Graduate Academic Program Review Guidelines
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GRADUATE ACADEMIC PROGRAM REVIEW
Owned by the Academic Departments; Supported by The Graduate School

Purpose and Cycle of Review

The purpose of program review is to

- Stimulate and support strategic planning and continuous improvement in graduate program quality and effectiveness, aligned with the University’s strategic plan and supportive of program faculty’s leadership and interests in continuous improvement;
- Facilitate internal and external feedback on program quality, assessment, and future plans;
- Help academic units and programs identify and study opportunities for further resource development and reallocation;
- Encourage partnerships and communication between faculty and administration; and
- Provide assurance of program quality to all stakeholders (faculty, administration, current students, alumni, state legislature, state CHE, SACSCOC, etc…).

Graduate Academic Program Review (GAP review) supports faculty in their systematic assessment of programs on an eight-year cycle and results in action plans, developed through partnerships among faculty and administration, that support continuous program improvement.

- The full review (eight-year review) consists of the submission of a comprehensive self-study, internal review of the self-study, a two-to-three-day on-site external review, and submission of action planning summaries.
- A mid-cycle review (year #4) provides an opportunity for review of progress toward goals, as well as modification of goals where appropriate.
- Annual program assessment reports, coordinated through the CU Office for Institutional Assessment (OIA), will provide brief updates on progress toward meeting program outcomes and goals as well as graduate learning outcomes and goals. Mission, vision, goals, objectives, and targeted outcomes planning and assessment should align across University, College, Department, and Program documents and efforts/activities.

GAP reviews are coordinated through the office of the Dean of the Graduate School with authority delegated by the Provost. The Graduate School provides oversight of the process; invites external reviewers (chosen by the faculty) when appropriate; coordinates site visit logistics; and determines, with input from department chairs and college administration, when program review documents are final.

Figure 1 presents a visual summary of the eight-year cycle. The mid-cycle review is brief but provides an opportunity for programs to reflect and then begin to look toward the next full self-study and review year.

Table 1 shows a tentative schedule for review of programs by department by college.
Grouping Programs by Department

The Graduate Academic Program review schedule is facilitated by grouping programs within academic departments. Only one self-study report per department grouping is submitted; however, each graduate program should be specifically addressed with clear headings within the self-study. By grouping programs within departments, the Graduate School hopes to minimize the faculty burden for assembling the report as there are parts of the self-study that would be common across a department. For example, resources necessary to run an academic program are often allocated at the department level, and are often shared among programs within an academic department. By asking that departments address most topics in the self-study by program, the Graduate School hopes to support the faculty’s strategic planning and analysis at the degree program and graduate certificate or other graduate credentialing level. Interdisciplinary programs are assigned to one department only, for cyclical efficiency; however, departments should engage faculty and leadership outside of their departments, if programs span departments/units/colleges.

Figure 1. Graduate Academic Program Review (GAP review) eight-year cycle begins with the full-year self-study and internal and external reviews. Templates and data are provided by the Graduate School. Coordination for all reviews and site visit logistics, travel expenses, and honorariums are provided by the Graduate School. The subsequent action plans developed can and should inform annual planning and annual assessment efforts coordinated through OIA and the Campus Labs assessment platform. A mid-cycle look at program plans and efforts toward continuous improvement is considered best practice and will therefore be requested four years in.
Table 1
Proposed Schedule of Programs for Graduate Academic Program Review, by College/School, by Department/Unit, Through 2024-2025

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<th>Dept #</th>
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<td>0311</td>
<td>Animal and Veterinary Sciences: Animal &amp; Veterinary Sciences, MS; Animal &amp; Veterinary Sciences, PhD</td>
<td>MS-AVS-A; PHD-AVS-A</td>
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<td>0316</td>
<td>Food, Nutrition and Packaging Sciences: Food; Nutrition &amp; Culinary Sciences, MS; Packaging Science, MS; Food Technology, PhD</td>
<td>MS-FDNC-A; MS-PKGS-A; PHD-FDTH-A</td>
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<td>0317</td>
<td>Forestry and Environmental Conservation: Forest Resources, MFR; Forest Resources, MS; Wildlife and Fisheries Biology, MS; Wildlife and Fisheries Biology, MS (Non-Thesis); Forest Resources, PhD; Wildlife and Fisheries Biology, PhD</td>
<td>MFR-FORR-A; MS-FORR-A; MS-WFB-A; MS-WFBC-A; PHD-FORR-A; PHD-WFB-A</td>
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<td>0310</td>
<td>Plant and Environmental Sciences: Translational Genomics, Certificate-Postbaccalaureate; Entomology, MS; Plant and Environmental Science, MS; Entomology, PhD; Plant and Environmental Science, PhD</td>
<td>CERTG-TRGE-A MS-ENT-A; MS-PES-A; PHD-ENT-A; PHD-PES-A</td>
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**COLLEGE OF AGRICULTURE, FORESTRY AND LIFE SCIENCES**

**COLLEGE OF ARCHITECTURE, ARTS AND HUMANITIES**

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<th>Dept #</th>
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<td>0503</td>
<td>Architecture, School of: Historic Preservation, Certificate-Graduate; Architecture+Community BUILD, Certificate-Postbaccalaureate; Digital Ecologies, Certificate-Postbaccalaureate; Integrated Project Delivery, Certificate-Postbaccalaureate; Architecture, March (Architecture and</td>
<td>CERTG-HP-B; CERTG-ARC-B; CERTG-DIGE-B; CERTG-INPD-B; MARCH-ARCC-B;</td>
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1. **Note:** Department numbers in this table provide an organizational structure for the program review cycle and indicate a key contact per program grouping. Department numbers do not include all departments involved in interdisciplinary or joint programs. When there are interdisciplinary or joint programs, you are encouraged to include self-study, analysis, and planning team members outside of the department shown in this table. The Self-Study due date is November 1, with site visits scheduled for the next semester if appropriate. A ✓ in this table means that the self-study year is complete or nearly complete. An * indicates current programs in process of review or future years’ tentative plans. “4-yr” indicates a mid-cycle review. The process for the mid-cycle review is still being developed. The purpose of the 4-yr review will be simply to ensure that programs are satisfied with the progress they are making toward the goals outlined in their last 8-year cycle review.

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<tr>
<td>Architecture and Health concentrations; Landscape Architecture, MLA; Resilient Urban Design, MRUD; Architecture, MS; Historic Preservation, MS</td>
<td>MLA-LARC-B; MRUD-RUD-B; MS-ARCH-B; MS-HP-B</td>
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<td>Art</td>
<td>MFA-VART-B</td>
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<td>City Planning and Real Estate Development: City &amp; Regional Planning, MCRP; Real Estate Development, MRED</td>
<td>MCRP-CRP-B; MRED-RED-B</td>
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<td>Construction Science and Management: Construction Science &amp; Management, MCSI</td>
<td>MCSI-CSM-B</td>
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<td>Dean’s Office (AAH): Planning, Design, and the Built Environment, PhD; Rhetorics, Communication and Information Design, PhD</td>
<td>PHD-PDBE-B; PHD-RCID-B</td>
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<td>English: English, MA; Writing, Rhetoric, and Media, MA</td>
<td>MA-ENGL-B; MA-WRHM-B</td>
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<td>History and Geography: History, MA</td>
<td>MA-HIST-B</td>
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**COLLEGE OF BEHAVIORAL, SOCIAL AND HEALTH SCIENCES**

| Communication: Health Communication, Certificate-Post Master's; Communication, Technology and Society, MA | CERTG-HLCO-B; MA-CTS-C | ✓ | | | | | | |
| Nursing, School of: Leadership and Innovation in Health and Design, Certificate-Post Master's; Nursing, MS; Nursing Practice, DNP; Healthcare Genetics, PhD | MS-NURS-C; DNP-NURP-C; PHD-HCG-C | | | | | | | |
| Parks, Recreation and Tourism Management: Event Management, Certificate-Graduate; International Parks and Tourism, Certificate-Graduate; Public Administration, Certificate-Postbaccalaureate; Youth Development Leadership, Certificate-Postbaccalaureate; Camp Leadership, Certificate-Postbaccalaureate; Community Service, Certificate-Postbaccalaureate; Homeland Defense and Security, Certificate-Postbaccalaureate; Emergency Management, Certificate-Postbaccalaureate; Public Administration, MPA; Parks, Recreation & Tourism Management, MS; Youth Development Leadership, MS; Parks, Recreation & Tourism Management, PhD | CERTG-EVMG-C; CERTG-IPAT-C; CERTG-PADM-C; CERTG-YTHD-C; CERTU-CMPL-C; Community Service CERTG; CERTG-HDS-C; CERTG-EM-C; MPA-PADM-C; MS-PRTM-C; MS-YTHD-C; PHD-PRTM-C | | | | | | | |
| Political Science: Policy Studies-Certificate; Political Science, PhD | CERTG-POLS-C; PHD-POST-C | | | | | | | |
| Psychology: Applied Psychology, MS; Human Factors Psychology, PhD; Industrial/Organizational Psychology, PhD | MS-APPS-C; PHD-HFPS-C | | | | | | | |

