



*Academic Senate*

# GRADUATE PROGRAM REVIEW PREP

Graduate Council  
Academic Senate

## **GRADUATE PROGRAM REVIEW PREP**

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## **DUTIES PERFORMED BY GRADUATE COUNCIL (remote reviews)**

Graduate Council (GC) Analyst receives data from Graduate Division and the Institutional Research Office that pertains to:

- Students - enrollment, admissions, applicants, degrees awarded, time to degree, doctoral exit survey data (if applicable), student headcounts, graduate student support, student workload, number of majors (undergraduate and graduate), PhD placement data (if applicable).
- Faculty – faculty headcounts, courses taught, and summary teaching activity.
- Program and staff - course enrollments, program budget and expenditures, faculty and staff FTE, and learning outcomes/assessment.

\*This data is provided to the program as soon as it is received by the Graduate Council (GC) Analyst. The program should refer to this information and summarize it in the various documents that the program submits to the Graduate Council. If the program finds any discrepancies in the data, please inform the GC Analyst **as soon as possible** so that the data can be corrected well in advance. **PhD placement data (or Masters if a Masters only program) must be confirmed (or revised) by October 10, 2025.**

GC Analyst invites extramural review team panel and sends appointment letters to extramural reviewers.

GC Analyst will send out confidential questionnaires to former graduate students once Placement Data is confirmed by the program (placement data confirmation due 10/10/25).

GC Analyst will work with Academic Senate Programmer to send out confidential questionnaires to current students and all cooperating/affiliated program faculty. Questionnaires are completed via Qualtrics (faculty; current and former students). (Questionnaires will be accessible 10/20/25 – 11/14/25).

GC Analyst sends review schedule to program to fill in and finalize. Scheduled times will be pre-populated – these meetings are already confirmed, and flexibility is very limited.

GC Analyst will prepare Google Drive of all review materials.

Google Drive link will be forwarded to program Chair and Graduate Advisor(s) for approval prior to it being sent to the extramural review team, appropriate administrators, and Graduate Council review subcommittee.

GC Analyst will forward Google Drive link to extramural review team, appropriate administrators, and Graduate Council review subcommittee approximately one month prior to the review.

GC Analyst will work with Program to determine which Chairs of related graduate programs should be invited to meet with the review team.

GC Analyst will invite the Chairs of related programs to the meeting with the review team.

## **DUTIES PERFORMED BY THE PROGRAM (remote reviews)**

\*Submit all required documents to Graduate Council Analyst, Sarah Miller – [sarah.miller@ucr.edu](mailto:sarah.miller@ucr.edu)

### **DUE AS SOON AS POSSIBLE –**

- Faculty list – include faculty first name, last name, and email address

### **DUE OCTOBER 10, 2025 –**

- Ph.D. Placement data (or Masters placement data if a Masters only program) – Graduate Division will provide this data to the Senate, if it is available. GC Analyst will forward data to the program for review. GC Analyst needs to receive confirmation from the program that the data is accurate or receive revisions to the data by 10/10/25. If placement data is not available from the Graduate Division, the program needs to provide their placement data to the Senate. *This data will be used to send out confidential questionnaires to former students.*

### **DUE NOVEMBER 3, 2025 –**

- List of faculty by rank (include department affiliation and participation in other graduate programs) – *this list is separate from the faculty list above*
- Program Self-Study Report
- Digested faculty biographies (bio-sketches)
- Program material distributed to graduate students – *a list of web links are sufficient*
- Faculty grant activity summary – *Program can use eFile or Office of Research database to compile current faculty grant data into a report. This data should also be summarized and referenced in the Program Self-Study Report.*

Templates/samples are available for most of these documents at

<https://senate.ucr.edu/reviews/graduate-program>

\*Program will receive data in the summer from the GC Analyst that should be summarized and referenced in the various documents listed above.

### **DUE 4 WEEKS PRIOR TO REVIEW –**

- Finalize schedule with GC Analyst – program will need to fill-in faculty, students, postdocs, and staff who will be meeting with the reviewers. Students must be given the opportunity to meet with the review team without faculty present. Blocks of time for these meetings are predetermined and cannot be changed; however, meeting times within these blocks can be arranged at the discretion of the program. It is recommended meetings with students and faculty are not less than 30 minutes in length. Reviewers may request additional meetings after the review begins.
- Review Google Drive with review materials and respond with approval to GC Analyst within one week of receipt.
  - No other materials may be provided to the review team other than the materials vetted by the Graduate Council and included in the program review Google Drive.

