MMScA Assessment Plan

Graduate programs overseen by the College of Graduate Studies, including the Master of Medical Science in Anesthesia (MMSc-A), are subject to an annual review that provides for continuous quality improvement. The annual process includes an assessment schedule, reporting requirements, and documentation of assessment work, which is assembled in an annual report for review by the college's Graduate Faculty Council (see Use of Assessment Data section below for further details). In addition, a comprehensive program review occurs every seven years. These assessments are designed to ensure that graduate programs are fulfilling their obligations to students and external accrediting agencies.

All academic programs in the College of Graduate Studies are required to have the following key components: mission statement; program goals and objectives; course objectives; an appropriate variety of methods of assessment; designated timeframes for data collection and analysis; and a plan for the use of assessment data for course and program improvement. These components are detailed below for the MMSc-A program.

MMSc-A Mission Statement

The Master of Medical Science in Anesthesia (MMSc-A) program will train students skilled in the science and practice of anesthesiology who will be leaders in their profession as Certified Anesthesiologist Assistants (CAA) and who will be able to advocate for the safety of the patient and promote needed transformational change in healthcare delivery.

MMSc-A Program Goals and Objectives

Program Goal: *The goal of the NEOMED MMSc-A program is to prepare competent entry-level Anesthesiologist Assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.*

Graduates of the program will be able to have:

1.0	**Medical Sciences Knowledge**
2.0	**Practice-Based Learning**
3.0	**Patient Centered Care**
4.0	**Professionalism and Leadership**

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
[Accreditation Review Committee for the Anesthesiologist (ARC-AA) Standard and Guidelines](#)

Curriulum Map to ARC-AA Standards and Guidelines:
Available upon request

MMSc-A Course Objectives
Course objectives have been developed for MMSc-A courses. The course objectives have been aligned with the program objectives.

ANES 60601 Clinical Experience I - ANES 60668 Clinical Experience IX

Course Objectives	MMSc-A
1. Apply the knowledge learned in the classroom and simulation to care for patients in the operating room	2.0, 3.0
2. Professionally and appropriately communicate with both medical professionals and patients in the hospital setting	4.0
3. Productively participate as a member of the anesthesia care team	1.0, 4.0
4. Demonstrate and sharpen skill in performing anesthesia related clinical skills	1.0
5. Prepare and defend a patient appropriate anesthetic care plan	2.0, 3.0

ANES 60602 Introduction to Simulation

Course Objectives	MMSc-A
1. Proficiently demonstrate technical skills of airway management, basic anesthetic management and IV placement	1.0, 2.0
2. Correlate didactic knowledge to simulation/clinical practice and utilize this in preoperative evaluations	2.0
3. Diagram the anesthesia machine and extrapolate that knowledge to be able to troubleshoot potential machine problems	2.0
4. Demonstrate an understanding of anesthetic management and employ didactic knowledge learned into simulation for intraoperative anesthetic case management	1.0, 2.0

ANES 60621 Simulation III

Course Objectives	MMSc-A
1. Proficiently demonstrate technical skills of airway management, basic anesthetic management and IV placement	1.0, 2.0
2. Correlate didactic knowledge to simulation/clinical practice and utilize this in preoperative evaluations	2.0

Course Objectives	
3. Demonstrate an understanding of anesthetic management and employ didactic knowledge learned into simulation	2.0
4. Manage the anesthetic for a patient undergoing hemodynamic and/or respiratory events in the perioperative setting	2.0, 3.0
5. Develop and implement an appropriate patient-centered anesthetic care plan for a variety of patients	2.0, 3.0
6. Discuss the anesthetic considerations for various types of surgical procedures	1.0

ANES 60628 Simulation IV

Course Objectives	MMSc-A
1. Describe the necessity of effective teamwork and communication in crisis management	1.0, 4.0
2. Manage the anesthetic for a patient undergoing hemodynamic and/or respiratory events in the perioperative setting	2.0, 3.0
3. Develop and implement an appropriate patient-centered anesthetic care plan for a variety of patients	3.0
4. Discuss the anesthetic considerations for various types of surgical procedures	1.0
5. Perform self-analysis of simulated intraoperative management and identify areas of improvement	1.0, 4.0

