Directions: The information requested on this form is essential for academic program review. In some cases, you provide the information directly below the question; in other cases, you provide the information as an attachment. Responses should be entered below the blue question box, not inside it.

Refer to the OIRA Academic Program Review (APR) report that includes information about Degree Designations and Titles, Credit Hour Production, Courses and Sections, Number of Graduate Students, etc.

*Items with (**) provided by the Graduate School in Excel sheets.

1. Requirements and Program of Study

Describe the general requirements for each graduate degree program in your department and attach a typical program of study for each of the graduate degree programs.

2. Graduate Curriculum Reviews

Describe the department’s process for regular reviews of the graduate curriculum. Summarize the primary actions taken as a result of graduate curriculum reviews since the last OAA program review.
3. Slash-listed Courses

In a table or list, show the number of slash-listed courses offered in the department and describe any efforts to increase the number of graduate-only courses for graduate students, i.e., decrease the number of slash-listed courses.

4. Time to Complete Degree (TTD)

Use the graduation data received from the Graduate School to compute the average time to complete each graduate degree.**

5. Graduate Employment

Indicate success of graduates in securing employment (or acceptance for additional graduate work) within and outside Alabama by attaching a list of graduates during the last 5 years and indicating where each was employed or went for additional graduate work.
6. Employers’ Satisfaction with Graduates

Provide any objective or subjective information you have on employers’ satisfaction with graduates of your graduate degree program(s).

7. Monitoring Academic Progress

Describe procedures for regularly monitoring academic progress of graduate students.

8. Sources of External Funding

Indicate sources of external funding and dollar amounts for the following:

a. research grants

b. service or teaching contracts

c. training grants

If you have a doctoral program included in the National Research Council rankings of research-doctorate programs, describe what is being done to increase its standing. If you have a doctoral program not included in NRC rankings, describe the major efforts at continuous improvement of the doctoral program.

10. Financial Assistance

Using the spreadsheet data provided to you, use the table below to show the number of students receiving funds (not dollar amounts) from each of the six Graduate School sources.**

1. Graduate Council Fellowships (GCF)
2. National Alumni Association (NAA) License Tag Fellowships
3. McNair Fellowships
4. SREB Fellowships
5. Research and Travel Grants Fund
6. Fellowship Enhancement Program (FEP) support since the program began in 2010-2011.

<table>
<thead>
<tr>
<th>Source</th>
<th>1 Year Ago</th>
<th>2 Years Ago</th>
<th>3 Years Ago</th>
<th>4 Years Ago</th>
<th>5 Years Ago</th>
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<td>FEP</td>
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</tbody>
</table>
11. Awarding Assistantships

Briefly describe the criteria and process for awarding assistantships. If there is a maximum time for a student to have an assistantship, please indicate.

12. Off-campus and Distance Learning

If the department has any off-campus and/or distance learning graduate courses, describe staffing and procedures to assure that the quality of such courses is comparable to the quality of on-campus courses.

13. Quality of Faculty Teaching

By what methods and how often is the quality of faculty teaching of graduate courses evaluated in the department?

14. GTA Training Coordinator

Who is the department’s designated GTA Training Coordinator? (SACSCOC requires that all GTAs must have “direct supervision by a faculty member experienced in the teaching discipline.”)
15. New GTAs

Does each new GTA receive:

a. a letter of appointment that details the GTA’s duties?

b. a previous syllabus for the course(s), lab(s), etc. to be taught or in which the GTA is assisting an instructor of record?

c. information concerning the department’s GTA Training Coordinator?

d. a departmental orientation to being as a GTA (in addition to the Graduate School’s Workshop for New Graduate Teaching Assistants)?

16. GTA Evaluation

Describe the SACSCOC-required “planned and periodic evaluation” the department uses for assessing all GTAs. Further, indicate where copies of those periodic evaluations are maintained and for how long. Attach a template or 2 completed examples after redacting information that identifies individual students.
17. Regular GTA Training

Describe the SACSCOC-required “regular in-service training” that the department provides to assist GTAs in continuing to develop their teaching skills throughout their time serving as GTAs in the department. Again, this is beyond the Graduate School’s Workshop for New GTAs.

18. New GRAs

Does each new GRA receive:

a. a letter of appointment that details the GRA’s duties?

b. orientation as a GRA?
19. Research by Graduate Faculty

Describe how the quality of research by graduate faculty is assessed, what rewards (in addition to merit increases and promotion/tenure) are provided as research incentives, and what is done to increase the quality/quantity of research for those not meeting expectations.

20. Research Productivity Radar for the Department

Using (1) your department’s data and the (2) Academic Analytics Research Productivity Radar (AAD 2012) data, place your department in the national picture by describing where your department is with respect to peer and aspirational departments in your field.