### **DUE 2 WEEKS PRIOR TO REVIEW –**

Work with GC Analyst to determine which Chairs of related graduate programs should be invited to meet with the review team.

## **SELF-STUDY REPORT GUIDELINES**

### **(for fully online programs & SSPs)**

The Self-Study Report should be a concise document detailing the program's strengths and weaknesses, long-range goals, major changes since last review, and anything the program wishes to bring to the attention of the visiting team or the Graduate Council. The report is the vehicle by which the review team will first understand the philosophy, goals, and scope of your program and thus, in turn, provide constructive and accurate feedback to you. It will comprise a major portion of the basis for the site visit interviews. It will also become an appendix to the report and recommendations arising from the review. The report should be five to fifteen single-spaced pages depending on the size and complexity of the program. Summary tables and graphs should be included where appropriate.

#### **Sections:**

**A. Process.** Begin your report with a short summary of the consultation, preparation, and review process used in the construction of the review document. What was the involvement of faculty, students, and staff in this process? What meetings were held, what surveys were conducted, who prepared the document, who reviewed the final product, etc.? A discussion of dissenting views about the self-study report by the faculty (if any) should be included in its final draft.

**B. Vision Statement and Overview.** In this section, begin with a **vision statement** that briefly and concisely lays out the immediate goals and planned future direction of the graduate program under review. Write this statement assuming that non-specialists will read it (members of the Administration and Graduate Council). Next, provide an **overview** of your academic program, giving specific data about your department or program as appropriate, and referring to the institutional and Senate data we have provided whenever possible. You might begin by providing a brief introduction to your program or department so that a non-specialist can obtain an idea of what you are trying to accomplish. As appropriate, give specific data about your program, referring to the institutional and Senate data we have provided whenever possible. Include a data summary reporting number of faculty, faculty rank, and number of graduate students. Indicate any distinctions between core and affiliate faculty and summary of bylaws indicating voting rights of both types of faculty.

This section also should include other appropriate academic items, such as the size and diversity of the faculty, as well as your academic staffing priorities for the future, and your use of non-ladder faculty. It should also briefly address non-academic support items, including the number and type of administrative and service staff, and their effectiveness in furthering your academic mission. You should include your outreach and recruitment efforts to maintain student and faculty diversity. You should introduce the review team to the research of your faculty, commenting on major research thrusts, areas where you are particularly strong, areas that need to be strengthened and current research support as well as other possibilities for support. Faculty teaching activities may be discussed, including such items as training in online teaching; quality of teaching tools; quality of the access to or interface with instruction technology. Describe your current activities, accomplishments and future plans to foster faculty equity with regard to gender and ethnicity in the areas of hiring, advancement, retention, and workload distribution (e.g., teaching, service, and administration). You should comment on the resources available to your program. A brief discussion concerning the instructional technology and training available to your program should also be included. This would include a statement concerning the adequacy of faculty, staff, and student office space, equipment, laboratories, computers, etc. available to your program.

**C. Graduate Degree Programs.** Provide a summary of the goals, rationale, and structure of your graduate degree programs, namely: What is it that you currently do, what do you do well, what areas need to be strengthened, and what changes do you anticipate in the future? You should discuss the quality (including GPA and GRE statistics) and depth of your applicant pool, career goals and opportunities for

graduates, the intrinsic importance of your fields of study, and the prospects for intramural and extramural funding. You should also include a description of your admissions process, including the number of applications, admits, and SIRs (statements of intent to register). Where relevant, include a discussion of enrollment by specialty, recruitment of graduate students, actual and target ratios of domestic to international students, actual and target ratios of out-of-state to in-state domestic students, and student diversity. You may receive or request documents from the Graduate Division and/or Graduate Council that provide national-level comparative data. It will be important to integrate comparisons whenever possible in the following areas: learning objectives for graduate education, average time to candidacy and to degree, attrition, and any other metrics that the department/program would like to include. Important examples include: summaries of ARPE form data to track progress to degree across all student cohorts; how faculty time and compensation are divided up teaching self-supporting and state-supported students; comparison of performance and engagement between student groups in hybrid classes, where hybrid can refer to a mix of online and in-person, synchronous and asynchronous, or self-supporting and state-supported students. Academic advising structure and graduate student participation in departmental or unit affairs are also topics for inclusion in this section. For online programs, discuss your faculty's training in and implementation of best practices of online education.