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<td>0745</td>
<td>Public Health Sciences: Clinical and Translational Research, Certificate-Post Master’s; Applied Health Research and Evaluation, MS; Applied Health Research and Evaluation, PhD</td>
<td>CERTG-CLTR-C; MS-AHRE-C; PHD-AHRE-C</td>
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<td>1356</td>
<td>Sociology, Anthropology and Criminal Justice: Social Science, MS</td>
<td>MS-SOSC-C</td>
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<td>0756</td>
<td>Youth, Family and Community Studies: International Family and Community Studies, Certificate-Graduate; International Family and Community Studies, PhD</td>
<td>CERTG-IFCS-C; PHD-IFCS-C</td>
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<td>1303</td>
<td>Accountancy, School of: Accounting, MPAcc</td>
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<td>1315</td>
<td>Business Administration, Master of: Technology Entrepreneurship, Certificate-Post Master’s; Business Administration, MBA</td>
<td>CERTG-TECH-F; MBA-BUAD-D</td>
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<td>Economics (John E. Walker Dept of): Economics, MA; Economics, PhD</td>
<td>MA-ECON-D; PHD-ECON-D</td>
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<td>1353</td>
<td>Graphic Communications: Graphic Communications, MS</td>
<td>MS-GCOM-D</td>
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<td>Management: Management, MS; Business Administration, PhD</td>
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<td>1325</td>
<td>Marketing: Marketing, MS</td>
<td>MS-MKT-D</td>
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<td>0723</td>
<td>Education and Human Development: Applied Behavior Analysis, Certificate-Graduate; ESOL-English to Speakers of Other Languages, Certificate-Postbaccalaureate; Counselor Education, EdS (Clinical Mental Health Counseling and School Counseling concentrations); Counselor Education, MEd (Clinical Mental Health Counseling and School Counseling concentrations); Special Education, MAT; Teacher Residency in Special Education, MAT; Literacy, MEd; Special Education, MEd; Literacy, Language and Culture, PhD; Learning Sciences, PhD; Special Education, PhD</td>
<td>CERTG-APBE-E; CERTG-ESOL-E; EDS-COED-E; MED-CEDZ-E; MAT-SPED-E; MAT-TRSP-E; MED-LITR-E; MED-SPED-E; PHD-LLCU-E; PHD-LRSC-E; PHD-SPED-E</td>
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* Organization of units and schedule for the College of Education TBD.
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<td>0722</td>
<td>Education and Organizational Leadership Development: Athletic Leadership in Education, Certificate-Graduate; Educational Leadership, Certificate-Post Master’s; Administration &amp; Supervision, Eds; Administration &amp; Supervision, MED; Counselor Education, MED (Student Affairs concentration); Human Resources Development, MHRD; Athletic Leadership, MS; Education Systems Improvement Science, EdD; Educational Leadership, PhD</td>
<td>CERTG-ALED-E; CERTG-EDLE-E; EDS-ADSU-E; MED-ADSU-E; MED-CEDS-E; MHRD-HRD-E; MS-AL-E; EDD-ESIS-E; PHD-EDLE-E</td>
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<td>0724</td>
<td>Teaching and Learning: Science, Technology, Engineering, Art and Mathematics (STEAM) in Teaching and Learning, Certificate-Postbaccalaureate; Middle Level Education, MAT; Secondary Education, MAT; Teacher Residency, Early Childhood Education, MAT; Teacher Residency, Elementary Education, MAT; Teacher Residency, Secondary Education, MAT; Teacher Residency, Middle Level Education, MAT; Teaching and Learning, MED; Curriculum &amp; Instruction, PhD</td>
<td>CERTG-STEA-E; MAT-MLEV-E; MAT-SECE-E; MAT-TREC-E; MAT-TREE-E; MAT-TRSE-E; MAT-TRML-E; MED-TRLN-E; PHD-CURI-E</td>
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<td>0926</td>
<td>Automotive Engineering: Automotive Engineering, Certificate-Postbaccalaureate; Automotive Engineering, PhD; Automotive Engineering, MS</td>
<td>CERTG-AUE-F; PHD-AUE-F; MS-AUE-F</td>
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<td>Bioengineering: Medical Device Design, Recycling and Reprocessing Certificate-Postbaccalaureate; Bioengineering, PhD; Biomedical Engineering, MENG; Bioengienering, MS</td>
<td>CERTG-MDDR-F; PHD-BIOE-F; MENG-BMED-F; MS-BIOE-F</td>
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<td>0909</td>
<td>Chemical and Biomolecular Engineering: Chemical Engineering, PhD; Chemical Engineering, MS</td>
<td>PHD-CHEN-F; MS-CHEN-F</td>
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<td>0911</td>
<td>Civil Engineering (Glenn Dept. of): Capital Project Management, Certificate-Graduate; Risk Engineering, Certificate-Postbaccalaureate; Risk Management, Certificate-Postbaccalaureate; Structural Design of Low-Rise Structures, Certificate-Postbaccalaureate; Systems Analytics, Certificate-Postbaccalaureate; Civil Engineering, PhD; Civil Engineering, MEng; Civil Engineering, MS</td>
<td>CERTG-CPMT-F; CERTG-RSGE-F; CERTG-RSKE-F; CERTG-RSKM-F; CERTG-STRU-F; CERTG-SYSA-F; PHD-CIVE-F; MENG-CIVE-F; MS-CIVE-F</td>
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| 0974  | Computing, School of: Digital Production Arts, MFA; Biomedical Data Sciences and Informatics, MS; Computer Science, MS; Digital Production Arts, MS; Biomedical Data | MFA-DPA-F; MS-BDSI-F; MS-CPSC-F; MS-DPA-F; PHD-BDSI-F; | | | | | | | *

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<td>0915</td>
<td>Sciences and Informatics (Joint with MUSC), PhD; Computer Science, PhD; Human Centered Computing, PhD</td>
<td>PHD-CPSC-F; PHD-HCC-F</td>
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<td>Electrical and Computer Engineering (Holcombe Dept. of) and Center for Optical Materials Science and Engineering Technologies: Advanced Power Systems, Certificate-Graduate; Power Systems Engineering, Certificate-Postbaccalaureate; Renewable Energy, Certificate-Postbaccalaureate; Computer Engineering, PhD; Electrical Engineering, PhD; Photonic Science and Technology, PhD; Electrical Engineering, MEng; Computer Engineering, MS; Electrical Engineering, MS; Photonic Science and Technology, MS</td>
<td>CERTG-APSY-F; CERTU-PSEN-F; CERTU-RENE-F; PHD-CPEN-F; PHD-ELEN-F; PHD-PHOT-F; MENG-H-MSF; MENG-ELEN-F; MS-CPEN-F; MS-ELEN-F; MS-PHOT-F</td>
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<td>0956</td>
<td>Engineering and Science Education (ESED): Engineering and Science Education, Certificate-Post Master’s; Engineering and Science Education, PhD</td>
<td>CERTG-ESE-F; PHD-ESE-F</td>
<td></td>
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<td>0919</td>
<td>Environmental Engineering and Earth Sciences: Biosystems Engineering, PhD; Environmental Engineering and Earth Sciences, PhD; Biosystems Engineering, MS; Environmental Engineering and Science, MS; Hydrogeology, MS</td>
<td>PHD-BIEN-F; PHD-EES-F; MS-BIEN-F; MS-EES-F; MS-HYDR-F</td>
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<tr>
<td>0920</td>
<td>Industrial Engineering: Systems Engineering, Certificate-Graduate; Supply Chain and Logistics, Certificate-Postbaccalaureate; Services Science, Management and Engineering, Certificate-Postbaccalaureate; Industrial Engineering, PhD; Industrial Engineering, MEng; Systems Engineering, MEng; Engineering, MEng; Industrial Engineering, MS</td>
<td>CERTG-SYSE-F; CERTG-SCAL-F; CERTG-SSME-F; PHD-INEN-F; MENG-H-MSF; MENG-INEN-F; MENG-SYSE-F; MS-INEN-F</td>
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<tr>
<td>0971</td>
<td>Materials Science and Engineering, School of: Materials Science and Engineering, PhD; Materials Science and Engineering, MS</td>
<td>PHD-MSE-F; MS-MSE-F</td>
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<tr>
<td>0921</td>
<td>Mechanical Engineering: Mechanical Engineering, MS; Mechanical Engineering, PhD</td>
<td>MS-ME-F; PHD-ME-F</td>
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**COLLEGE OF SCIENCE**

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<tr>
<th>Dept #</th>
<th>College/Department¹</th>
<th>Degrees</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<tr>
<td>0314</td>
<td>Biological Sciences: Biological Sciences, MS (and Biological Sciences, MS Online Non-Thesis); Environmental Toxicology, MS; Microbiology, MS; Biological Sciences, PhD; Environmental Toxicology, PhD; Microbiology, PhD</td>
<td>MS-BIOS-G; MS-ENTX-G; MS-MICR-G; PHD-BIOS-G; PHD-ENTX-G; PHD-MICR-G</td>
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<td>0973</td>
<td>Chemistry: Chemistry, MS; Chemistry, PhD</td>
<td>MS-CHEM-G;</td>
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<td>Dept #</td>
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<td>Degrees</td>
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<tr>
<td></td>
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<td></td>
<td>Self-Study Due Winter 17-18</td>
<td>Self-Study Due Winter 18-19</td>
<td>Self-Study Due Winter 19-20</td>
<td>Self-Study Due Winter 20-21 Tentative</td>
<td>Self-Study Due Winter 21-22 Tentative</td>
<td>Self-Study Due Winter 22-23 Tentative</td>
<td>Self-Study Due Winter 23-24 Tentative</td>
<td>Self-Study Due Winter 24-25 Tentative</td>
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<td>MS-BIBM-G; MS-GEN-G; PHD-BIBM-G; PHD-GEN-G</td>
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<tr>
<td>0975</td>
<td>Mathematical and Statistical Sciences, School of: Data Science and Analytics, MS (joint with Dept of Management, College of Business); Mathematical Sciences, MS; Mathematical Sciences, PhD</td>
<td>MS-DSA-G; MS-MTHS-G; PHD-MTHS-G</td>
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<td>0978</td>
<td>Physics and Astronomy: Physics, MS; Physics, PhD</td>
<td>MS-PHYS-G; PHD-PHYS-G</td>
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<td>4-yr</td>
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</table>