ANES 60635 Simulation V

Course Objectives	MMSc-A

1. Demonstrate proficiency of the following skills:
    a. Airway management
    b. IV placement
    c. Invasive line placement
    d. Epidural/spinal placement
	1.0

2. Formulate appropriate anesthesia care plans for various patients with different comorbidities and different planned surgical procedures	1.0, 2.0, 3.0
3. Correlate didactic knowledge to simulation scenarios and utilize this knowledge when planning anesthetic management	2.0
4. Demonstrate an understanding of anesthetic management and employ didactic knowledge learned into simulation for intraoperative anesthetic case management	1.0, 2.0
5. Manage intraoperative anesthetic crises	1.0, 2.0
6. Display professionalism, control, and thorough communication in simulated intraoperative scenarios	4.0
7. Perform self-analysis of simulated intraoperative management and identify areas of improvement	4.0

ANES 60639 Simulation VI

Course Objectives
To be released at later date.

ANES 60661 Simulation VII

Course Objectives
To be released at later date.

ANES 60661 Simulation VIII

Course Objectives	
1. *To be released at later date.*	

ANES 60603 Anesthesia Seminar

Course Objectives	MMSc-A
1. Successfully organize material from a surgical procedure and basic science information into a cohesive presentation	1.0
2. Present complex medical information in a way that is easily followed and understood by the audience	1.0, 2.0
3. Demonstrate understanding of complex medical information in case presentation	1.0
4. Appropriately responds to questions about case presentation and basic science presentation	4.0
5. Employs an evidence-based research approach to providing relative recommendations for evidence-based practice	1.0, 2.0

ANES 60604 Introduction to Anesthesia

Course Objectives	MMSc-A
1. Interpret and apply ASA standard as well as advanced patient monitors	1.0, 2.0
2. Identify key airway anatomy	1.0
3. Use a basic understanding of patient physiology to develop a patient-centered anesthesia care plan	3.0
4. Discuss the relationships of the CAA profession in both the hospital system and political/professional systems	2.0, 4.0
5. Describe the expectations of a CAA in a normal clinical day	2.0, 3.0, 4.0

ANES 60605 Human Anatomy and Lab

Course Objectives	MMSc-A
1. Identify and explain structural anatomy of the human body by studying the organization of the major regions.	1.0, 2.0
2. Students will formulate a 3-dimensional image/concept of the major regions of the human body through lecture and lab participation.	1.0, 2.0
3. Apply knowledge of the human body to the practice of anesthesiology.	1.0, 2.0, 3.0
4. Develop the knowledge in the anatomical sciences to serve as a foundation for understanding pathophysiologic	1.0

ANES 60606 Human Physiology I & ANES 60633 Human Physiology II

Course Objectives	MMSc-A
1. Describe the general physiology of each major organ system	1.0
2. Apply the foundational cell biology and biochemical concepts in physiological pathways	1.0, 2.0
3. Explain the major pathophysiology mechanisms observed in each system	1.0
4. Understand major pathophysiological mechanisms and their influence in preoperative care	1.0, 3.0
5. Understand key physiological pathways for each system that are common perioperative drug targets	1.0

ANES 60607 EKG

Course Objectives	MMSc-A
1. Correctly identify various EKG waveforms	1.0
2. Diagram the correct placement of EKG leads	1.0, 2.0
3. Correlate the components of an EKG waveform with the associated cardiac function	1.0
4. Describe the normal conduction system of the heart	1.0
5. Discuss treatments for various EKG abnormalities	1.0, 2.0

ANES 60623 Anesthesia Practice and Principles I & ANES 60631 Anesthesia Practice and Principles II

Course Objectives	MMSc-A
1. Explain the different anesthetic types to be considered for specific surgeries or patient populations	1.0, 3.0
2. Discuss the considerations involved with different surgical procedures and patient populations	1.0, 3.0

3.	Propose an appropriate anesthetic plan for a given patient and surgical procedure	2.0, 3.0
4.	Actively participate in a practice-based learning discussion about specific cases	2.0

ANES 60624 Instrumentation and Monitoring

Course Objectives		MMSc-A
1.	Identify ASA standards of monitoring	1.0
2.	Review advanced monitoring methods and materials commonly used in anesthesia	1.0
3.	Propose an appropriate anesthetic plan for a given patient and surgical procedure	1.0, 2.0, 3.0
4.	Troubleshoot common problems encountered with various anesthetic equipment in the operating room	2.0

