



ANNUAL REPORT FORM

EXISTING GRADUATE DEGREE PROGRAMS REVIEWED IN THE PREVIOUS YEAR

Use this form to notify the Chancellor and the members of the Chancellor's Council on Graduate Studies (CCGS) of your institution's existing graduate degree programs that have been reviewed in the previous year.

Please submit your annual report electronically to Dr. Stephanie McCann, Associate Vice Chancellor for Program Development and Approval, Ohio Department of Higher Education at:

smccann@highered.ohio.gov and upload your report to the CCGS OneDrive (in the 'Archived Information' folder, under 'Annual Reports').

Due September 1st for 2020

Date of submission: 09/01/20

Name of institution: Youngstown State University

CCGS Representative:

Name: Sal Sanders

Title: Dean of Graduate Studies

Phone Number: 330.941.3091

E-mail: sasanders@ysu.edu

Requirements for the report:

- Provide a link to the institution's policies and procedures for conducting graduate program reviews, including the institutional process for graduate degree program review and the cycle under which such reviews are conducted.
- Provide a list of graduate programs reviewed and, for each program, a summary of the findings related to program quality, student demand and the extent to which the program meets regional, state, national and societal needs.
- Provide a list of graduate programs that have not been reviewed in the past 10 years with an explanation for the lack of review.
- Provide a list of graduate programs for which admissions have been suspended during the past year.



Institutional policies for graduate degree program review, and the cycle for review:

Provide a link to the campus site where the policies, procedures and review cycle are described.

<https://cms.ysu.edu/college-graduate-studies/graduate-program-review>

List of graduate degree programs reviewed, with a summary of findings related to program quality (i.e., student enrollment and completion, and the extent to which the program meets regional, state, national and societal needs):

DEGREE	PROGRAM_DESC	X 19	F 19	S20	Total Deg/Cert AWARDED	F 19
DPT	Physical Therapy	0	0	28	28	100
MAT	Athletic Training	0	0	6	6	10
MBA	MBA in General Business	3	8	18	29	53
MBA	MBA in General Business	5	4	2	11	66
MBA	MBA in General Administration	0	0	23	23	0
MBA	Overall Master of Business Administration	8	12	43	63	119
MSEd	MSEd in Counseling	26	12	6	44	116
MSN	Family Nurse Practitioner Track	0	0	13	13	27
MSN	Nurse Anesthetist Track	0	15	0	15	30
MSN	Nurse Education Track	0	0	0	0	1
MSN	Adult Gerontology Acute Nurse Practitioner	0	0	1	1	5
MSN	Overall Master of Science in Nursing	0	15	14	29	63
PM Cert.	PMC in Adult Gerontology Acute Nurse Practitioner	4	4	0	8	3
MSW	Social Work	2	1	68	71	133
MAT	History	1	0	5	6	12

Doctor of Physical Therapy (DPT)

Program Quality				
Faculty	Graduate Satisfaction and Achievement	Prog. Dynamics	Program Collaboration	Assess. Prog. Outcomes
Clearly Met	Clearly Met	Clearly Met	Clearly Met	Clearly Met

Need/Demand	Program Resources	
Program need	Essential Resources	Diversity
Clearly Met	Clearly Met	In Progress

Select findings related to program demand and the extent to which the program meets regional, state, national and societal needs.

Physical Therapy remains one of the most promising professions with employment of physical therapists projected to grow at a rate of 28% faster than the average for all other professions from 2016-2026 (US Bureau of Labor Statistics). The supporting evidence that can explain the growing need for PTs includes the demographics of the aging populations and the increase of chronic health conditions among Americans. (World Health Organization, 2015; Centers for Disease Control and Prevention, 2019). Physical Therapy is currently ranked #10 of the Best Health care jobs, and #12 in the Best 100 jobs. There is certainly a national need for Physical Therapists. In the June, 2018, Economic Impact and Return on Investment of Education Report performed by the Emsi consulting group, 3710 healthcare and social assistance workers in the YSU regional service area of five counties are graduates of Youngstown State University. Many of these physical therapists are YSU graduates. It is the mission of the department to prepare graduates who are accomplished in clinical skills, professional service and research.

Source: Adapted from review process comments provided by key program personnel and/or those reviewing reports. Rubric utilized for program review is available in Appendix B.

