

School of Graduate Studies in the Health Sciences Program Review Committee

Committee Charge:

To establish a procedure for the systematic review of the graduate programs at UMMC and to serve as the body that performs an internal review and evaluation of each program.

Expected Outcome:

Based on the self study, internal review, and external review, the chair of the committee will report the result to the Dean of the School of Graduate Studies and he or his designee will meet with the program director and chair of the sponsoring department to discuss the results of the review and to obtain the program's response. The ultimate goal is to maintain and/or improve the quality of each graduate program at UMMC.

Composition of the Program Review Committee:

The committee shall consist of a chair (the Associate Dean, SGSHS), an ex-officio member (Assistant Dean, SGSHS), and eight members drawn from the graduate council or graduate faculty. Initially, half of the members shall serve a two-year term, and the other half a three-year term. At the end of the latter's term of service, all will serve two-year terms.

Program Review Committee: 2008 – 2009

V. Gregory Chinchar, Chair (Assoc. Dean SGSHS)
Libby Spence, ex-officio/Vice-chair (Asst. Dean SGSHS)

Thomas Lohmeier, (Dept. Physiology and Biophysics)
Babbette LaMarca, (Program in Maternal-Fetal Medicine)
Duane Haines, (Dept. Anatomy)
Robin Rockhold, (Dept. Pharmacology)
Jason Griggs, (Program in Biomedical Materials, School of Dentistry)
Drazen Raucher, (Dept. Biochemistry)
Kim Hoover, (PhD in Nursing program)
Eva Bengten, (Dept. Microbiology)

MINUTES of MEETINGS – PROGRAM REVIEW COMMITTEE

Date: November 24, 2008:

**Graduate Program Review Committee
November 24, 2008
3 PM, Room N-146**

Committee members present: Drs. Tom Lohmeier, Babbette LaMarca, Duane Haines, Libby Spence, Greg Chinchar, and Rob Rockhold.

Other participants: Drs. Al Sinning, Mike Ryan

Absent: Drs. Jason Griggs, Drazen Raucher, Kim Hoover, Eva Bengten

The committee met and Dr. Chinchar outlined the charge of the committee and led a discussion of the various means of assessment. The committee felt that the draft proposal was generally acceptable and would meet SACS requirements as well as those of the IHL. It was suggested that the draft proposal be sent to all program directors for their comments, and that it be discussed at the December meeting of the graduate council prior to implementation. Currently, the review process is planned to begin with three programs starting in January, 2009.

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Graduate Program Quality Review: An Overview of the Process

Four components of Program Review:

1. Self Study
2. Internal Review: Based on the self-study report, a Committee composed of Graduate Faculty/Graduate Council members (with the Assoc. Dean as Chair and Asst. Dean as an ex officio member) will conduct an Internal Review of the Program.
3. External Review: In addition to the Internal review, an External Review will be conducted based on
 - a. Written evaluations of the Program's Self Study by 1 – 3 individuals from peer institutions, and/or
 - b. A site visit by an individual from a peer institution. (Note: in either case, the program will submit to the Associate Dean a list of 5 – 6 individuals from peer schools, i.e., Academic Health Science Centers from the south-east US, who are willing to evaluate the program.)
4. Report to the Program and Response: Based on the Internal and External Reviews, the Dean/Associate Dean will discuss with the program director and/or chair the recommendations provided by the internal review committee and the external reviewers. In response, the Program will formulate an action plan addressing areas needing improvement. Finally, the Dean will inform the Associate Vice-Chancellor for Academic Affairs of the results of the program review and the response of the department/program.

Internal Review Committee:

Chair, Associate Dean; ex-officio member, Asst. Dean
8 members drawn from the GC or GF (2 year rotating terms with one-half of the initial members serving one 3 year term)

The Review Process at UMC:

Beginning in Year 1, three Graduate Programs (GPs) will be reviewed each year until all programs within the SGS have been reviewed. The cycle will begin again in Year 6 to ensure that each program will be reviewed every 5 years.

Suggested Review Schedule:

Year	Small/Specialty Programs	Established Programs	New Programs
1	PPT	Microbiology	Neuroscience
2	CHS	Physiology	MFM
3	Pathology	Biochemistry	Biomaterials
4	Prev Med Nursing	Pharmacology Anatomy	

Self-study Guidelines:

The approach indicated below is based on review guidelines used at Michigan State University and The University of Wisconsin, and suggestions made by the Council of Graduate Schools and AAMC. Four areas are the main foci of attention:

1. Education and training in the discipline: Depth and breadth

[Documentation to be submitted shown in yellow.]

a. What are the educational and research capabilities of the faculty?

[Accomplishments of the Graduate Faculty of each program should be described using **Form 1.**]

b. What are student admission requirements? What is the general quality of the applicants in your graduate pool?

[Describe in narrative and tabular form: include requirements for minimum GPA, GRE, and TOEFL scores as well as research experience. FORM 2]

c. What is the core curriculum? Have all listed courses been taught within the last five years? What is the process used to revise the curriculum? Who is involved in this process? Do students have input into the curriculum? Are the graduate courses evaluated by students?