¹Dept

Draft Schedule: 11/12/19
### Table 2

**Self-Study Year Targeted Timeline**

<table>
<thead>
<tr>
<th>Step/Process</th>
<th>Person(s) Responsible</th>
<th>Comments/Specific Tasks</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notify and confirm programs for review; establish schedule for completion</td>
<td>Graduate Dean(^3) College Dean Chair Program Coordinators</td>
<td>The Graduate Dean (or designee), the College Dean (or designee), the Department Chair, and the Program Coordinators agree on a plan and schedule for the review, based on the department’s/programs’ particular demands and circumstances.</td>
<td>November–January, ten to twelve months prior to self-study due date(^4)</td>
</tr>
<tr>
<td>Hold initial departmental meeting</td>
<td>Director of Graduate Program Review(^5) Departmental Self-Study Team</td>
<td>Relevant stakeholders discuss the process in detail, review the self-study guidelines and template, survey resources and tools, and identify specific needs. Select stakeholders review departmental data for factual accuracy.</td>
<td>By May 15</td>
</tr>
<tr>
<td>Program and Department collect program-specific information and conduct the self-study</td>
<td>Departmental Self-Study Team</td>
<td>Data are collected as early as possible to allow time for analysis/review. The Graduate Program Review Director (or another liaison from the Graduate Dean’s Office) communicates periodically with the self-study team to help team troubleshoot and answer questions as they arise.</td>
<td>May–October</td>
</tr>
<tr>
<td>Hold follow-up meeting as needed</td>
<td>Graduate Dean’s Office Departmental Self-Study Team</td>
<td>Relevant stakeholders review departmental data and discuss additional elements that the department may wish to collect or consider.</td>
<td>August</td>
</tr>
<tr>
<td>Department submits names of proposed external reviewers and proposes dates for visit to Director of Graduate Program Review(^2)</td>
<td>Department and Faculty College Dean</td>
<td>Department Chair, with input from Program Coordinators and faculty, and approval from the College Dean or designee, proposes a list of three external review panel members including at least three backup names (with order of preference noted). Included in this submission is also a list of six or more three-day time periods that would be suitable for the site visit. The Dean of the Graduate School then contacts suggested review panel members for preliminary availability and to determine best dates for potential site visit.</td>
<td>September–October</td>
</tr>
<tr>
<td>Department Chair submits the self-study to the Graduate Dean via the Director of Program Review(^2)</td>
<td>Department Self-Study Team</td>
<td>Department Chair and Self-Study Team submits the self-study</td>
<td>November 1, xxxx(^4)</td>
</tr>
</tbody>
</table>

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3 Graduate deans referenced here are David S. Fleming, PhD, Interim Associate Provost and Dean of the Graduate School; and Brian Dominy, PhD, Associate Dean of the Graduate School.

4 The Self-Study due date is November 1, xxxx, where xxxx is the first part of the scheduled year for your program review.

5 The Director of Graduate Program Review is Cairen Withington, the Graduate School, E106 Martin Hall, cairenw@clemson.edu, 864-656-3251 (office), 864-653-0162 (mobile).
<table>
<thead>
<tr>
<th>Step/Process</th>
<th>Person(s) Responsible</th>
<th>Comments/Specific Tasks</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Dean’s Office gives first review&lt;br&gt;Self-Study goes out for Internal Review</td>
<td>Graduate Dean&lt;br&gt;Director of Program Review&lt;br&gt;Self-Study Team Internal Reviewers</td>
<td>Graduate Dean, with input from an internal review team, determines if program is prepared for external review. Some minor first round editing may be suggested. Programs recommended to proceed go out for internal review, with cc to College Dean and Associate Dean for Graduate Studies. Programs not recommended for external review, i.e., not recommended to proceed at this time, will have the opportunity to revise their self-study and proceed on a different schedule.</td>
<td>November</td>
</tr>
<tr>
<td>Graduate Dean’s Office finalizes membership of the external review team and sets date for site visit</td>
<td>Graduate Dean’s Office</td>
<td>Final selection of external review panel is the responsibility of the Graduate Dean, who invites the external reviewers to conduct a site visit of the program/department and works out logistics based on program/department’s preferences. The Provost and the Graduate School funds the external review visits and the Department coordinates the itinerary.</td>
<td>December</td>
</tr>
<tr>
<td>Internal review team gives feedback on self-study</td>
<td>Internal Review Team&lt;br&gt;Self-Study Team</td>
<td>Internal reviewer comments are provided to the self-study team.</td>
<td>December - January</td>
</tr>
<tr>
<td>Department reviews (and revises) the self-study report</td>
<td>Self-Study Team Department College</td>
<td>The self-study team revises the self-study as they deem appropriate and documents a response that is provided to the Graduate School along with the revised self-study.</td>
<td>Final due end of January or at least 4 weeks prior to scheduled external site visit</td>
</tr>
<tr>
<td>External Review Team conducts 2-to-3-day site visit</td>
<td>External Review Team</td>
<td>Using the itinerary outline (see p. Error! Bookmark not defined. of this document), the department and program determine the site visit itinerary. Graduate Dean’s Office/College Dean/Department/Program representatives are included. Facilities tours and interviews with faculty and students are included. External reviewer(s) present oral exit reports on last day (usually end of Day 2 or mid-day on Day 3) of the site visit.</td>
<td>February–April</td>
</tr>
<tr>
<td>External Review Team submits final report to Graduate Dean</td>
<td>External Review Team&lt;br&gt;Graduate Dean’s Office Program Review Team</td>
<td>The External Review Team submits a final written report to the Graduate School’s Dean or Director of Program Review within two weeks after the last day of the site visit. Graduate Dean or Director of Program Review distributes copies of the report to the Department Chair and College Dean for fact check.</td>
<td>March–May</td>
</tr>
<tr>
<td>Department and College submit response to external reviewers’ report</td>
<td>Department College</td>
<td>Department and College submit response to external reviewers’ report to Director of Program Review.</td>
<td>March–May</td>
</tr>
</tbody>
</table>

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6 Graduate deans referenced here are David S. Fleming, PhD, Interim Associate Provost and Dean of the Graduate School; and Brian Dominy, PhD, Associate Dean of the Graduate School.

7 The Director of Graduate Program Review is Cairen Withington, the Graduate School, E106 Martin Hall, cairenw@clemson.edu, 864-656-3251 (office), 864-653-0162 (mobile).
<table>
<thead>
<tr>
<th>Step/Process</th>
<th>Person(s) Responsible</th>
<th>Comments/Specific Tasks</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Dean’s Office compiles a preliminary final report, then final report for distribution, action, and archival purposes</td>
<td>Graduate Dean’s Office</td>
<td>Graduate Dean’s Office compiles a preliminary final report, including an Executive Summary of the Program Review Process, the Self-Study Report, the Internal Review Report, and the External Review Report. The Graduate Dean’s Office solicits and responds to a fact check of the preliminary report by the Department Chair and the College Dean, then sends a final pdf preliminary report to the Department Chair, Program Coordinators, College Dean, and the College Associate Dean for Graduate Studies.</td>
<td>May–June</td>
</tr>
<tr>
<td>Hold priorities and recommendations meeting</td>
<td>Graduate Dean’s Office College Dean Department Program</td>
<td>This may include a series of individual or group conversations among members of the department and administration.</td>
<td>May–September</td>
</tr>
<tr>
<td>Program/Department action plan are developed</td>
<td>Graduate Dean’s Office College Dean Department Program Coordinators Program Faculty</td>
<td>The action plan includes: 1) outcomes; 2) specific actions for the department to take to achieve the outcomes; 3) measurements and performance expectations to ascertain whether and to what extent outcomes are reached; and 4) an overall timeline for implementation. Much, if not all, of the action plan should be incorporated into annual program assessment activities. The Action Planning documents are sent to the Director of Graduate Program Review who adds them to the preliminary full graduate program review report to make a final full graduate programs review report that includes the self-study, the internal review, the external exit report, the self-study appendices, and the action planning document. The final full graduate programs review report is then shared again with the Department Chair, Program Coordinators, College Dean, and the College Associate Dean, and also shared at this time with the University Provost.</td>
<td>Submission of action plans by October 15, or earlier as recommended</td>
</tr>
</tbody>
</table>

**Process to Request an Abbreviated Graduate Academic Program Review**
(For Approved, Externally Accredited, Graduate Programs)

The most important objective of GAP review, an eight-year cyclical program review process, is to support faculty in their strategic planning toward graduate program improvement. Through the program review process guided by a self-study template, data from across the university, and feedback from internal and external review panels, it is the intention that faculty feel empowered to work in collaboration with their department chairs and college deans to develop a strategic action plan for further improving graduate programs.

Recognizing that faculty and staff representing externally accredited graduate programs often engage in an accreditation process that may closely resemble that described for GAP review, it is appropriate in these cases to provide an alternative process that ideally eliminates any redundant effort. Consequently, the following process was developed.
If you feel that one or more of your externally accredited graduate programs may be eligible for an abbreviated program review process, you are encouraged to submit a copy of your most recent accreditation report to the Graduate School’s director of program review and to your college dean. You will want to copy your department chair and associate dean for graduate studies as well. The Graduate School will compare the output from your program’s accreditation process to that expected from GAP review to assess similarities and determine whether an abbreviated program review process is appropriate. Your college dean will assess other factors relevant to your college to determine whether an abbreviated GAP review process is appropriate. If approved by both the Graduate School and your college dean, you may move immediately to the final stage of the GAP review process and generate a long-term action plan, in partnership with your college dean, aimed at further improving your graduate program(s). The concise action planning template, including signature lines for the graduate program coordinator, the department chair, and the college dean, will be provided by the Graduate School. Finally, if desired, the timeline for your abbreviated graduate program review cycle can be aligned with your graduate program’s external accreditation cycle going forward.

The Self-Study

The Self-Study Team (invited or appointed by the Department Chair) usually consists of the Department Chair and Program Coordinators. Additionally, you may also wish to include the Associate Department Chair, graduate program staff, college or unit assessment professionals, graduate advising faculty/staff, major faculty research directors, graduate faculty, off-campus site directors, and others integral to the graduate programs under review, including possibly graduate students themselves. The Self-Study team members:

- are familiar with graduate programs under review;
- are familiar with the direction the programs want to take for successful futures;
- are familiar with students and faculty success indicators;
- are familiar with the resources available or needed for program success and continuous improvement; and
- can assist with analyzing data and articulating status and strategic planning goals/objectives.