**D. Summary Data on Resources and Grant Funding.** Comment on the resources available to your program (including both to your unit and to the graduate program within it) to help you fulfill your research and teaching responsibilities. Appropriate items here might include the general departmental operational budget and all instructional and research assistance support (TAs, intramural and extramural GSRs, training grants, any other fellowship funding for graduate students, including successful extramural grant applications), and administrative or technological support to facilitate online content delivery and contact time between students and instructional team. If appropriate for your discipline, provide summary data on faculty and student research grants and fellowships. In addition, if applicable, include the number and funding sources for postdoctoral fellows and discuss how they are integral to your graduate program. Tables, pie charts or graphs are encouraged for data presentation. Information on unsuccessful grant applications is not necessary.

**E. Comparison to the Previous Review.** Identify how your program now compares to the program at the time of the previous review. When there are continuing important strengths or weaknesses, analyze their causes and, for weaknesses, suggest how to remedy them. If the previously recommended approaches to addressing these weaknesses did not work, suggest why. If they were not tried, explain why. When there have been changes from then to now for better (or worse), analyze their causes and, as needed, suggest a future course of action. This section should be short, addressing important strengths and weaknesses, not necessarily covering every recommendation from the previous review. Here would be the time to discuss how the department/program would benefit from more attention to specific programmatic needs by administrators (not limited only to discussion of increasing size of the faculty).

**F. Miscellaneous.** In this section, you should feel free to articulate anything else you feel is appropriate and important for the review team to know. For example, you might want to discuss your faculty's participation in other interdepartmental degree programs, any particular successes or problems you have had in dealing with the administration above your department or with the Academic Senate, any special circumstances associated with professional degree programs, or how budget cuts have affected your teaching and research. In short, this last section is a catch-all for any information you feel doesn't fit in the earlier sections, but nonetheless it is important background for the review team to have.

# Graduate Program Review FAQ's

(Approved by the Graduate Council 11/20/2014; revised  
3/28/23)

**\*Only questions in red text below apply to remote reviews\***

1. **How long is the review site visit?** The review will take place over two full days (for in-person reviews) or four half-days (for remote reviews).
2. **Where will the review team stay?** Lodging will be coordinated for all in-person reviewers -- location TBD.
3. **Who is responsible for coordinating lodging and transportation for the review team?** All logistics will be arranged by the Academic Senate.
4. **What type of transportation will be provided for the review team to and from the airport?** Reviewers handle their own transportation to and from the airport.
5. **Who provides transportation to and from campus?** TBD.
6. **Can the program host a dinner for the review team, or can groups of faculty take the review team to dinner?** Departmental and/or faculty-hosted dinners for the review team are not permitted.
7. **What types of events can be hosted for the review team?** There is time held on the schedule (4:00-5:00pm on the first day of the review) for an optional program hosted reception. No other events are allowed.
8. **What are the requirements for the optional reception?** Graduate Council requires that the reception be on campus and invitations must be extended to all faculty and graduate students.
9. **What types of materials are provided to the review team?** All material is provided to the review team in a Google Drive. The Google Drive is reviewed by the program prior to the link being distributed to the review team. Review material is provided by the program, Graduate Division, and the Institutional Research Office. The program may not provide the review team with any material outside of what is in the Google Drive, or which has not been vetted first by the Graduate Council program review subcommittee.
10. **Who provides meals for the review team?** The Senate provides lunches on both days. Reviewers are on their own for breakfast and dinner; however, they will be reimbursed by the Senate for any meals they purchase (minus alcohol). The program may provide drinks and snacks for the review team while they are in the department.