ANES 60625 Anesthesia Non-Technical Skills

Course Objectives		MMSc-A
1.	Discuss the factors outside of anesthesia knowledge that are important to success practice as a medical professional	4.0
2.	Identify several strategies used to reduce risk in the operating room	1.0, 2.0
3.	Examine their own personal lens and identify potential for introduction of these bias in caring for patients	4.0
4.	Correlate processes used in other professional industries to the practice of medicine and anesthesiology specifically	2.0, 4.0

ANES 60626 Pharmacology I

Course Objectives		MMSc-A
1.	Describe the basic principles of pharmacokinetics and pharmacodynamics and apply it to several classes of medications	1.0
2.	Discuss and differentiate between the intravenous and inhalational anesthetic agents	1.0
3.	Demonstrate an understanding of neuromuscular blockers and illustrate their reversal	1.0
4.	Summarize the key pharmacologic principles of the following medication classes: anticonvulsants, antimicrobials, antipsychotics and antidepressants	1.0

ANES 60632 Pharmacology II

Course Objectives
To be released at later date.

ANES 60630 Innovations in Healthcare I - ANES 60670 Innovations in Healthcare VI

Course Objectives
To be released at later date.

ANES 60641 Knowledge Based Learning I

Course Objectives
To be released at later date.

ANES 60641 Knowledge Based Learning II

Course Objectives
To be released at later date.

ANES 65302 Healthcare Law & Ethics

Course Objectives
To be released at later date.

ANES 60671 Senior Project

Course Objectives	MMSc-A
1. Select an area to be improved in the operating room or hospital system	2.0
2. Design a research study to investigate this area to be improved	2.0
3. Research other published studies that have been performed in this area	2.0
4. Specify how the study would be carried out and results would be analyzed	2.0
5. Identify important decision makers involved in the process to be improved	2.0, 4.0
6. Organize a presentation to be made to decision makers about importance of the change considering both the business factors involved as well as evidence based best practices.	2.0, 4.0

Assessment Methods

The College of Graduate Studies encourages the use of a variety of assessment methods to support student learning, demonstrate faculty, course, and program effectiveness, and identify areas/elements for improvement. Direct and indirect assessment methods include summative and formative feedback to students, faculty, and program directors. The following table illustrates the recurring assessment cycles that provide important data and feedback to courses and programs.

Assessment Schedule	Assessment Methods	Assessment Type	Conducts Assessment	Evaluates/Analyzes Assessment Data
Throughout Semester	• Assignments • Discussions • Exams	Direct	Course	Program
End of each course offering	Course Evaluations	Indirect	Institutional Research	Program
End of each course offering	Instructor Evaluations	Indirect	Institutional Research	Program
Annually	End of the Year Survey	Indirect	Institutional Research	College
Annually	Student Satisfaction Survey	Indirect	Institutional Research	College
At completion of program	Graduation Survey	Indirect	Institutional Research	College
Every seven (7) years	Program Review	Indirect	Institutional research	College

Use of Assessment Data

The College identifies who will receive the analyzed indirect assessment data, and how it will be used by the program. For example, data can be shared with the program's advisory committee to inform curricular changes and development, and/or the instructional faculty for course feedback. Program changes and improvements should be recommended as needed in response to the analysis of assessment data. Such activities are documented and reported in an annual report as

requested by the College of Graduate Studies Graduate Faculty Council each June.

In the above-referenced context we offer specific materials for review for the MMSc-A program. Please note that some of this work is still in process.

Examples of Assessment Tools
Available upon request, please email cogscurriculum@neomed.edu

Additional Assessment Activities
Additional documentation that provides detailed information on indirect assessments are included as attachments (below). This information includes course and instructor evaluations, a student satisfaction survey, end of year survey, graduate exit survey, and materials detailing the seven-year graduate program review process.

