. Displays limited originality. Displays limited creativity and insight.	Arguments are coherent and clear. Objectives are clear. Demonstrates average critical thinking skills. Reflects understanding of subject matter and associated literature. Demonstrates understanding of theoretical concepts. Demonstrates originality. Displays creativity and insight.	Arguments are superior, clear, and insightful. Objectives are well-defined. Exhibits mature, critical thinking skills. Exhibits mastery of subject matter and associated literature. Demonstrates mastery of theoretical concepts. Demonstrates exceptional originality. Displays exceptional creativity and insight.
Contribution to Discipline	Limited evidence of discovery. Limited expansion upon previous research. Limited theoretical or applied significance. Limited publication potential.	Some evidence of discovery. Builds upon previous research. Reasonable theoretical or applied significance. Reasonable publication potential.	Exceptional evidence of discovery. Greatly extends previous research. Exceptional theoretical or applied significance. Exceptional publication potential.
Quality of Writing	Writing is weak. Numerous grammatical and spelling errors apparent. Organization is poor. Documentation is poor.	Writing is adequate. Some grammatical and spelling errors apparent. Organization is logical. Documentation is adequate.	Writing is publication quality. No grammatical or spelling errors apparent. Organization is excellent. Documentation is excellent.
Overall Assessment	Does not meet expectations	Meets expectations	Exceeds Expectations
Strengths: Weaknesses:			

Program Review

- All graduate programs will be reviewed every 7 years.
- Data will be provided by IRA, and a manual has been developed.

Schedule for Graduate Program Reviews

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
MS CJ Leadership	Ph.D. Counselor	MS Sec. Studies	Ph.D. CJ	MS/MA Math	MS Chem.	MA English
Ed.D Ed. Leadership	MA/MED Counseling	Ed.D Reading	MS/MA CJ	MM Music	MS For. Sci.	MFA Creative Writing
MS Accounting	SSP PSY	MED/MA Reading	MFA Dance	MA Soc.	MED/MA Inst. Lead	Ph.D. PSY
MA History	MS Digital Forensics	MA/MED SPD	MA/MED C&I	MA Health	MS FCS	MA Clin. PSY
MS Agriculture	MS Info. Assu. & Sec.	MED Inst. Tech.	MPA	MA Kin	MS Dietetics	MA PSY
MBA/EMBA	MS CIS	MS GIS	MA Pol. Sci.	MA Span	MED Int. Literacy	MS Project Management
MED Admin	MLS Lib. Sci.	MA/MS Bio	MA COM	MS Stat	MA Higher Ed.	Ed.D. Developmental Ed.
						MS Victim Services Management