A template for the Self-Study (along with other materials) is provided by the Graduate School and shared via a Box folder with the Department Chair and identified graduate program directors. The Self-Study template has seven major sections.

1. Self-Study Executive Summary and External Team Guidance
2. Overviews of Clemson University, the University Strategic Plan, and the Graduate School
3. Overviews of the College and the Department
4. The Department’s Graduate Programs Overviews
5. Student Population, Curriculum, and Student Success
6. Faculty, Facilities, and Resources
7. Strategic Planning, Program Assessment, and Continuous Improvement

As much as possible, relevant data is provided by the Graduate School and Institutional Research to the departments. We do not want to burden departments, program faculty, or staff with collecting difficult-to-obtain data to address a question on the template. If there are data that would be helpful to you and that could be collected at the institutional level, your feedback to us on that is solicited because perhaps we could start collecting the data at an institutional level. If there are improvements to be made in data collection and/or sharing, your feedback is also appreciated on that.
After internal review and revisions, the final version of your self-study will be the primary document presented to your external visiting team, providing them information about your graduate programs and program growth and quality assurance plans. Therefore, it is important to be clear and concise, focusing on central issues facing your programs, educational and fiscal effectiveness, and your programs’ contributions to the university’s mission and strategic plan as well as to excellence in your specific program disciplines, research, and career arenas. Please use the template for summary text, and reference any appendices uploaded by you to the appropriate Box folder (see folder descriptions in the next section) for additional, more detailed, information. The final self-study, as well all appendices referenced and included in the appendices folder will be shared with your external review team and Clemson University campus leadership.

The GAP Self-Study template document includes rationale and potential sources of data for many, if not all, items, as well as spaces for internal reviewer feedback (which the Graduate School will coordinate), response from you regarding internal review, and a place for you to provide suggestions for improving the self-study template or process. Some of these items, particularly the internal review sections and your feedback to the Graduate School, shaded in gray, will not be included as part of the self-study presented to your external visiting team, but are included for your information and to assist in making your department’s self-study better. Internal review and suggestions for improvement feedback may be summarized as part of the archived copy on file but will not be included in the final self-study document provided to your external visiting team.

Throughout the program review year, your self-study as well as internal and external feedback, preliminary and final, will be shared with your Department Chair, your College Dean, your College Associate Dean for Research/Graduate Studies, the Graduate School Dean, the Graduate School Associate Dean, and the Director of Program Review in the Graduate School. The Provost will receive a full final report once your action planning piece is added. The submission deadline for your action plans is October 15, a few months after your site visits.

**Box Folders**

A Box folder titled *GradAcProgRev_..._xxxx* (with the “...” being your department name or abbreviation and the "xxxx" being the year of program review) with subfolders will be shared with the Department Chair and the Self-Study team (as defined by the Department Chair). The Program Review Guidelines will be in the main folder. The self-study template, and related information for the site visit, as well as other information related to graduate program review will be in subfolders. The Box folders can be used by both the program review team from the department/programs and the Graduate School to share documents. Box content descriptions follow.

1. **GradAcProgRev_Guidelines_Year_Date**
   This file outlines guidelines for the GAP review process.

2. **Sample RubricForExtPanelReport**
   This is a sample of the rubric that will be provided to the External Site Visit Panel for their feedback and findings report. A customized version of this will be uploaded to the "...NotAppendices..." folder and provided on the flash drive for the team once the itinerary and other details of the visit are finalized.
3. **InstructionsForAbbreviatedGradAcProgRevProcess**
   This file outlines a process for requesting an abbreviated GAP review—for graduate programs with external accreditation components very similar to those of Clemson’s GAP review.

4. **GradAcProgRev_..._Self-Study&SiteVisit**
   This folder is for your self-study and supplemental materials you will share with internal and external reviewers.

   a. **GradAcProgRev_SelfStudyTemplate_Year_Date**
      This is the self-study template, including boxes for responses as well as for internal review feedback and response.

   b. **GradAcProgRev_..._Appendices_ForPrintAndFlashdrive_ForExtPanel**
      This subfolder is to be used for self-study appendices, such as referenced large tables, referenced supplemental documents, etc. The Graduate School will upload a few documents to this folder. Note that digital appendix file titles should begin with the section numbers in which they are first referenced and should have a descriptive name. For example, the Graduate School will provide a summary of Clemson's 10-year strategic plan, ClemsonForward. This summary is first mentioned in section II, so the summary is titled “II_1_ClemsonForward_Summary.” Appendices you upload to this folder should begin with the section number in which they are first referenced and include a descriptive title. If multiple appendices appear in the same section, please use a sequential numbering system indicative of the order in which they are referenced in the self-study. Consider names such as
      “III.C.1_FacultyCVs_Date_DeptAbbreviation,”
      “III.C.2_AnnualAssessment_Date_DeptAbbreviation,”
      “III.C.3.1_StrategicPlan_Date_CollegeAbbreviation,”
      “III.C.3.2_StrategicPlan_Date_DeptAbbreviation.”
      In short, the “…Appendices” folder is where the Department/Program uploads anything supplemental and referenced in the self-study as an appendix.

   c. **GradAcProgRev_..._NotAppendices_ForFlashdrive_ForExtPanel**
      This folder is where the Graduate School or Department/Program may upload supplemental materials not specifically referenced in the self-study as appendices but that you would like to provide in digital format (or printed out if you designate) to the External Reviewers. For example, a marketing brochure might not be referenced in the self-study as an appendix, but might be included in digital format as supplemental material for the External Site Visit Panel. Or you may hyperlink to your program handbook in the self-study, but want to include a digital copy on the flash drive for the visiting team. A customized rubric for the External Panel’s report will be uploaded to this folder by the Graduate School’s Director of Program Review once the itinerary and other pieces are finalized.

5. **GradAcProgRev_..._Data&Misc_NotForExtPanel**
   This folder is provided for Departments/Programs or the Graduate School to place additional documents or items needed from year to year, but that are not referenced in the self-study nor shared with the internal or external reviewers. This could be an Excel workbook or notes document that includes raw data or working notes that are summarized or implemented in the self-study. This folder could also be used for information provided internally by the Department/Program to the Graduate School or Internal Reviewers, but not referenced in the self-study or provided to the External Team.
For example, an optional budget proposal in response to question VI.B.3. could go in this folder rather than either of the "...ForExtPanel" folders, indicating that it should not be part of the self-study provided to the External Team. If the Department/Program puts something in this folder that is to be shared with anyone in the Graduate School or beyond, please send a note to the Director of Program Review to that effect when this data is uploaded. Data files from the Graduate School may be included in this folder, such as:

a.  

*D1_DataFromGradSchool_*...*_Year_Date*

This Excel workbook from the Graduate School contains data you may find useful for analysis. The data in this workbook will not be included in the self-study—unless you copy, summarize, or analyze; retitle; and upload some version to one of the subfolders located in the "...Self-Study&SiteVisit" folder. Please let the Director of Program Review (Cairen Withington, cairenw@clemson.edu) know if you have other data needs. Note that any data may have FERPA implications or other matters of sensitivity. Please be careful with personally identifiable or sensitive data.

b.  

*D2_PriorCollegeTestsDemo_*...*_YearsSpan*

Other data from the Graduate School may be added, such as longitudinal data from the admissions database.

6.  

*GradAcProgRev_*...*_ActionPlans*

This folder contains forms for submitting an action plan for each graduate program after the external team site visit responses have been received and processed. The due date for the action plans will facilitate coordination between the University’s annual assessment cycle for your programs and the GAP review cycle. Contents of this folder include instructions and forms for

- established programs (programs with annual assessment records in Campus Labs),
- new programs (new programs that have not yet conferred degrees and thus may not be in the Campus Labs annual assessment records yet),
- programs being considered (thoughts on planning for programs being considered or proposed).

Note that the materials in the Appendices folder (Item 4b) will be provided to the Internal Review Team and materials in both the Appendices and Supplemental folders (Items 4b and 4c) will be provided to the External Review Team. Materials in the Data&Misc folder (Item 5) will not be part of the official self-study document nor will data or documents there be provided to the External Review Team. If the External Review Team requests data or documents located in the Data&Misc folder or elsewhere, and the documents are related to program review, the Graduate School’s Director of Program Review will confirm first with the Department Chair or appropriate Program Coordinator that it is okay to share the document or data requested. Documents in the ActionPlans folder (Item 6) will be shared internally once final.

**Some Tips From the Internal Reviewers**

The following are some tips compiled from some of the internal reviewer feedback to date:

- Be consistent in style and tone. Consider using a style guide common to your discipline (APA, AP, Chicago, etc.)
- Some AP writing style tips and guidelines specific to Clemson University can be found at
https://www.clemson.edu/brand/guide/voice/editorial.html. If you prefer other style guidelines, there are still some useful tips on that webpage.