- ➢ Assessment Tools
  - o Survey-Graduate Course Evaluation
  - o Survey-Graduate Instructor Evaluation
  - o Survey-Graduate Student Satisfaction Survey
  - o Survey-End of Year Survey
  - o Survey Graduate Exit Survey
  - o Program Review Process
  - o Graduate Program Review – Self-Study

Course Evaluation

Strongly Agree (**SA**) - Agree (**A**) - Disagree (**D**) - Strongly Disagree (**SD**) - Not Applicable (N/A)

Course Content:
1. The course was well organized.
2. Learning objectives were clearly stated for all lectures and activities.
3. Graded content was based on the stated learning objectives.
4. The material in the course was presented at a level appropriate to my stage of training.

Comments about the course content:

Content Delivery:
5. The lectures, readings, or other course content was appropriate for optimal learning.
6. The amount of reinforcement of previous concepts was appropriate for optimal learning.
7. Knowledge gained in the course was reinforced by examples, assignments, projects.
8. If applicable, the laboratory/small group sessions were useful/helpful.
9. If applicable, the On-line discussions were useful/helpful.
10. The content in this course will be useful in future applications.

Comments about the content delivery:

Supplemental course materials:
11. The syllabus provided clear expectations.
12. The text and/or other assigned readings was useful.
13. Materials provided on AIMS/Blackboard/Springboard were useful.
14. Materials on AIMS/Blackboard/Springboard were easy to access.

Comments about course materials:

Overall rating
15. Overall this course met the objectives stated in the syllabus.

Comments about the course overall:

What were the most useful aspects of this course?

Any additional comments:

Instructor Evaluation

Strongly Agree (**SA**)   Agree (**A**)   Disagree (**D**)   Strongly Disagree (**SD**)

The instructor:

1. Stated the course objectives.
2. Demonstrated knowledge of the topic.
3. Presented concepts in a clear and organized manner.
4. Discussed material at a level that was appropriate to my stage of training.
5. Made effective use of time.
6. Emphasized key points.
7. Spoke clearly.
8. Worked to engage the learners.
9. Summarized the course modules effectively.
10. The course instructor was present throughout the course by providing timely feedback, grading assignments, participating in discussions, etc.
11. Demonstrated respect for learners.
12. Displayed a positive attitude about teaching the material.
13. Was accessible for questions.
14. Overall, the teaching was effective.

Comments:

What did the instructor do that was most effective?

What could the instructor do to improve his/her teaching?

Other observations/recommendations:

Student Satisfaction Survey

1. What COGS Degree Program are you currently enrolled in?

2. Year in Program? 1 - 6

3. Upon reflection of this academic year, I think that, overall, the curriculum was well organized.

4. There was an integration of basic science concepts and clinical concepts in the curriculum.

5. I was provided with an adequate number of active learning experiences (e.g., small group discussions, interviewing).

6. The curriculum provided adequate opportunity for independent learning.

7. There was an adequate use of technology (e.g., Learning Management System, web-based lab activities) throughout the year.

8. The use of technology enhanced the quality of my learning experience.

9. I received timely feedback on my academic progress during the year.

10. There was a variety of assessment strategies during the year, e.g., written tests, lab practicals, presentations, feedback on essays, etc.

11. The number of assessments throughout the year was adequate.

12. In general, the assessments that determined my final grades reflected the learning objectives of the courses.

13. The curriculum fosters intellectual dialogue between students and faculty.

14. The curriculum helped me enhance my communication skills.

15. The curriculum helped me better understand the meaning of professionalism with regard to my future career.

16. The presence of medical and pharmacy students enhanced the interprofessional classes.

17. The curriculum during this academic year gave me a good start to my professional future.

18. I feel that NEOMED has provided an environment conducive to learning.

End of the Year Survey

The purpose of the following questions is to get feedback about your level of satisfaction with your educational experience to date. Your responses will be kept strictly confidential.