11. **When will the review team be in the department?** For in-person reviews, the review team will visit the department after lunch on the first day of the review and spend the remainder of the day there. On the second day of the review, the review team will begin their morning in the department and will leave at noon for a working lunch in the Senate. The remainder of day two will be spent in the Senate. For remote reviews, programs are welcome to supply pictures or video tours of the facilities.
12. **How should meetings with faculty and students be scheduled with the review team?** The program will be given blocks of time on each day of the review to schedule faculty and student meetings with the review team. The Graduate Council Analyst will send a schedule to the program at least one month prior to the review indicating these blocks of time. Meetings can be scheduled at the program's discretion within the specified blocks of time. As an example, some programs schedule short 20 minute meetings with individual faculty and students and other programs schedule longer meetings with groups of faculty and students. The Graduate Council requires that the program schedule separate student meetings with the review team without faculty present. Students should be given the same amount of access to the reviewers as the faculty.
13. **Who else does the review team meet with while they are here?** The review team will also meet with the Graduate Council review subcommittee, college Dean(s), Graduate Dean, and program leadership (Chair and Graduate Advisors). There will also be a meeting with Chairs/Directors of closely related graduate programs. These Chairs/Directors are selected by the program leadership and are invited by the Graduate Council Analyst. The exit interview is the last meeting of the review and includes the review team, Graduate Council review subcommittee, College Dean(s), Graduate Dean, and Provost.



## Review Materials to Submit to Graduate Council

### **DUE ASAP**

- ☐ **Faculty list** – must include faculty first name, last name, and email address

### **DUE OCTOBER 10, 2025**

- ☐ **Confirm that Placement Data** that was received by GC Analyst is correct. If it is not accurate, make necessary revisions and submit to GC Analyst by this date. If data is not available from Graduate Division, the program should submit placement data to the Senate Analyst. Data should include placements for all Ph.D. degrees awarded since the program's last review (or masters students if a masters only program). Must include students name, graduation date, dissertation Chair, first position, current position, and current email address.