Master of Athletic Training (MAT)

Program Quality				
Faculty	Graduate Satisfaction and Achievement	Prog. Dynamics	Program Collaboration	Assess. Prog. Outcomes
Clearly Met	Clearly Met	Clearly Met	Clearly Met	Clearly Met

Need/Demand	Program Resources	
Program need	Essential Resources	Diversity
Clearly Met	Clearly Met	Clearly Met

Select findings related to program demand and the extent to which the program meets regional, state, national and societal needs.

Our graduate Athletic Trainers are providing their services throughout the region at area high schools, clinics, colleges and throughout the United States.

Source: Adapted from review process comments provided by key program personnel and/or those reviewing reports. Rubric utilized for program review is available in Appendix B.

Master of Business Administration (MBA)

Program Quality				
Faculty	Graduate Satisfaction and Achievement	Prog. Dynamics	Program Collaboration	Assess. Prog. Outcomes
Clearly Met	Clearly Met	Clearly Met	Clearly Met	Clearly Met

Need/Demand	Program Resources	
Program need	Essential Resources	Diversity
Clearly Met	In Progress	In Progress

Select findings related to program demand and the extent to which the program meets regional, state, national and societal needs.

AACSB Accreditation - Only 5% of business schools worldwide have earned this accreditation, Center of Excellence in International Business/Williamson Center for International Business, Specializations in Digital Marketing, Leadership and Healthcare Management have been added to meet needs in these areas. Enrollment in the MBA Program has increased significantly (>45%) over the previous year indicating strong demand for this degree program.

Source: Adapted from review process comments provided by key program personnel and/or those reviewing reports. Rubric utilized for program review is available in Appendix B.

Master of Science in Education in Counseling (MSEd)+A1:E11

Program Quality				
Faculty	Graduate Satisfaction and Achievement	Prog. Dynamics	Program Collaboration	Assess. Prog. Outcomes
Clearly Met	Clearly Met	Clearly Met	Clearly Met	Clearly Met

Program need	Essential Resources	Diversity
Clearly Met	Clearly Met	Clearly Met

Select findings related to program demand and the extent to which the program meets regional, state, national and societal needs.

Per *Burning Glass's* 2019 employment reports, the counseling field (positions and postings) have grown at a higher than normal rate (over 6% from the previous year) and look to continue at an even higher rate at the regional, state, and national levels (between 16 and 20% of potential growth over the next ten years). Therefore, the societal needs for trained professional counselors appears high in our region, state, and nation.

The Counseling Program meets these societal needs by emphasizes high standards of professional competence. The Counseling Program continues to remain committed to its stated mission through ongoing accreditations by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Council for the Accreditation of Educator Preparation (CAEP). The Counseling Program also emphasizes ethical practice and is consistent with state and national standards for certification and licensure for practice in educational, mental health and social service environments. This counseling program has been fully approved by the Ohio Counselor, Social Worker, and Marriage and Family Therapists Board, Ohio Chemical Dependency Professionals Board, and the Ohio Department of Education. The counseling program engages in ongoing program development and refinement based on accrediting bodies' and licensure boards' developments and recommendations, and sensitivity to licensure requirements and legal and ethical issues is a priority.

Per accreditation standards, the counseling program yearly reports the number of graduates, their completion rates, licensure passage rates, and job placement rates. Here are our most recent statistics for each of our counseling tracks (i.e., addiction counseling, clinical mental health counseling, school counseling, and college counseling & student affairs); further displaying how we are meeting the region, state, national, and societal needs.

Addiction Counseling

(a) Number of graduates in the past year (2),

- (b) Completion rate (92%),
- (c) Licensure or certification examination pass rate (90%), and
- (d) Job placement rate of students/graduates (100%).

Clinical Mental Health Counseling

- (a) Number of graduates in the past year (20),
- (b) Completion rate (92%),
- (c) Licensure or certification examination pass rate (90%), and
- (d) Job placement rate of students/graduates (95%).

School Counseling

- (a) Number of graduates in the past year (10),
- (b) Completion rate (91%),
- (c) Licensure or certification examination pass rate (88%), and
- (d) Job placement rate of students/graduates (80%).

Source: Adapted from review process comments provided by key program personnel and/or those reviewing reports.

Source: Adapted from review process comments provided by key program personnel and/or those reviewing reports. Rubric utilized for program review is available in Appendix B.