*Please respond to the following questions with **the curriculum as a whole** in mind, not just an individual course.*

Strongly Agree (**SA**)   Agree (**A**)   Disagree (**D**)   Strongly Disagree (**SD**)   Unable to Evaluate (U)

Curriculum Competencies - *This academic year's curriculum...*

1. This year's curriculum provided me adequate opportunities to enhance my **communication skills**.
2. This year's curriculum provided adequate **opportunity** to work on my own learning goals.
3. This year's curriculum **integrated** basic science concepts and helped me to apply them to less familiar clinical problems and concepts.
4. This year's curriculum fostered **intellectual dialogue** between students and faculty.
5. I felt the background **knowledge and skills** that I had at the start of the year prepared me to do well in this year's curriculum.
6. I felt that this year's learning **expectations** were adequately defined.
7. I feel confident that this year's curriculum adequately **prepared** me for next year's tasks.
8. I feel confident that the curriculum gave me a good **foundation** for my future as a health care professional.
9. I was given an adequate number of **active learning experiences** (e.g., small group discussions, labs, CSAs, online experiences).
10. I received adequate and timely **feedback** on my academic progress (including non-graded feedback like performance comments or practice questions).
11. There was an adequate variety of **graded assessment strategies** (e.g., written tests, lab practicals, presentations, feedback on essays).
12. In general, the assessment **outcomes** provided a fair representation of my efforts and achievement.
13. The overall amount of curricular **work** I was expected to do this year was appropriate.

When do you feel most engaged in classroom activities?

Comments about curriculum competencies?

Opportunities to address missions outside of curriculum - *NEOMED provided me an opportunity to...*

1. Participate in a scholarly or **research project.**
2. Participate in a **community** health-related activity (project, volunteer, etc.).
3. Be involved in extracurricular **primary care** oriented activities.
4. Volunteer in or interact with **underserved** populations.

Comments about extracurricular learning opportunities:

Learning Environment-

1. My **student peers** are supportive of my professional goals.
2. I am not subjected to offensive remarks by NEOMED **students.**
3. In general, the **faculty** I encounter are supportive of my professional goals.
4. I am not subjected to offensive remarks by NEOMED **faculty or staff.**
5. NEOMED **faculty** respond to student concerns effectively.
6. The **dean's office** responds to student concerns effectively.
7. NEOMED **University offices** (e.g. the President's office, Registrar, Library, etc.) respond to student concerns effectively.
8. NEOMED Educational Facilities in **Rootstown** were adequate to support my learning needs this year
9. NEOMED **Affiliated Clinical Sites** had adequate facilities to support my learning needs this year
10. I know the procedures for reporting mistreatment of medical students.

What is the best part of the learning environment?

Other comments about the learning environment:

Overall

1. I feel that NEOMED has provided an environment conducive to learning.

General comments:

Thank you for your help. Your feedback is essential.

Graduate Exit Survey

1. What COGS Degree Program are you currently enrolled in?

2. Year in Program? 1 - 6

3. What course did you find to be the most beneficial? Why

4. What course did you find to be the least beneficial? Why

5. What part of your lab experience did you find the Most enjoyable? Why?

6. What part of your lab experience did you find the Least enjoyable? Why?

7. What knowledge, skill or ability that you have developed since the beginning of the program do you think has been or will be the most valuable for you?

8. How would you rate the advising you received in the program?

9. Were programmatic expectations clear?

10. How would you improve the Graduate program?

11. How would you improve the NEOMED College of Graduate Studies student experience?

12. What advice do you have for incoming students?

13. What are your short and long term career goals?

14. Have they changed since you began this program?

15. Do you feel the degree earned in the program has properly equipped you for your chosen career?

Graduate Program Review Process

Purpose of Review

The purpose of the review is to evaluate the performance of graduate degree programs in the College of Graduate Studies in the context of the mission, goals and standards of the College.

Programs are to be reviewed every seven years. The Dean of Graduate Studies, in consultation with the Graduate Faculty Council will develop the schedule of reviews.

The review will include an assessment of the degree to which the program is meeting its mission and goals, its curriculum, capacity and resources.

An appointed review committee will gather data in order to understand, assess, and make recommendations to the Dean of Graduate Studies about the program under review.

Review Process

In July, the Office of the Dean, College of Graduate Studies notifies the appropriate program director that their program is to be reviewed.

The review process begins with a self-study conducted by the program faculty resulting in a Self-Study Report.

The review committee will consist of three to five members; at least one of them must be an external reviewer. Names of potential external reviewers are submitted by the program director to the Dean of Graduate Studies by September 1. The external reviewers should be experts in the discipline being reviewed, senior in rank, have experience in administration, and should have no professional or personal conflict of interest with the program under review or members of its faculty. The review committee will be selected by Graduate Faculty Council and recommended for appointment to the Dean.