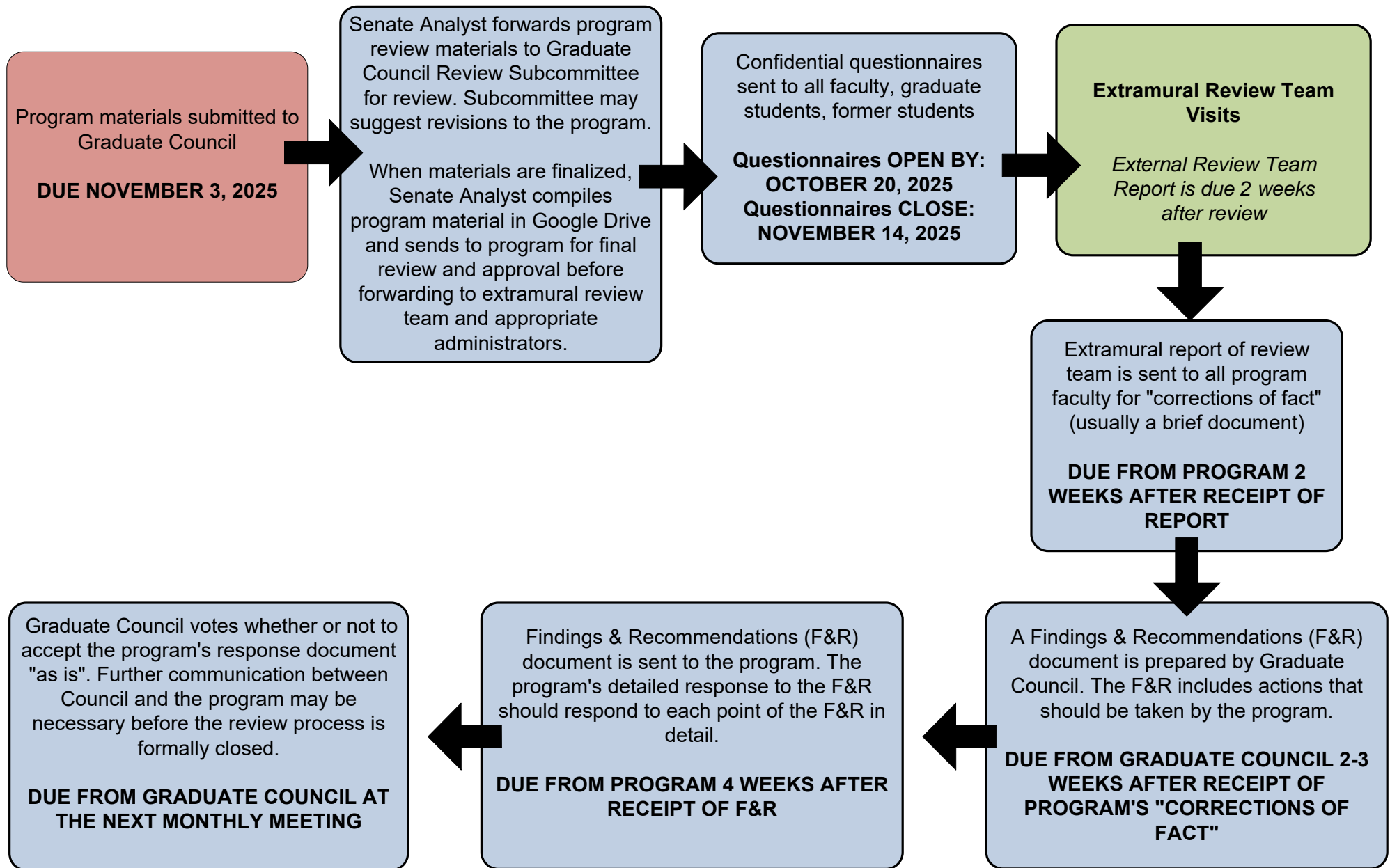
### **DUE NOVEMBER 3, 2025**

- ☐ **List of faculty by rank** – this list is separate from the list above and must include faculty names, rank, department affiliation, and participation in other graduate programs.
- ☐ **Self-Study Report** - The Self-Study Report should be a concise document detailing the program's strengths and weaknesses, long-range goals, major changes since the last review, and anything the program wishes to bring to the attention of the visiting team or the Graduate Council. A summary of the program's grant activity should be included in the Self-Study; the use of summary tables and graphs is encouraged. The Self-Study report is the vehicle by which the review team will first understand the philosophy, goals, and scope of your program and thus, in turn, provide constructive and accurate feedback to you. It will comprise a major portion of the basis for the site visit interviews. It will also become an appendix to the report and recommendations arising from the review. The report should be five to fifteen single-spaced pages depending on the size and complexity of the program. Summary tables and graphs should be included where appropriate. *See Self-Study Report Guidelines and sample Self-Study.*
- ☐ **Digested Faculty Biographies (Bio-sketches)** – *see Faculty Information Brief Bio-sketch form and sample Bio-sketch (Abigail Penguin).*
- ☐ **Program Material Distributed to Students** – A page listing links to website materials available to graduate students (student handbook, program descriptions, procedures statement, recruiting items, etc.).
- ☐ **Faculty Grant Data** – Use eFile or the Office of Research database to compile current faculty grant data into a report. Grant reporting templates are available on the Senate website <https://senate.ucr.edu/reviews/graduate-program>

\* No other materials may be provided to the review team other than the materials vetted by the Graduate Council and included in the review eBinder.

**TEMPLATES CAN BE FOUND HERE:** <https://senate.ucr.edu/reviews/graduate-program>

# THE PROCESS OF A GRADUATE PROGRAM REVIEW



\* After site visit – Subsequent timeline assumes a simple review and may be adjusted if complications arise