- If multiple authors contribute to the self-study, review the entire self-study for completeness and redundancy prior to submission.
- Be consistent with the use of honorifics. For example, if you refer to “Dr. Jane Brown,” use titles/honorifics also to refer to “Ms. Ann Brown.”
- Capitalize “Master” when part of a named degree (e.g., Master of Arts). Do not capitalize “master’s” (e.g., a master’s degree). Be consistent in using periods in M.A., M.S., M.B.A., M.F.A., Ph.D., etc. or MA, MS, MBA, MFA, PhD, depending on what style you are using. Consistency is important.
- Think about support services for students at other sites or those enrolled in non-campus-based programs. Be sure to include discussions about those students/services/facilities/outcomes.
- Embrace that the GAP review process is about continuous improvement through honest and thoughtful analysis, planning, and review. The self-study should not be a data dump or a simply a marketing exercise.
- Remember that the GAP review focuses on graduate programs. It is expected that undergraduate issues impact graduate programs; however, the emphasis should be on the graduate programs.
Internal Review of the Self-Study

The Internal Reviewer Team (invited by the Dean of the Graduate School or the Dean’s designee) includes at least two members from the University Assessment Committee (comprised of faculty, students, and administrators). Internal reviewers:

- are familiar with the institution, ClemsonForward strategic plans, and the needs and expectations of Clemson graduate programs;
- provide the perspective of critical friends;
- review the self-study and provide constructive feedback and recommendations about how to improve the self-study (or programs—optional) in a written report;
- work independently or with other team members to complete a final internal review report;
- present findings to Chair, Program Coordinator, College Dean, Dean of the Graduate School via their reports; and
- provide input to the Graduate School to improve the GAP review process and outcomes.

Internal review of the Self-Study begins at the program and department level. Once you submit your self-study to the Graduate School, an initial internal scan is done by the Graduate School Director of Program Review. As quickly as possible, feedback from that initial scan will be sent in the form of suggestions. If editorial suggestions are minor, the self-study may be sent as is to Internal Review Team (two volunteers from the University Assessment Committee (UAC) to include at least one faculty member from a department different to the one being reviewed). The Dean or Associate Dean of the Graduate School also will review the self-study at this time. Internal reviewers have two weeks to respond with suggestions to improve the self-study. Internal review questions are included in the self-study template and identified with the numbering scheme IR1, IR2, IR3, etc. Input from UAC and some other internal reviewers is processed to be a blind review; i.e., the names of those reviewers are not revealed to the department/program in hopes of facilitating the most honest critique. All suggestions are just that—suggestions—it is up to the authors of the self-study whether or not edits are made. Domain expertise is not a requirement for the internal reviewer position. However, the UAC internal reviewers do have assessment expertise and may suggest improvements in planning and assessment practices for the current study or going forward.

Others Assisting With Self-Study Preparation and Supporting GAP Review

Representative(s) of the Graduate School

- are familiar with policies and procedures of graduate education as well as ClemsonForward goals;
- provide the perspective for improving graduate programs at the Clemson University;
- invite external reviewers and oversee the arrangements for travel and reimbursement;
- coordinate the review process with the college and department that houses the program(s) under review; and
- work with other team members to complete final reports.
Representatives of the University (for data, guidance, and as needed)

- provide program-level or department-level data as available;
- respond to additional requests for data as much as possible, noting consistencies across programs/departments where data gaps occur and possibly working to eliminate data gaps in the future; and
- provide support for alignment of planning with best practices and university efforts for program improvement and effectiveness.

External Review Panel Site Visit

The External Review Panel (recommended by the Department, with approval by the College; invited by the Dean of the Graduate School) are discipline or focused topic expert(s) from peer/aspirant graduate program. The External Panel members

- are familiar with academic, research, and administrative issues of the discipline;
- provide outside perspective;
- review the department’s self-study report and develop comments and recommendations;
- review campus facilities and talk with faculty, students, and leadership (mostly during the scheduled site visit);
- present observations, findings, and recommendations regarding strengths and weaknesses of the graduate program as compared to similar programs nationwide in oral presentations to:
  - the Department Chair (or a designee) and Program Coordinators or others (at the discretion of the Department Chair and the Dean of the Graduate School) and
  - the Dean of the College (or a designee) and the Dean of the Graduate School (or a designee) and others (at the discretion of the Dean of the Graduate School);
- complete much of their written report prior to departing campus; and
- continue to revise, as necessary, a more detailed written final review report, due within two weeks after the site visit, pointing out upon submission any major edits, comments, findings, or enhanced recommendations not mentioned earlier in any oral or preliminary reports.

The on-site visit by the Graduate Program Review External Panel will be covered typically in two to three days. Some time in September or October of the year the self-study is due, the Department Chair, with input from Program Coordinators and faculty, and approval from the College Dean or designee, proposes a list of three external review panel members including at least three backup names (with order of preference noted). Included in this submission is also a list of six or more three-day time periods that would be suitable for the site visit. The Dean of the Graduate School then contacts suggested review panel members for preliminary availability and to determine best dates for potential site visit and suggests a “hold the date” schedule. Once the self-study is submitted, the dates and participants are finalized.

The department or program should assume that the visiting team has reviewed the self-study but may have questions or need additional information not included in the report. The review team will be most interested in reviewing the issues that will affect the future of the graduate programs. One box near the beginning of the self-study template provides a space for programs to mention anything they want to specifically point out to the visiting panel for attention and feedback. A rubric to assist the External Panel in organizing their feedback will be provided by the Graduate School. A sample of the rubric in included in Appendix A of this document and a copy is also uploaded to your Box folder.

The Graduate School arranges lodging and air transportation for the external panel, and reimburses per diem expenses of the external team. The Graduate School also provides each external panel member an honorarium.
Sample Itinerary for External Site Visit

Table 3 suggests sessions for a proposed site visit agenda. The peach highlighted rows (specific times may vary slightly due to travel details) are essential pieces of the agenda that the Graduate School will coordinate. The department may plug in and/or move other pieces around as desired. The team should meet with key faculty and administration of the program, see selected facilities, and talk with students. Suggested topics for discussion are in the fifth column.

---

8 Note that the External Review Panel will meet two to three hours each day during days two and three to discuss findings and work on their report. Day three will consist of team work time and two Report Out Sessions: One with the Department Chair and Invitees and the other with the College Dean, Graduate Dean, and Invitees.
**Table 3. Sample Itinerary for External Site Visit Panel**

Proposed Site Visit Schedule, Graduate Academic Program Review, Department of ______

**Day 1: Day, Date, Greenville to Clemson, SC**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Participants</th>
<th>Possible Discussion Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:45 PM</td>
<td>Pick up External Team from GSP airport. Travel to Clemson Lunch and panel orientation along the way or on campus</td>
<td>Greenville, SC to Clemson, SC</td>
<td>Director Program Review’ External Review Panel</td>
<td>Agenda, Planning Times, Panel Responsibilities, Resources, etc. Questions from External Review Panel</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>Campus introduction and welcome</td>
<td>E-106 Martin Hall Conference Room</td>
<td>External Review Panel Dean of the Graduate School College Dean (or ADR or Designee) Department Chair’* (or Designees)</td>
<td>Welcome and Brief Overviews of University (Graduate Programs, Student/Faculty Life, etc.), College (Graduate Degrees Offered, Enrollment, Future Direction, College Support for Graduate Programs, etc. - How the Programs Under Review fit Within the College’s Priorities, Support, and Outcomes), and Department (Graduate Degrees Offered, Enrollment, Outcomes, Assessments, Curriculum, Future Direction, Student Assistantships, Advising and Mentoring) Areas of Concern (University, College, Department, or Program Levels) Goals/Objectives for the External Panel Questions From External Review Panel</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Walk to Department Meeting with Graduate Committee</td>
<td>?</td>
<td>External Review Panel Graduate Committee</td>
<td>Informal Dialogue—Students: Recruitment/Enrollment, Curriculum, Success (during and after), and Supports (including Advising/Mentoring); Faculty: Recruitment and Effectiveness; Facilities/Program Resources; Assessment Practices; Aspirations</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>Campus facilities tour or interviews Could involve staff or industry advisory board if applicable</td>
<td>?</td>
<td>External Review Panel Faculty, Students, or Staff or Advisory Board/Industry Contacts</td>
<td>Informal Dialogue: Facilities: Adequacy, Location Advantages and Equivalency; Curriculum; Instruction; Advising/Mentoring; Outcomes; Communication; Recommendations for Improvement; Policies, Plans, Resources,</td>
</tr>
<tr>
<td>5:00 PM</td>
<td>Pick up team; travel to hotel; check in</td>
<td>The Abernathy or The Martin Inn, Clemson, SC</td>
<td>Director Program Review’ or Other Host transports External Team</td>
<td></td>
</tr>
<tr>
<td>6:15 PM</td>
<td>Pick up for dinner</td>
<td>Hotel</td>
<td>Dept Chair’* or Other Host picks up Team from Hotel lobby</td>
<td></td>
</tr>
<tr>
<td>6:30 PM</td>
<td>Dinner</td>
<td>Convenient Restaurant</td>
<td>External Review Panel Departmental Representative(s)</td>
<td></td>
</tr>
<tr>
<td>PM</td>
<td>Travel back to hotel</td>
<td>Hotel</td>
<td>Host transports External Panel</td>
<td></td>
</tr>
</tbody>
</table>

*Director of Program Review: Cairen Withington, cairenw@clemson.edu, 864-653-0162 (mobile).
*Department Chair: Name, email@clemson.edu, phone# (mobile).
**Proposed Site Visit Schedule, Graduate Academic Program Review, Department of ______**