Master of Science in Nursing - Family Nurse Practitioner Track (MSN)

Program Quality				
Faculty	Graduate Satisfaction and Achievement	Prog. Dynamics	Program Collaboration	Assess. Prog. Outcomes
Clearly Met	Clearly Met	Clearly Met	Clearly Met	Clearly Met

Need/Demand	Program Resources	
Program need	Essential Resources	Diversity
Clearly Met	Clearly Met	Clearly Met

Select findings related to program demand and the extent to which the program meets regional, state, national and societal needs.

The formal programs in the Department of Nursing have been developed and are systematically evaluated and improved to meet the health needs of the residents and our communities of interest. The current foci of the master's program are currently delivery of primary care by family nurse practitioners and nurse anesthesia preparation for that cohort. With the emergence of our Adult-Gerontology Acute Care Nurse Practitioner, we anticipate an increase in enrollment in that option. On the graduate level, we have approximately 40 clinical contracts with health care agencies. While they are students in the program, the FNP and CNS students practice their physical assessment skills and receive critical cases on standardized patients at the William G. Wasson Simulation Center at the Northeast Ohio Medical University. The MSN and Post-Graduate APRN FNP certificate graduates have had great success in passing their certification exams and finding employment quickly after graduation. The three year pass rate on certification exams was over 90 percent.

Source: Adapted from review process comments provided by key program personnel and/or those reviewing reports. Rubric utilized for program review is available in Appendix B.

Master of Science in Nursing - Nurse Anesthetist Track (MSN)

Program Quality				
Faculty	Graduate Satisfaction and Achievement	Prog. Dynamics	Program Collaboration	Assess. Prog. Outcomes
Clearly Met	Clearly Met	Clearly Met	Clearly Met	Clearly Met

Need/Demand	Program Resources	
Program need	Essential Resources	Diversity
Clearly Met	Clearly Met	Clearly Met

Select findings related to program demand and the extent to which the program meets regional, state, national and societal needs.

The formal programs in the Department of Nursing have been developed and are systematically evaluated and improved to meet the health needs of the residents and our communities of interest. The current foci of the master's program are currently delivery of primary care by family nurse practitioners and nurse anesthesia preparation for that cohort. With the emergence of our Adult-Gerontology Acute Care Nurse Practitioner, we anticipate an increase in enrollment in that option. On the graduate level, we have approximately 40 clinical contracts with health care agencies. While they are students in the program, the FNP and CNS students practice their physical assessment skills and receive critical cases on standardized patients at the William G. Wasson Simulation Center at the Northeast Ohio Medical University. The MSN and Post-Graduate APRN FNP certificate graduates have had great success in passing their certification exams and finding employment quickly after graduation. The three year pass rate on certification exams was over 90 percent.

Source: Adapted from review process comments provided by key program personnel and/or those reviewing reports. Rubric utilized for program review is available in Appendix B.

Master of Science in Nursing - Nurse Education Track (MSN)

Program Quality				
	Graduate Satisfaction and Achievement	Prog. Dynamics	Program Collaboration	Assess. Prog. Outcomes
Faculty	Clearly Met	Clearly Met	Clearly Met	Clearly Met

Need/Demand	Program Resources	
Program need	Essential Resources	Diversity
Clearly Met	Clearly Met	Clearly Met

Select findings related to program demand and the extent to which the program meets regional, state, national and societal needs.

The formal programs in the Department of Nursing have been developed and are systematically evaluated and improved to meet the health needs of the residents and our communities of interest. The current foci of the master's program are currently delivery of primary care by family nurse practitioners and nurse anesthesia preparation for that cohort. With the emergence of our Adult-Gerontology Acute Care Nurse Practitioner, we anticipate an increase in enrollment in that option. On the graduate level, we have approximately 40 clinical contracts with health care agencies. While they are students in the program, the FNP and CNS students practice their physical assessment skills and receive critical cases on standardized patients at the William G. Wasson Simulation Center at the Northeast Ohio Medical University. The MSN and Post-Graduate APRN FNP certificate graduates have had great success in passing their certification exams and finding employment quickly after graduation. The three year pass rate on certification exams was over 90 percent.

Source: Adapted from review process comments provided by key program personnel and/or those reviewing reports. Rubric utilized for program review is available in Appendix B.