# APPENDICES

## SAMPLE MATERIALS

<https://senate.ucr.edu/reviews/graduate-program>

**Graduate Program Review**  
**Review Schedule**  
**DATES (4 – ½ days)**

**External Review Team:**

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<b>Day 1</b>	
8:30 – 8:45 AM	Review team introductions/meeting
8:45 – 9:15 AM	Meeting with Graduate Council Review Subcommittee Chair and Members of Review Subcommittee
9:15 – 9:45 AM	Meeting with Graduate Dean
9:45 – 10:15 AM	Meeting with College Dean(s)
10:15 – 10:45 AM	Review team regroup/break
10:45 AM – 12:30 PM	Meeting with program Chair and Graduate Advisor(s)
<b>Day 2</b>	
8:30 – 9:30 AM	Meeting with Chairs/Directors of related Graduate Programs
9:30 – 10:15 AM	Facilities tour (or view pre-made video of facilities) with _____ (optional – can schedule faculty/student meetings in place of this)
10:15 – 10:45 AM	Review team break
10:45 AM – 12:30 PM	Meetings with faculty & graduate students – <i>broken into smaller groups and shorter meetings (no less than 30 minutes each is recommended)</i>
<b>Day 3</b>	
8:30 – 10:30 AM	Meetings with faculty & graduate students – <i>broken into smaller groups and shorter meetings (no less than 30 minutes each is recommended)</i>
10:30 – 11:00 AM	Review team break
11:00 AM – 12:30 PM	Meetings with faculty & graduate students – <i>broken into smaller groups and shorter meetings (no less than 30 minutes each is recommended)</i>
<b>Day 4</b>	
8:30 – 10:30 AM	IF NEEDED: Meetings with faculty & graduate students – <i>broken into smaller groups and shorter meetings (no less than 30 minutes each is recommended)</i>
10:30 – 11:30 AM	Review team regroup/break and prepare for exit interview
11:30 AM – 12:30 PM	Exit Interview with Graduate Council Review Subcommittee Chair, Graduate Council Review Subcommittee, Graduate Dean, College Dean(s), and Provost

The following is a list of areas the Graduate Council would like you to address in your review of the XXXXXXXXXX graduate program and final report; however, they are not meant to restrict the scope of your inquiry.

**EXTRAMURAL REVIEW OF THE  
XXXXXXXXXX GRADUATE PROGRAM**

- Quality of graduate program with respect to overall reputation, faculty research, faculty teaching, students in the program, placement, and reputation of program graduates.
- Coherence, scope, and depth of program of study.
- Faculty quality and quantity.
- Program's future planning.
- Program's ability to achieve national distinction despite having limited resources.
- Appropriateness of admission mechanisms and standards.
- Adequacy of student supervision.
  - Fairness and appropriateness of student evaluations, including annual evaluations.
  - Sufficient counseling/mentoring
- Treatment of students.
  - Fairness of TA and GSR assignments
  - Treatment by faculty advisors
- Financial and other support for student research/creative projects
- Physical facilities, research equipment quality, if applicable
- Online course delivery
- Methods for student-faculty contact
- Program collaboration with other campus programs
- Time to degree
- Program's diversity efforts
- Target mix of domestic/international students; resident/non-resident students in terms of diversity and financial

**PLEASE NOTE:**

- **THIS FORM MAY BE ALTERED TO SUIT THE NEEDS OF EACH PROGRAM, BUT SHOULD BE LIMITED TO TWO TO THREE PAGES AND BE UNIFORM FOR A SINGLE PROGRAM (I.E., ALL FACULTY MEMBERS IN A PROGRAM UNDER REVIEW SHOULD USE EXACTLY THE SAME FORM).**
- **LENGTHY INFORMATION ON GRANT ACTIVITY NEED NOT BE REPORTED HERE BY INDIVIDUAL FACULTY MEMBERS AS WE WILL ACQUIRE THAT THROUGH OTHER MEANS. A BRIEF ACCOUNTING OF CURRENT GRANTS IN RELATIONSHIP TO GRADUATE SUPPORT WILL BE SUFFICIENT HERE.**

**PROGRAM IN \_\_\_\_\_, FACULTY INFORMATION  
BRIEF BIO-SKETCH**

**NAME:**

**CURRENT POSITION TITLE:**

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS,  
OR CENTERS:**

**YEAR AND RANK OF APPOINTMENT AT UCR:**

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:**

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:**

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:**

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

**SELECTED AWARDS AND HONORS OVER THE PAST TEN YEARS:**

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK  
OVER THE PAST TEN YEARS, INCLUDING DATES OF SERVICE:**

**GRADUATE COURSES TAUGHT OVER THE PAST TEN YEARS:**

**NUMBER OF GRADUATE STUDENTS SUPERVISED IN THE PAST TEN YEARS:**

<b>STUDENT CATEGORIES</b>	<b>THESIS CHAIR</b>	<b>THESIS MEMBER</b>
Ph.D. students who have completed their degrees		
Ph.D. students in progress		
Ph.D. students supervised in other graduate programs		
Master's students who have completed their degrees		
Master's students in progress		
Master's students supervised in other graduate programs		