**Day 2: Day, Date, Clemson, SC**

You can set up this day any way you would like. The team just needs to be back at hotel by 4 PM to work on findings and recommendations. The Graduate School will arrange for a workroom at the hotel.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Participants</th>
<th>Possible Discussion Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>Breakfast on Your Own Before Pickup</td>
<td>Hotel or other</td>
<td>External Review Panel</td>
<td>Informal Dialogue Regarding Leadership, Instruction, Curriculum, Advising, Policies, Communication, Facilities, Tenure/Promotion, Program/Student/Faculty Supports, Strengths, Challenges, and Recommendations for Improvement</td>
</tr>
<tr>
<td>7:30 AM</td>
<td>Pick up External Panel. Travel to Clemson campus</td>
<td>Director Program Review’ or Other Host picks up External Review Panel</td>
<td>External Review Panel</td>
<td>Informal Dialogue Regarding Leadership, Instruction, Curriculum, Advising, Policies, Communication, Facilities, Tenure/Promotion, Program/Student/Faculty Supports, Strengths, Challenges, and Recommendations for Improvement</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>Meeting with Junior Faculty</td>
<td>?</td>
<td>Junior Faculty, Assistant Professors</td>
<td>Informal Dialogue: Students/Faculty/ Staff, Program Goals/Plans, Strengths, Challenges, Instruction, Curriculum, Advising, Communication, Policies, Tenure/Promotion, Mentoring, Program/Student/Faculty/Admin Supports, and Ideas for Improvement</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>Meeting with Senior Faculty</td>
<td>?</td>
<td>Senior Faculty</td>
<td>Same</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Meeting with Staff</td>
<td>External Review Panel</td>
<td>Staff</td>
<td>Informal Dialogue: Students/Faculty/ Staff, Program Goals/Plans, Strengths, Challenges, Instruction, Curriculum, Advising, Communication, Policies, Tenure/Promotion, Mentoring, Program/Student/Faculty/Admin Supports, and Ideas for Improvement</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>Break</td>
<td></td>
<td></td>
<td>Informal Dialogue: Students/Faculty/ Staff, Program Goals/Plans, Strengths, Challenges, Instruction, Curriculum, Advising, Communication, Policies, Tenure/Promotion, Mentoring, Program/Student/Faculty/Admin Supports, and Ideas for Improvement</td>
</tr>
<tr>
<td>10:45 AM</td>
<td>Meeting with Department Chair** and Associate Department Chair</td>
<td>?</td>
<td>Department Chair** Associate Department Chair</td>
<td>Informal Dialogue: Students/Faculty/ Staff, Program Goals/Plans, Strengths, Challenges, Instruction, Curriculum, Advising, Communication, Policies, Tenure/Promotion, Mentoring, Program/Student/Faculty/Admin Supports, and Ideas for Improvement</td>
</tr>
<tr>
<td>11:45 PM</td>
<td>Lunch</td>
<td>Somewhere convenient</td>
<td>External Review Panel</td>
<td>Informal Dialogue: Students/Faculty/ Staff, Program Goals/Plans, Strengths, Challenges, Instruction, Curriculum, Advising, Communication, Policies, Tenure/Promotion, Mentoring, Program/Student/Faculty/Admin Supports, and Ideas for Improvement</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Meeting with graduate students</td>
<td>?</td>
<td>External Review Panel</td>
<td>Informal Dialogue: Instruction, Curriculum, Advising, Policies, Communication, Facilities, Mentoring, Professional Development, and Support for Successful Outcomes, Recommendations for Improvement</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>Break</td>
<td></td>
<td></td>
<td>Informal Dialogue: Students/Faculty/ Staff, Program Goals/Plans, Strengths, Challenges, Instruction, Curriculum, Advising, Communication, Policies, Tenure/Promotion, Mentoring, Program/Student/Faculty/Admin Supports, and Ideas for Improvement</td>
</tr>
<tr>
<td>2:15 PM</td>
<td>More tours or meetings</td>
<td>?</td>
<td>Faculty, Students, Staff, others</td>
<td>Discussion of Findings Report Near Completion</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>Return to hotel, time for External Panel to work on findings</td>
<td>Hotel</td>
<td>Director Program Review’ drops off External Review Panel at hotel</td>
<td>Discussion of Findings Report Near Completion</td>
</tr>
<tr>
<td>PM</td>
<td>External Panel Dinner on Your Own</td>
<td>Something convenient (list provided)</td>
<td>External Panel only</td>
<td>Continue Discussion and Completion of Site Visit Report/Findings Document</td>
</tr>
</tbody>
</table>

*Director of Program Review: Cairen Withington, cairenw@clemson.edu, 864-653-0162 (mobile).  
**Department Chair: Name, email@clemson.edu, phone# (mobile).  

Proposed Site Visit Schedule, Graduate Academic Program Review, Department of _______

Day 3: Day, Date, Clemson, SC, and Departure

*The peach highlighted rows are essential. The team will need a little more time to finalize their exit report and the deans will want to meet with them. The Graduate School will coordinate/arrange.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Participants</th>
<th>Possible Discussion Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>Breakfast on Your Own Before Pickup</td>
<td>Hotel, or other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 AM</td>
<td>Check out of hotel. Travel to campus.</td>
<td>E-106 Martin Hall</td>
<td>Director Program Review* picks up External Panel</td>
<td>Discussion of Any New/Revised Findings/Recommendations Report Completion</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Debrief with Department Chair**</td>
<td>E-106 Martin Hall</td>
<td>External Review Panel Department Chair** Others as invited by Department Chair Director Program Review*</td>
<td>Findings and Recommendations Matters of Concern Suggestions for Improvement Oral Presentation of Report</td>
</tr>
<tr>
<td>10:45 AM</td>
<td>Break</td>
<td>Martin Hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Meeting with College Administration and Dean of the Graduate School</td>
<td>E-106 Martin Hall</td>
<td>External Review Panel Dean and Associate Dean of the Graduate School College Dean (or ADR or Designee) Director Program Review*</td>
<td>Findings and Recommendations Matters of Concern Suggestions for Improvement Oral Presentation of Report</td>
</tr>
<tr>
<td>12:00 AM</td>
<td>Paperwork as Necessary</td>
<td>E-106 Martin Hall</td>
<td>External Review Panel Director Program Review* Dena Smith, Admin Coord</td>
<td></td>
</tr>
<tr>
<td>12:15 PM</td>
<td>Lunch Debrief Travel to GSP</td>
<td>Be at airport at least an hour before departure</td>
<td>Director Program Review* (travel to GSP may be via shuttle) External Review Panel</td>
<td>Informal Discussion of Review Process Matters of Concern Suggestions for Improvement</td>
</tr>
</tbody>
</table>

*Director of Program Review: Cairen Withington, cairenw@clemson.edu, 864-653-0162 (mobile).  **Department Chair: Name, email@clemson.edu, phone# (mobile).

Expenses

The Graduate School makes all arrangements for travel and lodging for the external site visit panel and provides an honorarium to each external visitor.

The visiting team will have received information that for meals and other expenses not otherwise provided, they will receive

- per diem reimbursement for meals (no receipts required) and
- reimbursement for other travel expenses such as taxis, car services, parking, checked baggage, etc. (receipts required).

The Graduate School will provide more information to you as you begin to consider the details of your external panel’s site visit itinerary and as the Graduate School’s budget is approved.
After the External Panel’s Site Visit: The Near Final Report

A written report from the External Panel is due two weeks following the site visit. The primary audience for the external review report is the department graduate faculty and administration. As soon as the External Panel submits their report to the Director of Program Review, it is forwarded to the Program Coordinator(s), Department Chair, the College Dean and Associate Dean, and the Graduate School Dean for a fact check. Any factual issues are communicated to the External Team by the Director of Program Review, and the External Panel has an opportunity to submit a corrected final exit report.

The final External Panel’s report is then sent to the Department Chair, the College Dean and Associate Dean, and the Graduate School Dean.

At the same time that the Director of Program Review is putting all materials (Executive Summaries, Self-Study, Internal Review, External Report, and all Appendices) into one near final report, the department Self-Study Team and any others invited by the Department Chair and/or the Program Coordinators begin the final piece of the year of program review: The Action Planning.

Action Planning: The Final Piece for the Self-Study Year

After self-study and internal and external feedback, each program is asked to develop and document action plans, including goals, objectives, and measures. The goals and objectives may require no resources, departmentally reallocated resources, or additional resources supported by the college/university. Ideally both program goals and learning outcomes will be represented.

The plans, goals, objectives, measures, and required resources will be discussed between the department and the college administration (and, when necessary, with the Provost). The plans, goals, objectives, measures, and required resources will be documented in an executive summary attached to the final report. Most, if not all, of the goals, objectives, and measures should then be included in subsequent annual assessment reports coordinated through OIA, which provide a good way to track progress and document efforts. Progress can then be tracked by the departments on an annual basis and (as needed) discussed with the college administration. It is important to maintain communication between the departments and the administration, particularly with respect to goals and planning to reach those goals.

Three templates for the Action Plans are provided by the Graduate School and are copied in Appendix B. One template is for programs that are included in the University’s annual planning and assessment modules. One template is optional but is to be used for new programs or programs being considered, i.e., not required to be included in the University’s annual planning and assessment modules. The third template is for use by programs that are approved for abbreviated graduate program review. Programs may submit as many pages/forms as required to capture plans, outcomes, and measures for goals identified.

This final stage of GAP review for the self-study year is intended to address two primary objectives:

- It is hoped that action-planning will provide you with the means to leverage your hard work and that of your internal and external reviewers to establish SMART goals and objectives that are not set aside for eight years, but rather that you are able to track annually through annual program assessment.
- It is hoped that action-planning will provide a platform for further supporting the partnership between faculty and administration, through a meaningful discussion between the faculty, department chair, and college dean regarding goals and resources.
Regarding the timeline for completion of this final stage, it is recommended (though not required) that you consider addressing the action plan(s) sooner rather than later, perhaps within three weeks of receipt of the external site visit panel’s report. The reason is simply that the entire process may be facilitated by the fact that the outcomes of program review are still fresh in your mind. Regardless of when you decide to start this final step, it is requested that you complete the action plans no later than October 15 (of the same year as your site visit).

Completed action plans with appropriate signatures should be submitted to the Director of Graduate Program Review. All of the products from your program review, including the action plans, will then be collected and shared with your College Dean and Associate Dean for Graduate Studies, the Dean of the Graduate School, and the Provost.

As throughout graduate program review process, if you have questions or feedback to improve the process, feel free to contact the Dean of the Graduate School, the Associate Dean of the Graduate School, or the Director of Graduate Program Review.