The Self-study Report will be prepared by the program director. If an academic program is accredited by an outside body, the most recent accreditation report may be submitted along with, but not in lieu of, the self-study report. The self-study report is submitted electronically to   the Dean by January 15. The self-study report will be provided to the review committee and the Office of the President. The format and content of the Self-study Report for the College of Graduate Studies can be found in the COGS Program Review Self-Study Report Form.

Reviewers will be provided with the Self-study Report. The review committee will then proceed to

schedule interviews with key stakeholders including the dean(s) of the college(s) housing the coursework and appropriate chairperson(s). It is further suggested that the review team meet with current and former students and individuals playing a key support role for the program. The Office of the Dean will provide administrative support to the Review Committee. The **Review Committee Report** is due to the Dean by April 1. The Review Committee Report is provided to the Dean of Graduate Studies, Office of the President, and the program director.

The program director has the option to prepare a document in response to the Review Committee Report. The purpose of the response document is to correct factual errors or errors of interpretation. The response document is due to the Dean of Graduate Studies within two weeks of receipt of the Review Committee Report. This response document will be also provided to the Office of the President.

The program director, after consultation with appropriate faculty bodies, completes the **Preliminary Action Plan** based on suggestions and recommendations from the Review Committee Report. The Preliminary Action Plan should include specific action items to be completed over the next two years; action items should be prioritized. Each item should specify measures and performance standards, as well as an estimated completion date. The Preliminary Action Plan should be submitted to the Dean of Graduate Studies at least one week prior to the Action Plan Meeting.

The Action Plan Meeting will include the Dean of the College of Graduate Studies, the program director and the chair of the review committee. The purpose of the meeting is to discuss the Review Committee Report and agree upon a final action plan.

Action Plan Report: The final Action Plan Report is due to the Office of the Dean of Graduate Studies within one month after the Action Plan Meeting.

Two years after the conclusion of the review, the program director will submit a report to the Dean on progress made on each item identified in the Action Plan. A second Update Report may be requested at a later date if insufficient progress has been made.

Northeast Ohio
M E D I C A L   U N I V E R S I T Y

COLLEGE OF GRADUATE STUDIES

PROGRAM REVIEW
SELF-STUDY REPORT

(Due from the Program Director to the College of Graduate Studies Office by MONTH/DAY)

Date of Submission: _____

Program Name/Degree: _____

Program Director: _____

Endorsements

The undersigned attest that, to the best of their knowledge, the information contained in this report is accurate, complete, and reflects the best efforts of the program faculty, staff, and students to provide a detailed description of the current status of the graduate program under review.

Program Director   _____
                                                        Signature

Department/Unit Head   _____
                                                        Signature

SELF-STUDY REPORT

The Program Director is to prepare a self-study report using the following template. The completed self-study provides the College of Graduate Studies Program Evaluation Committee with a description and internal assessment of the program under review. The self-study assists the Program Evaluation Committee to understand, assess, and make recommendations about the program under review.

I. MISSION, GOALS, AND CONTEXT

A. Describe the program under review. Indicate the mission, nature, unique characteristics, goals, and objectives of the program including teaching, research, community engagement, and outreach activities. Explain how the program aligns with the mission of the University and the College of Graduate Studies. Identify the relationship of the program under review to other programs at NEOMED, especially in terms of mutual support, shared faculty, shared course requirements, and/or shared facilities.

B. Please complete the following table based on the last three academic years.

Graduate Student Enrollment	Masters:	
	Doctoral:	
Number of Graduate Degrees/Certificates Awarded	Certificates:	
	Masters:	
	Doctoral:	
Number of Adjunct Graduate Faculty		
Number of Graduate Faculty		
Number of Tenure-Track Faculty		
Number of Full-time Non-Tenure-Track Faculty		
Total Number of Graduate Assistantships Awarded	Masters:	
	Doctoral:	
Total Number of Other Student Stipends Awarded	Masters:	
	Doctoral:	
Provide Link to Program's Website		

II. CURRICULUM, FACULTY, STUDENTS, AND RESOURCES:

A. **Curriculum**: Summarize degree or certificate requirements and provide commentary on significant features of the curriculum. List all required core courses, elective courses, and total hours required for degree or certificate completion. The list of courses should provide specific course titles and numbers.