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS (THIS MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

**For departments in which extramural grants comprise a significant activity, please provide information on your research grants since the last graduate program review. This table should report information based on department standards that are implemented in efile. Below is a template, programs can add columns as needed to suit their field:**

<b>Title of Granting Agency</b>	<b>Your Role (e.g. PI, Co-PI)</b>	<b>Total Award Amount*</b>	<b>Award Period (M/Y-M/Y)</b>

\*(indicate whether Indirect costs are included)



Name: **Abigail Penguin**

*Title:* Penguin in Charge of Everything

*Year and Rank of UCR appointment:* 2011, Assistant Professor

*Year and institution of Ph.D.:* 2008, University of the South Pole

*Brief description of specialty area(s):* Eating fish, raising baby penguins

Number of peer-reviewed publications: 100

Five most important publications:

XXXXX

XXXXX

Selected Awards and Honors, 2004 to present:

XXXXX

XXXXX

Graduate Courses Taught, 2004 to present: Catastrophic Climate Change

Current graduate students (PhD):

Student Name	Department/Program	Date started	Anticipated graduation date
1. Joe Penguin	Art of Getting Things Done	09/2011	07/2016
2. Mary Penguin	Art of Getting Things Done	09/2011	07/2016
3. Philip Penguin	Art of Getting Things Done	09/2012	07/2017
4. Stan Penguin	Biology	09/2012	07/2017

Former graduate students who graduated or left your group over the past 5 years:

Student Name	Department/Program	Date started / Date completed or left group	PhD Awarded? Y or N	Current Position
NONE				

Extramural grant information 2004 to present:

Agency	Amount	Period	Number of Graduate Students Supported
1. World Wildlife Fund	30,000	07/2013-06/2014	2
2. Zoological Association Research Funds	50,000	07/2013-06/2015	2



## PLACEMENT DATA - **SAMPLE**

Name	Degree	Date of Degree	Research Director	First Position	Current Position	E-mail Address
xxxx	Ph.D.	12/13/2003	Doe, John	MBA Program in San Diego	Senior Associate at PricewaterhouseCoopers	xxxx@xxxx.xxxx
xxxx	Ph.D.	03/20/2004	Doe, Jane	Post Doctoral Researcher, University of California, San Diego	Professor of Molecular Pathogenesis, Shanghai Institute for Biological Sciences, Chinese Academy of Sciences	xxxx@xxxx.xxxx
xxxx	Ph.D.	03/20/2004	Doe, John	Sr. Scientist, Bioanalytical Method Development, Allergan, Inc.	Sr. Scientist, Bioanalytical Method Development, Allergan, Inc.	xxxx@xxxx.xxxx
xxxx	Ph.D.	08/28/2004	Doe, Jane	Post Doctoral Researcher, City of Hope Hospital	Scientist, MEDomics, Orange County, CA	xxxx@xxxx.xxxx
xxxx	Ph.D.	03/19/2005	Doe, John	Post Doctoral Researcher, University of California, San Diego	Project Scientist, University of CA, San Diego	xxxx@xxxx.xxxx
xxxx	Ph.D.	06/16/2006	Doe, Jane	Management Pfizer Beijing	Management Pfizer Beijing	xxxx@xxxx.xxxx
xxxx	Ph.D.	06/16/2006	Doe, John	Post Doctoral Researcher, Cedars Sinai Medical Center	Biomedical Scientist, Georgia Health Sciences University	xxxx@xxxx.xxxx
xxxx	Ph.D.	06/16/2006	Doe, Jane	Post Doctoral Fellow at Scripps Research Institute	Research Scientist at CytRx Corporation	xxxx@xxxx.xxxx