**Mid-Cycle Review**

The mid-cycle review has not been piloted yet. But plans are that four years past the full program review, programs will participate in a reflection exercise. Departmental faculty and administration will review progress made toward goals and objectives defined during the earlier full program review and tracked through annual program assessment. If plans/goals/objectives/measures have become obsolete, this is the time to update them, so that the updated goals/objectives may be assessed for four more years prior to the next full program review. If progress toward some plans/goals/objectives has been slowed by a lack of resources, this is also the time to formally engage the college and university administration to establish an updated strategy or timeline for the availability of the needed resources. Instructions will be sent to departments/programs prior to their mid-cycle review. It is anticipated that there will be a brief 1- to 2-page report generated by the department describing progress or reasons for lack of progress (and a corresponding mitigation strategy), as well as any updated plans/goals/objectives/measures that will be immediately tracked through OIA’s annual assessment process. The report will be reviewed by the college administration and university administration.

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9 The Director of Graduate Program Review is Cairen Withington, the Graduate School, E106 Martin Hall, cairenw@clemson.edu, 864-656-3251 (office), 864-653-0162 (mobile).
Graduate Academic Program Review Philosophy

Successful Program Review requires honest self-reflection on the part of the program/department. The Graduate School wants to support this by

- minimizing needlessly demanding self-study template questions that overuse jargon or are either too vague or inappropriately prescriptive;
- providing data where available and not requiring analysis and response where data are unavailable or unreliable;
- tying in to strategic planning initiatives already in place at the University, College, and Department levels, such as ClemsonForward and OIA annual assessment via Campus Labs;
- emphasizing Department/Faculty ownership of the program review process;
- maintaining a narrative-based self-study and external review panel’s report to provide for nuance and flexibility in the details;
- working to ensure that the burden of the process is more than balanced by the value (as measured by the department);
- providing administrative support to the programs undergoing program review; and
- collecting and using departmental/program feedback to continually improve the program review processes and outcomes, while also supporting department, college, and university partnerships required to meet goals and objectives.

Some Identified Graduate Academic Program Review Challenges

Programs going through graduate program review can assist the Graduate School in addressing some of these challenges by considering how you might help and also by providing feedback to improve our processes.

Some identified challenges include

- ensuring questions in the self-study template are worth the department’s effort to answer, and the reason each is asked is transparent to the department;
- ensuring well-defined connections between the goals and objectives developed for a program and the university strategic plan;
- ensuring that the reports do not contain individual student data or any other information that could violate FERPA;
- ensuring that progress toward goals and objectives developed for a program are appropriately tracked through the (Office of Institutional Effectiveness-managed) annual program assessment process;
- ensuring continued communication between the department, college, and university administration regarding resources linked to the goals and objectives developed for a program; and
- continuing to learn from compiled common, best, and promising practices from guiding organizations such as the Council of Graduate Schools, from Clemson programs with excellent practices, and from program review approaches described by peer institutions (a goal is to develop relationships with peers and share experiences).
Appendix A: External Review Panel Report Rubric

Graduate Academic Program Review
External Review Panel Exit Report
Graduate Programs in the
Department of XXX*
Programs:
  • XXX
College of XXX
Clemson University, Clemson, SC
XXX (date of report)

*Note that items marked “xxx” vary by program/department. These will be filled in for the External Review Panel relative to programs by the Director of Program Review.
Graduate Academic Program Review
External Review Panel Exit Report
Graduate Programs in the
Department of XXX

EXTERNAL REVIEW PANEL MEMBERS

(in alphabetical order)
Name, Terminal Degree (e.g., PhD)
Title (e.g., Professor)
Location (e.g., School of XXX, University of XXX, City, State)

Name, Terminal Degree (e.g., PhD)
Title (e.g., Professor)
Location (e.g., School of XXX, University of XXX, City, State)

Name, Terminal Degree (e.g., PhD)
Title (e.g., Professor)
Location (e.g., School of XXX, University of XXX, City, State)
**EXTERNAL REVIEW PANEL RESPONSIBILITIES**

External Reviewers (discipline expert(s) from peer/aspirant graduate program):

- are familiar with academic, research, and administrative issues of the discipline;
- provide outside perspective;
- review the department’s self-study report and develop comments and recommendations;
- review campus facilities and talk with faculty, students, and leadership (mostly during the scheduled site visit);
- present observations, findings, and recommendations regarding strengths and weaknesses of the graduate program as compared to similar programs nationwide in oral presentations to:
  - the Department Chair (or a designee) and Program Coordinators or others (at the discretion of the Department Chair and the Dean of the Graduate School) and
  - the Dean of the College (or a designee) and the Dean of the Graduate School (or a designee) and others (at the discretion of the Dean of the Graduate School);
- complete a written preliminary draft summary prior to departing campus; and
- continue to revise, as necessary, a more detailed written final review report, due within two weeks after the site visit, pointing out upon submission any major edits, comments, findings, or enhanced recommendations not mentioned earlier in any preliminary reports.
**SITE VISIT ITINERARY**

--The 3-page final site visit schedule will go here--
The Director of Graduate Program Review will send this to the external team as well as others involved with the review, and will also send the team an updated version of this document including the itinerary.
General Instructions: The following presents a template for use by the external review panel. Bullet points, sentences, paragraphs, tables, illustrations, or a combination of elements may be used to convey information. Headings cover broad topics and descriptions under headings will not refer to all details that the external review panel may wish to include. As each topic is introduced, an optional overview/summary space is provided for general notes or introductions that may seem appropriate to the review panel for context or additional explanation. The external review panel is free to modify/edit/add to this template.

OVERVIEW AND HIGHLIGHTS OF FINDINGS AND RECOMMENDATIONS

Please provide a summary of the more detailed report that follows. This section summarizes all major observations and recommendations and provides a place for overall impressions. This section should conclude with general recommendations as to next steps. This section may be easier to write after the other sections are written. It is a summary/abstract of the report that follows.

Summary Comments and Overall Impressions (optional)

Major Highlights/Strengths/Commendations

Major Challenges/Weaknesses/Threats/Opportunities

General Recommendations/Next Steps
EXTERNAL REVIEW PANEL FINDINGS, OBSERVATIONS, AND RECOMMENDATIONS RELATED TO SPECIFIC TOPICS UNDER REVIEW

STUDENT POPULATION, CURRICULUM, AND STUDENT SUCCESS

I. Recruitment, Enrollment, and Graduation of Students

Graduate program(s) should strive to be successful in the recruitment and enrollment of students who will succeed in and contribute to the program(s), to the university, and to society. Diversity and student success toward graduation should be evident.

Overview Related to Recruitment, Enrollment, and Graduation of Students (optional)

Highlights/Strengths/Commendations Related to Recruitment, Enrollment, and Graduation of Students

Challenges/Weaknesses/Threats/Opportunities Related to Recruitment, Enrollment, and Graduation of Students

Recommendations Related to Recruitment, Enrollment, and Graduation of Students
II. Strength and Quality of Curriculum, Including Related Communication and Supports for Student Success

Graduate program curriculum and policies should be consistent with current best practices and content. Required coursework credit hours, thesis or dissertation credit hours, and total credit hours should be consistent with similar programs at other Carnegie R1-classified doctoral universities with highest research activity. Student learning outcomes should be appropriate for the discipline and degree level. Learning goals should be clear to faculty and students, and be consistent with the goals of the degree program. Curriculum content should be related to real career options upon graduation while at the same time preparing students for emerging opportunities. Students should be advised regarding both curriculum and career path options/realities and supported in both to promote student success. Students should have opportunities to participate in scholarly activities. New modes of instruction (e.g., distance learning, online classes, e-learning, enquiry-based learning, co-curricular activities) can be effective, but there should also be mechanisms to ensure learning outcomes are being met. Student performance, progress, and learning outcomes should be monitored and supported for success.

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III. Student Performance, Student Placement, and Indicators of Success After Graduation

Success of graduates after degree completion should be a goal. Indicators of proper program impact on student preparation for success upon graduation should be evident and acceptable. Connections (relationships via contact) with students should be made during their tenure and continued after graduation.

Overview Related to Student Performance, Student Placement, and Indicators of Success After Graduation (optional)

Highlights/Strengths/Commendations Related to Student Performance, Student Placement, and Indicators of Success After Graduation

Challenges/Weaknesses/Threats/Opportunities Related to Student Performance, Student Placement, and Indicators of Success After Graduation

Recommendations Related to Student Performance, Student Placement, and Indicators of Success After Graduation
FACULTY, FACILITIES, AND RESOURCES

I. Faculty Inputs and Outputs

The graduate program should be successful in the recruitment and retention of faculty who will succeed and contribute to the program, the university, and the profession. Faculty members should be of sufficient number, have appropriate educational qualifications and/or experiences, and have the competencies to cover all of the curricular areas of the program as well as provide adequate levels of student-faculty interaction, university service, personal professional development, and interactions outside the department and university for collaborations and connections (including potential student employers and industries). Adequate numbers, diversity, and faculty success should be evident. Publications and other evidence of scholarly work are some indicators.

Overview Related to Faculty (optional)

Highlights/Strengths/Commendations Related to Faculty

Challenges/Weaknesses/Threats/Opportunities Related to Faculty

Recommendations Related to Faculty
II. Facilities and Support Resources for the Program

Classrooms, offices, laboratories, studios, and associated equipment should be adequate to support attainment of the program and student outcomes and to provide an atmosphere conducive to learning. Modern equipment and tools appropriate to the program should be available, accessible, and maintained, with a plan for systemic review and upgrades to support successful student outcomes and program needs. Students should know about resources and facilities and be trained in their use as appropriate. Resources and supports, including leadership, institutional services, financial support, and staff (both administrative and technical) provided to the program must be adequate to ensure the quality and continuity of the program; to meet program needs; to attract, retain, and provide for the continued professional development of a qualified faculty; to acquire, maintain, and operate infrastructures, facilities, and equipment appropriate for the program; and to provide an environment in which student outcomes can be attained.\(^\text{10}\)

Overview Related to Facilities and Support Resources (optional)

Highlights/Strengths/Commendations Related to Facilities and Support Resources

Challenges/Weaknesses/Threats/Opportunities Related to Facilities and Support Resources

Recommendations Related to Facilities and Support Resources

ASSESSMENT PRACTICES AND CONTINUOUS IMPROVEMENT

The program should regularly use appropriate, documented processes for assessing and evaluating the extent to which the student and program outcomes are being attained. The results of reviews and evaluations should be systematically utilized as input for the continuous improvement of the program. Continuous improvement should be aligned with University goals as well as best practices related to the discipline and model peer programs. Student, faculty, and staff engagement, knowledge of and contributions to planning and outcomes, and satisfaction in the program efforts should be assessed and supported. Data monitoring, analysis, and planning should be for the short- and long-term, informed by reality and best practices, well-communicated across stakeholders (and with stakeholder input), and updated regularly. Strengths, weaknesses, opportunities, and threats should be assessed periodically and a process for early identification of weaknesses and evidence-based solutions implementation should be in place.