[Provide a copy of the program's Curriculum Guide (FORM 3).]

d. How does the curriculum (and the graduate program as a whole) in your program compare with the curricula (and and research experience) in other programs within the USA?

[In narrative form compare curriculum in your program to that in comparable programs in the USA. For brevity, comparison to one or two programs from health science centers in the United States should be sufficient. Comparison should be based on course offerings, research experiences, time to degree, student success in first and subsequent employment, publication record, etc.]

e. Does the training provided by the unit adequately prepare graduates to compete in the discipline as an equal with degree recipients from other institutions? How is this evaluated?

[Post-graduation education/employment. See Appendix, Form 4. In addition, use results from "First Employer Survey."]

2. Capacity to mentor graduate students: depth and breadth

a. How are graduate students mentored? How effective is mentoring? How do you assess their progress?

[Describe in narrative form how students in your department are mentored and how they select a laboratory in which to conduct their graduate research. Student success can be measured by the performance criteria described in the program's IEP, rubrics relating to the student's proposal, theses, and dissertation, student publication record (FORM 5), post-graduate employment (Form 4a), etc.]

b. What efforts are made to provide education in the area of responsible conduct of research? Is there any training in teaching/pedagogy?

[The university offers a course in Ethics and Professional Skills that all graduate students take. In addition, each department offers seminar, proposal preparation, and dissertation courses to improve student's oral and written communication skills. Some departments offer student's the opportunity to participate in the teaching of medical school laboratory courses, whereas other graduate students may mentor students participating in one of the several summer undergraduate research experiences offered at UMMC. This information needs to be woven into a brief narrative description.]

c. Are there ongoing efforts to recruit and retain minority students?

*[Describe these efforts in narrative fashion. If your program is involved, include participation in SURE, REO, and AGEM programs. Although the SURE and REO programs are not limited to members of under-represented minorities (URMs), about half the students enrolled in both programs were African-American students. Moreover, completion of **Form 6** will provide the information needed to address these questions and provide a database for other information relevant to program review.]*

d. Is the process of graduate education “transparent,” i.e., do students know what is expected of them, do they know their rights and responsibilities, and is an annual written evaluation provided? Is the departmental website complete and up-to-date? Does it provide information that the student needs, e.g., Departmental Policy Statement, curriculum guide, appropriate links to the graduate school, etc.?

*[Describe in narrative fashion how this is done your program. Note that among the UMMC Bulletin, the UMMC Student Policy Manual, the Handbook for Students in the School of Graduate Studies in the Health Sciences, and the Program's policy statement, the student should have all procedures and policies clearly spelled out. For each program this will include, but not be limited to, the program's academic requirements, policy statement, access to rubrics used in grading, etc. Specific departmental information needs to be provided to the reviewers, but can be referenced if it is found on the program's website. In addition, student progress needs to be reviewed periodically and a description of how that review occurs should be described. Review may involve yearly committee meetings, and/or written evaluation by the mentor or advisory committee. A suggested **Annual Student Evaluation form (Form 7)** is provided.*

3. Infrastructure

a. Does the unit have the necessary infrastructure to provide a productive research and graduate education environment? Infrastructure includes the following items: human resources (e.g., post-docs/research

associates, technical and other staff), research funding, adequate space and equipment, access to literature, resources to send students to meetings, etc. Is there a critical mass of research-active faculty and students? If there are deficiencies, how can these be addressed?

[see Appendix Form 8: Infrastructure]

4. Interdisciplinary connections:

a. Does the program have established connections that permit and encourage education/training of the graduate student beyond the confines of the unit? How are they used? How can they be improved?

[Describe this in narrative fashion.]

5. History and Future Directions of the program. Is your program advancing the state of your specific discipline? Is it meeting institutional and professional objectives?

[In narrative fashion describe the history of the program at UMMC. What is the current status, evolution, and future of the field in which your program is a part? What is the future of your discipline? Where are the growth areas? Will your department be part of this future? Describe the need for graduates from your program at the state and national level. What are your program's strengths and weaknesses? What challenges now and in the future will affect your program? What are the sources of funding? What would you need to attract top quality graduate students to your program? What would you need to attract quality faculty to your department? What are your recommendations for improvement?]

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Appendix

Form #1: Faculty Capabilities and Accomplishments (Fill out for each graduate faculty member)

1. Name
2. Graduate Education: Institution/Year Graduated
3. Post-doctoral Positions: Institution/Years
4. Professional Positions: Institution/Years
5. Publications (indicate total number, and list up to 20 published within the last five years),
6. Grants awarded (last 5 years): Sponsoring organization, Title, Amount, and Duration
7. Graduate Courses participated in as lecturer or course director
8. Service on editorial boards, review panels, UMMC committees, or service as an ad hoc reviewer for a study panel or journal, or as part of a scientific organization (e.g., officer of a society, member of a scientific committee, etc.) within the last five years.
9. Service on graduate student advisory committees as chairman or member within the last five years. List all students for whom you served as chair of their advisory committee. In addition list all students on whose committees you served as a member. When appropriate, indicate year of graduation and degree received.