Master of Science in Nursing - Adult Gerontology Acute Care Nurse Practitioner (MSN)

Program Quality				
Faculty	Graduate Satisfaction and Achievement	Prog. Dynamics	Program Collaboration	Assess. Prog. Outcomes
Clearly Met	Clearly Met	Clearly Met	Clearly Met	Clearly Met

Need/Demand	Program Resources	
Program need	Essential Resources	Diversity
Clearly Met	Clearly Met	Clearly Met

Select findings related to program demand and the extent to which the program meets regional, state, national and societal needs.

The formal programs in the Department of Nursing have been developed and are systematically evaluated and improved to meet the health needs of the residents and our communities of interest. The current foci of the master's program are currently delivery of primary care by family nurse practitioners and nurse anesthesia preparation for that cohort. With the emergence of our Adult-Gerontology Acute Care Nurse Practitioner, we anticipate an increase in enrollment in that option. On the graduate level, we have approximately 40 clinical contracts with health care agencies. While they are students in the program, the FNP and CNS students practice their physical assessment skills and receive critical cases on standardized patients at the William G. Wasson Simulation Center at the Northeast Ohio Medical University. The MSN and Post-Graduate APRN FNP certificate graduates have had great success in passing their certification exams and finding employment quickly after graduation. The three year pass rate on certification exams was over 90 percent.

Source: Adapted from review process comments provided by key program personnel and/or those reviewing reports. Rubric utilized for program review is available in Appendix B.

Program Quality				
Faculty	Graduate Satisfaction and Achievement	Prog. Dynamics	Program Collaboration	Assess. Prog. Outcomes
Clearly Met	Clearly Met	Clearly Met	Clearly Met	Clearly Met

Need/Demand	Program Resources	
Program need	Essential Resources	Diversity
Clearly Met	Clearly Met	Clearly Met

Select findings related to program demand and the extent to which the program meets regional, state, national and societal needs.

The formal programs in the Department of Nursing have been developed and are systematically evaluated and improved to meet the health needs of the residents and our communities of interest. The current foci of the master’s program are currently delivery of primary care by family nurse practitioners and nurse anesthesia preparation for that cohort. With the emergence of our Adult-Gerontology Acute Care Nurse Practitioner, we anticipate an increase in enrollment in that option. On the graduate level, we have approximately 40 clinical contracts with health care agencies. While they are students in the program, the FNP and CNS students practice their physical assessment skills and receive critical cases on standardized patients at the William G. Wasson Simulation Center at the Northeast Ohio Medical University. The MSN and Post-Graduate APRN FNP certificate graduates have had great success in passing their certification exams and finding employment quickly after graduation. The three year pass rate on certification exams was over 90 percent.

Source: Adapted from review process comments provided by key program personnel and/or those reviewing reports. Rubric utilized for program review is available in Appendix B.

Master of Social Work (MSW)

Program Quality				
Faculty	Graduate Satisfaction and Achievement	Prog. Dynamics	Program Collaboration	Assess. Prog. Outcomes
Clearly Met	In Progress	Clearly Met	Clearly Met	Clearly Met

Program need	Essential Resources	Diversity
Clearly Met	In Progress	Clearly Met

Select findings related to program demand and the extent to which the program meets regional, state, national and societal needs.

The program meets regional, state, and national societal needs by focusing on the mental, emotional, and behavioral well-being of individuals, couples, families, and groups. The Master of Social Work Program equips and empowers clinical social workers with specialized knowledge and skills for interventions to serve and meeting the needs of vulnerable individuals, families, and communities. According to the National Association of Social Work, clinical social workers are essential to community mental health centers, hospitals, substance use treatment and recovery programs, schools, primary health care centers, child welfare agencies, aging services, employee assistance programs, and private practice settings (NASW, 2005).

The MSW program collaborates with every social service agency in the region and builds a bridge between students and community needs. Field placements at Akron Children's and Mercy Health Hospitals provide an opportunity for social work students to experience and respond to the community health care needs. Field partnerships with Meridan Services and Psycare provide students the opportunity to address community mental health needs. Our field partnership with Mahoning and Trumbull County's Child and Family Services and Cadence (formerly Homes for Kids) permit students to address the child welfare needs of our community.

Source: Adapted from review process comments provided by key program personnel and/or those reviewing reports. Rubric utilized for program review is available in Appendix B.

List of graduate degree programs that have not been reviewed in the last ten years, with an explanation for the lack of review:

Newer programs which have been reviewed by and approved by CCGS. They are scheduled for review in 2020-2021 unless otherwise noted.