Overview Related to Assessment Practices and Continuous Improvement (optional)

Highlights/Strengths/Commendations Related to Assessment Practices and Continuous Improvement

Challenges/Weaknesses/Threats/Opportunities Related to Assessment Practices and Continuous Improvement

Recommendations Related to Assessment Practices and Continuous Improvement
RANKINGS/RATINGS, IMPACT, REPUTATION, AND OUTLOOK FOR CONTINUED GROWTH

Clemson University has 10-year (2016–2026) aspirational targets\(^1\) to a) increase annual production of nationally recognized forms of scholarship by 50 percent, b) increase annual submission in research proposals by 80 percent, c) increase annual externally-funded research expenditures by 50 percent, d) increase doctoral degrees awarded annually by 50 percent, and e) increase diversity in the student population as well as the faculty. Important indicators of success will be increases in the volume and impact of scholarly work, creative products, and national research awards; student participation in academic and global engagement and the impact of those activities on student learning; student well-being and engagement in campus life; graduate program rankings, national teaching awards, graduate and undergraduate program performance, student outcomes and student learning; alumni participation in annual giving; and positive results of surveys on campus climate, impact, and national reputation. This section provides an opportunity to discuss the outlook for growth in the programs as well as efforts to increase impact, reputation, and professional and national rankings/ratings.

Overview Related to Rankings/Ratings, Impact, Reputation, and Outlook (optional)

Highlights/Strengths/Commendations Related to Rankings/Ratings, Impact, Reputation, and Outlook

Challenges/Weaknesses/Threats/Opportunities Related to Rankings/Ratings, Impact, Reputation, and Outlook

Recommendations Related to Rankings/Ratings, Impact, Reputation, and Outlook

\(^1\) ClemsonForward 10-Year Aspirational Targets 2016–2026. Retrieved from https://www.clemson.edu/forward/10-year-targets.html
ADDITIONAL TOPICS

Topic: ____________________________________________

This section provides an optional space to address any additional topics of interest or observations not already covered. Copy this section for as many additional topics as needed. Particularly use this section if there are topics for which the department or programs asked for specific feedback, either in their self-study document executive summary (or other sections of the self-study) or during onsite conversations, that have not already been addressed.

Overview (optional) Related to ____________________________________________

Highlights/Strengths/Commendations Related to ____________________________________________

Challenges/Weaknesses/Threats/Opportunities Related to ____________________________________________

Recommendations Related to ____________________________________________
FEEDBACK ON THE PROGRAM(S) SELF-STUDY REPORT AND THE EXTERNAL REVIEW PROCESS; RECOMMENDATIONS FOR IMPROVEMENT

THE GRADUATE PROGRAM(S) SELF-STUDY DOCUMENT/REPORT AND OTHER MATERIALS PROVIDED TO YOU

The graduate program self-study document is a major source of information for reviewers and should be a candid assessment that describes the department’s activities overall, analyzes the strengths and weaknesses of each graduate program, and makes recommendations for sustainability and improvement. An ideal self-study report is descriptive, evaluative, and aspirational. Each self-study report should convey a sense of the full scope of the program/department’s activities including teaching and learning, research, creative products, and service. Reports should also discuss resources available to the department. Data tables help support the narrative. The focus of the self-study should be the current state of the program and be forward looking toward goal-setting. The process of doing the self-study should be useful to the programs and the end product should be useful to all, including the reviewers.

Please provide any feedback to the Department and the Graduate School regarding the document you received that was the Graduate Program(s) Self-Study document/report, and any other materials provided for your information – usefulness, comprehensiveness, and value. Include any ideas for improvement.

THE EXTERNAL REVIEW PROCESS: RECOMMENDATIONS FOR IMPROVING THE PROGRAM REVIEW PROCESS

Thank you again for assisting us in this effort to provide data and input to strengthen and improve our graduate programs. Please provide any feedback to the Department and the Graduate School regarding your experiences as an external reviewer and/or our process of program review, self-study, and assessment of graduate programs at Clemson University. Include any ideas for improvement.
Appendix B: Graduate Academic Program Review—Action Plan for Established Programs (i.e., Programs With Annual Assessment Records in Campus Labs)

The purpose of the action plan is to facilitate the synthesis of all insights gained following your recent participation in graduate program review, culminating in 8-year S.M.A.R.T. goals, objectives, and measures of success. It is anticipated that you will consider the information gathered from the self-study process, internal review feedback, and the external review panel report. It is also anticipated that the development of this action plan will involve productive discussions between the faculty, the department chair, and the college dean.

It is expected that this action plan, once complete, represents a shared vision between the faculty, the department chair, and the college dean and aligns with ClemsonForward. Most, if not all, of the resulting goals, outcomes/objectives, and measures should then be included in your program’s annual assessment plan and subsequent reports.

Graduate Program (ex. Chemistry PhD):

1. Goals (recommendation: 1–3 goals associated with the graduate program identified above)

2. Outcomes/Objectives (recommendation: 1–3 student learning or program outcomes associated with each of the goals listed above. In keeping with the S.M.A.R.T. philosophy, it is also recommended that you consider both objectives that are attainable given current resources as well as those requiring additional resources. Finally, note that SACSCOC requires that student learning objectives be associated with each degree program during annual assessment, regardless of whether any were identified through the Graduate Program Review process)

3. Measures and Performance Expectations (recommendation: 1–3 measures for each of the outcomes listed above)

4. Resources Required to Address the Goals and Outcomes Above

5. The goals, outcomes/objectives, and measures described above will be incorporated into this program’s annual assessment plan, within the Campus Labs software system, prior to Jan 31st.

☐ Yes   ☐ No—if no, please explain

Approved By:

Graduate Program Coordinator:

Signed/Date / Printed or Typed

Department Chair:

Signed/Date / Printed or Typed

College Dean:

Signed/Date / Printed or Typed

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Appendix B (continued): Graduate Academic Program Review—Action Plan for New/Proposed Graduate Programs (Optional)

The purpose of the action plan is to facilitate the synthesis of all insights gained following your recent participation in graduate program review, culminating in 8-year S.M.A.R.T. goals, objectives, and measures of success. It is anticipated that you will consider the information gathered from the self-study process, internal review feedback, and the external review panel report. It is also anticipated that the development of this action plan will involve productive discussions between the faculty, the department chair, and the college dean.

It is expected that this action plan, once complete, represents a shared vision between the faculty, the department chair, and the college dean.

New Graduate Program(s):
(Ex. Quantum Computing Grad Certificate)

1. Goals Related to the Development of New Graduate Programs

2. Outcomes/Objectives Related to the Development of New Graduate Programs

3. Measures of Progress Related to the Development of New Graduate Programs

4. Resources Required to Address the Goals and Outcomes Above

Approved By:
Graduate Program Coordinator: __________________________/________________________ Printed or Typed

Department Chair: __________________________/________________________ Printed or Typed

College Dean: __________________________/________________________ Printed or Typed
Appendix B (continued): Graduate Academic Program Review—Action Plan for Established Programs* Approved for Abbreviated Program Review *(i.e., Programs With Annual Assessment Records in Campus Labs)

The purpose of the action plan is to facilitate the synthesis of all insights gained following your recent external accreditation, culminating in S.M.A.R.T. goals, objectives, and measures of success. It is anticipated that you will consider the information gathered from any self-study process, internal and/or external review feedback, and any other program review, planning, and goal setting efforts. It is also anticipated that the development of this action plan will involve productive discussions between the faculty, the department chair, and the college dean.

It is expected that this action plan, once complete, represents a shared vision between the faculty, the department chair, and the college dean and aligns with ClemsonForward. Most, if not all, of the resulting goals, outcomes/objectives, and measures should then be included in your program’s annual assessment plan and subsequent reports.

Graduate Program (ex. Chemistry PhD): 

1. Goals (recommendation: 1–3 goals associated with the graduate program identified above)

2. Outcomes/Objectives (recommendation: 1–3 student learning or program outcomes associated with each of the goals listed above. In keeping with the S.M.A.R.T. philosophy, it is also recommended that you consider both objectives that are attainable given current resources as well as those requiring additional resources. Finally, note that SACSCOC requires that student learning objectives be associated with each degree program during annual assessment, regardless of whether any were identified through the Graduate Program Review process)

3. Measures and Performance Expectations (recommendation: 1–3 measures for each of the outcomes listed above)

4. Resources Required to Address the Goals and Outcomes Above

5. The goals, outcomes/objectives, and measures described above will be incorporated into this program’s annual assessment plan, within the Campus Labs software system, prior to Jan 31st.

   Yes    No—If no, please explain

Approved By:

Graduate Program Coordinator: ___________________________ / ___________________________ Signed/Date ___________________________ / ___________________________ Printed or Typed

Department Chair: ___________________________ / ___________________________ Signed/Date ___________________________ / ___________________________ Printed or Typed

College Dean: ___________________________ / ___________________________ Signed/Date ___________________________ / ___________________________ Printed or Typed