\_\_\_\_\_ (program name) Graduate Program Review – faculty survey

**Please rate the graduate program on the following dimensions.**

	Poor	Below average	Average	Above average	Excellent	N/A
The overall quality of the graduate program						
The quality of the faculty in the program						
Quality of the access to or interface with instruction technology						
The quality of the graduate students in the program						
The quality of the graduate curriculum						
Graduate student recruitment						
Qualifying examination process						
Degree thesis, capstone, defense process						
Financial support for students (fellowships, TAs, GSRs)						
Faculty mentoring of students						
Advising by graduate advisor, program director						
Advising by staff						
Non-academic professional development opportunities for students						
Academic professional development opportunities for students						
Space/facilities for student research/creative activity						
Other graduate student support resources						
Handling of underperforming students						
Placement of graduate students						
Administration's support for the program						
Faculty size for the graduate program						
Quality of online teaching tools						
Your ability to teach online courses						
Quality of training to teach online courses						

- 1) If you would like to explain any of your ratings, please do so here.
- 2) What are the greatest strengths of the graduate program?
- 3) What are the greatest weaknesses of the graduate program?
- 4) If this is a self-supporting program, please comment on the resources (faculty time, funding, staff support, space, equipment, facilities) devoted to this program?

**5) Please describe here any other issues of which the reviewers should be aware.**

**1) Please rate the graduate program on the following dimensions.**

	Poor	Below average	Average	Above average	Excellent	N/A
Overall quality of the graduate program						
Quality of graduate instruction by program faculty						
Quality of the access to or interface with instruction technology						
Frequency of course offerings						
Quality of course offerings						
Qualifying examination process						
Degree thesis, capstone, defense process						
Communication of program requirements						
Faculty mentoring of students						
Advising by graduate advisor, program director						
Support from staff						
Opportunities to conduct research/creative activity						
Opportunities for professional development						
Opportunities for teaching						
Space/facilities for student research/creative activity						
Financial support for professional development (conferences, travel, training, etc.)						
Financial support for students via fellowships, TAs, and GSRs						
Resources for job placement						
Internship opportunities						

**2) If you would like to explain any of your ratings, please do so here.**

**3) Why did you choose UCR for graduate studies?**

**4) What are the greatest strengths of the graduate program?**

**5) What are the greatest weaknesses of the graduate program?**

**6) Would you recommend the graduate program to prospective students? If yes, why? If not, why not?**

**7) Please describe here any other issues of which the reviewers should be aware.**

## QUESTIONNAIRE for students who graduated from the graduate program in \_\_\_\_\_

The graduate program from which you received your degree is scheduled to undergo a review by a team of faculty from other institutions. This questionnaire is an essential part of the review process; your input is important to help identify strengths of your program as well as areas where improvements are needed. Please note that your responses are **anonymous**. Collated responses in which names are removed will be provided only to the review team and to the Graduate Council. Neither your former program nor any other member of the administration will see these responses. Thank you for your participation.

### 1) To what extent do you agree or disagree with the following statements?

The graduate program enabled me to:	Strongly disagree	Disagree	Somewhat	Agree	Strongly agree	N/A
...be competitive for jobs in my chosen field						
...achieve my career objectives						
...achieve my educational goals						

### 2) Please rate the graduate program on the following dimensions.

	Poor	Below average	Average	Above average	Excellent	N/A
Overall quality of the graduate program						
Quality of graduate instruction by program faculty						
Quality of the access to or interface with instruction technology						
Frequency of course offerings						
Quality of course offerings						
Qualifying examination process						
Degree thesis, capstone, defense process						
Communication of program requirements						
Faculty mentoring of students						
Advising by graduate advisor, program director						
Advising by staff						
Opportunities to conduct research/creative activity						
Opportunities for professional development						
Opportunities for teaching						
Space/facilities for student research/creative activity						
Financial support for professional development (conferences, travel, training, etc.)						
Financial support for students via fellowships, TAs, and GSRs						
Resources for job placement						
Other graduate student support resources						
Internship opportunities						

### 3) If you would like to explain any of your ratings, please do so here.

### 4) Why did you choose UCR for graduate studies?

- 5) Would you recommend the graduate program to prospective students? If yes, why? If no, why not?
- 6) What were the greatest strengths of the graduate program?
- 7) What were the greatest weaknesses of the graduate program?
- 8) Please describe here any other issues of which the program reviewers should be aware.