Form #1B: Faculty Demographics

<u>No. Graduate Faculty</u>	<u>Prof.</u>	<u>Assoc. Prof.</u>	<u>Asst. Prof.</u>	<u>Instructors</u>	<u>#M/F</u>	<u>#Under Represented Minorities</u>

Form 2: Student enrollment and application data.

Year	Number Applied	Number Accepted	Number Enrolled	GRE: Range (Mean)	UG GPA: Range (Mean)	No. Admitted to Candidacy	No. Graduated (degree)
2004							
2005							
2006							
2007							
2008							

Form #3: Curriculum Guide -- or Libby's Template

Required Courses:

Course Number	Course Name	No. Credit Hr	Last Taught (Year)	No. Students in class	Grade Distribution Range (Mean)

Elective courses:

Course Number	Course Name	No. Credit Hr	Last Taught (Year)	No. Students in class	Grade Distribution Range (Mean)

Include: No. hr needed for graduation, information on qualifying exam, proposal requirements, dissertation guidelines, various rubrics (qualifying examination, proposal, dissertation, and seminar), course outlines, etc. Note: If these items are in the departmental policy state, simply enclose a copy of the Policy Statement.

Form #4: Assessment of Graduates

A. Current employment/educational status of students who graduated within the last 10 years.

Name	Year Graduated	Current Position	Contact Information

B. Results from First Employer survey. This survey is sent to the first employer of recent graduates by the Office of Institutional Research and is designed to assess their performance relative to other employees in the same category (e.g., post-doctoral fellow).

Name of Former UMMC Student: _____

Current Position: _____

Name of Current Supervisor: _____

Institutional affiliation of current supervisor: _____.

Compared to other recent graduates holding the same position, where would you place this individual in terms of...

Question	Lower 25%	Middle 50%	Upper 25%
Basic knowledge			
Technical Skill			
Capability for independent research			
Work ethic			
Communication skills			

Comments:

Form #5: Student Publications

- a. List publications and meeting abstracts over the last 5 years in which a student has been an author or co-author. Indicate student names in **BOLDFACE** type.

- b. List theses and dissertations written by students within the past 5 years. Include name of student, title of thesis or dissertation, and year.

Form #6: Student demographics

A. Quantitative Data (current students):

1. Total No. including numbers of males, females, and members of under-represented minorities;
2. No. Domestic/International students/No. Mississippi residents;
3. Funding sources – SGS support, faculty-generated funding (grants, contracts, etc.), self-funded.
4. GRE scores: range, mean, median

B. Student Profile including (prepare as Excel File): Current students and those graduated or within the program during the last 5 years

Name of Student
Undergraduate Degree/Institution/GPA
Previous Graduate work...degree/institution/GPA
GRE scores (Verbal/quantitative/Total and date of last/highest exam)
TOEFL score
Date of Entry into UMMC graduate program
Current UMMC GPA
Source of Current Stipend Support
Date qualifying examination passed
Date research proposal defended
Date dissertation/thesis defended
Title of dissertation/theses
Date of graduation (Degree received)
Time to degree
First Position (Date/type of position/organization)

C. Average time to degree (last 5 years)

Form 7: Annual Graduate Student Progress Report

To be filled out by director of the graduate program or thesis/dissertation advisor. The evaluator should rate the student based on the following criteria and take into consideration the student's position within the program (i.e., first year student, terminal student, etc.)

Name: _____ . **Date:** _____ .

Date Entered UMMC : _____ .

Category	Poor	Fair	Good	Excellent
Knowledge base				
Work Ethic				
Technical Skills				
Capability for independent research				
Communication Skills - oral				
Communication Skills - writing				
Ability to work as a member of a team				

Comments by Advisor/Director:

Comments by Student:

Signature of Advisor/Program Director (date): _____ .

Signature of Student (date): _____ .

Form #8: Infrastructure

1. List major items of equipment available within the Department/Program
2. List major items of equipment available as core or shared use items within UMMC that are used by your program.
3. Human Resources: Identify office staff, technical staff, post-doctoral fellows, and faculty whose efforts support the graduate program. Where appropriate describe the contribution of key individuals.
4. List research awards and contracts within the program/department. Provide information on PI and co-PIs, title, agency/source, monetary value, duration.
5. No. of students supported from external sources (% of total)
6. Identify other sources of instruction, e.g., Seminar series, regional/national/international scientific meetings, etc., that enhance the instruction provided in the program.

Qualitative Assessment Data

A. The following **surveys** are processed by the Office of Institutional Research. In the case of the first two, the anonymity of the student is maintained. However, in all cases, the program has access to the results, which serve as a qualitative measure of the program.

1. Post. M.S. degree survey
2. Post Ph.D. exit survey
3. First Employer Survey (planned)
4. 5-year post-degree survey (planned)

B. **“Town hall Meeting:”** In addition to the above, as part of the review process, the Associate Dean and members of the PRC will meet with graduate students from the various programs to discuss their views of the program, its quality, their roles in it, and their assessment of its strengths and weaknesses.