Curriculum Summary:

Required Courses:	Elective Courses:

Total hours required for degree/certificate completion: _____

B. **Faculty**: Complete the following table to list all faculty participants, their titles, percent effort (will follow faculty workload policy), academic home department and college, and an indication of their graduate faculty status.

Faculty Name	Percent Effort	Date of Appt.	Status (e.g., tenure track)	Rank	Race/Ethnicity	Gender

Submit an up-to-date curriculum vitae for each faculty member.

C. **Students Admitted**: Describe entrance requirements, if any, such as GPA; GRE; degree status (i.e., non-degree, degree, provisional); baccalaureate required, etc.

Complete the ethnicity and gender table below for <u>current</u> students.

Race/Ethnicity	**Male**	**Female**
Hispanic/Latino (one or more races)		
One race, American Indian/Alaska Native		
One race, Asian		
One race, Black/African American		
One race, Native Hawaiian/Other Pacific Islander		
One race, White		
More than one race (not Hispanic/Latino)		
Ethnicity/race unknown or not stated		

Please respond to the following questions about students in your program. If not applicable, indicate that.

1. What resources do you provide to support the career development and placement of your students?

2. Describe program-arranged graduate student internship and external placements (in education, government, or private sector). What role do these placements have in your program? How is (1) student performance and (2) placement/internship quality assessed by your program? What changes, if any, have been made based on your evaluation process?

3. Are there persistent problems that students experience which inhibit their successful completion of the program? What strategies are employed by the program to remove these barriers to success?

4. What role do faculty play in the mentoring of students? How is faculty mentoring evaluated and what have you learned from these evaluations? What changes, if any, have been made based on your evaluation process?

5. How is student performance assessed? How is the assessment process evaluated and what have you learned from these evaluations?

6. How do you identify students who are not making progress? What support/counseling do you provide for these students?

7. What efforts have been made to support students who have special challenges such as those coming from underrepresented groups, different cultures or those with disabilities? Are support services (tutoring, advisement, interpreting) available for students?

8. What proportion of your students receive full (20 hours/week) assistantships? What are the average stipend amounts, ranges and standard deviations for these students? If you provide differential stipend amounts, what are your criteria for determining the amounts?

9. What proportion of your students receive half (10 hours/week) assistantships? What are the average stipend amounts, ranges and standard deviations for these students? If you provide differential stipend amounts, what are your criteria for determining the amounts?

10. What proportion of your students receive a full tuition waiver? What proportion receive a partial tuition waiver? What are your criteria for making these determinations?

11. Describe the duties performed by teaching assistants, research assistants and administrative assistants? How are graduate assistants prepared for and mentored in their duties?

D. **Staff**: List support staff involved with the program and their role.

E. **Resources**: Provide relevant information related to the financial support of the program, including the financial commitment of department(s) and college(s) devoted to this particular program.

F. **Facilities**: Describe any special facilities that are required for the program, including laboratories, computer facilities, library facilities, or equipment needed for certificate delivery.

III. VIABILITY:

A. **Course Enrollment**: List courses taken by students in the program during the last three years. Also, provide course enrollment figures and at least three examples of typical syllabi.

B. **Program Enrollment**: Provide data, in tabular form, indicating the number of applicants, number of applicants admitted and enrolled, total enrollment, and number of individuals completing the program for each of the last three years (Appendix III).

Total number of applicants	Total number of applicants admitted and enrolled	Total enrollment	Total number completing the program

C. **Enrollment Projections**: Identify trends that will influence enrollment over the next five years. Provide enrollment projections and indications of whether presently participating faculty and units will be able to support large projected increases in enrollment.

IV. ASSESSMENT:

A. Summarize the principal elements that comprise the core of student assessment. Indicate how the elements provide useful information in assessment of student performance.

B. Provide specific information on how assessment data are used to improve program quality.

C. Provide information (e.g., survey data) on follow-up studies of graduates to indicate graduate satisfaction with the effectiveness of the educational experience. The surveys should include the results of exit interviews as well as responses of individuals at least three years' following receipt of the degree or Certificate.

D. Identify strengths and weaknesses of the Degree or Certificate program, as well as any institutional or unit plans for removing weakness.