Master of Accountancy

Master of Arts in Gerontology

Master of Arts in Interdisciplinary Communications

Master of Athletic Training

Master of Fine Arts in Interdisciplinary Visual Arts

Master of Respiratory Care

Master of Science in Nursing – Adult-Gerontology Acute Care Nurse Practitioner

Master of Health Sciences

Educational Specialist in School Psychology

Doctor of Philosophy in Health Sciences

Doctor of Philosophy in Materials Science and Engineering

Doctor of Nursing Practice - First cohort to be admitted fall 2021, first review will be scheduled 2023 or later.

Master of Science in Applied Behavior Analysis - Admission to this program was officially suspended July 2015; Program was reactivated July 2018. First cohort since reactivation was just admitted fall 2019. This program will be evaluated in 2020-2021.

List of graduate programs for which admissions have been suspended during the past year

Note: Programs for which admission is suspended are not reviewed.

- Master of Science in Education – Educational Technology (Officially suspended July 2015)
- Master of Science in Education: Early Childhood Education (Officially suspended March 2017)
- Master of Science in Nursing – School Nurse Option - (Officially suspended May 2017)

Appendix A

Reviews Conducted Previously, but not included on CCGS Reports

Master of Business Administration (MBA) – Reviewed 2017

Program Quality				
Faculty	Graduate Satisfaction and Achievement	Prog. Dynamics	Program Collaboration	Assess. Prog. Outcomes
Clearly Met	Clearly Met	Clearly Met	Clearly Met	Clearly Met

Need/Demand	Program Resources	
Program need	Essential Resources	Diversity
Clearly Met	In Progress	Clearly Met

Select findings related to program demand and the extent to which the program meets regional, state, national and societal needs.

The MBA program has seen significant growth over the past several years, both in terms of headcount and FTE. This is attributed to addition of the program being offered online and the revision of the program, in particular the structure that allows for 8 week courses (2 per term). Headcount: 90 (2010), 97 (2011), 92 (2012), 142 (2013), 142 (2014), ~170 (2015), ~160 (2017). The majority of MBA students work full time demonstrating that the MBA Program is viewed as a critical component of their professional preparation and career development. AACSB Accreditation -only 5% of business schools worldwide have earned this accreditation, Center of Excellence in International Business/Williamson Center for International Business, Specializations in Digital Marketing, Leadership and Healthcare Management have been added to meet needs in these areas.

Source: Adapted from review process comments provided by key program personnel and/or those reviewing reports. Rubric utilized for program review is available in Appendix B.

Reviews Conducted Previously, but not included on CCGS Reports

Master of Arts in History - Reviewed 2015

Program Quality				
Faculty	Graduate Satisfaction and Achievement	Prog. Dynamics	Program Collaboration	Assess. Prog. Outcomes
Clearly Met	Clearly Met	Clearly Met	Clearly Met	Clearly Met

Need/Demand	Program Resources	
Program need	Essential Resources	Diversity
Clearly Met	In Progress	In Progress

Select findings related to program demand and the extent to which the program meets regional, state, national and societal needs.

We fill a need that helps us pull students from well outside the Mahoning Valley. Our MA students come from across Ohio, from PA and beyond. Our Seminar track serves the needs of area school teachers who wish or are required for certification purposes to supplement their Education BA with a content-area MA. Several of our students are area public school teachers. Our Thesis track provides rigorous pre-doctoral training via a significant piece of research leading to completion of an 80+ page thesis. In recent years we have had great success getting our Thesis Option graduates into quality doctoral programs.

Source: Adapted from review process comments provided by key program personnel and/or those reviewing reports. Rubric utilized for program review is available in Appendix B.

Appendix B

Review of Self Study for Alternative Graduate Program Review

Name of Degree Program:	
Name of Certificate Program:	
College(s) Offering this Program:	
Program Director/Coordinator:	
Phone:	
Email:	
Review Completion Date:	
Person(s) completing the review:	
Submitted by:	

Please reflect on the following statements and indicate if you believe your program has clearly met the standard, or not, by checking the appropriate box in the column on the left. Please provide the evidence, or evidence and plan as indicated in the column to the right for your choice for your graduate program being reviewed. Completion of the following self-study will meet the need of a graduate program review process for the Ohio Board of Regents (OBR), while providing opportunity to reflect on and strengthen graduate programs. The attachment (Examples of Evidence) will support your efforts in completing this self-study.

A. QUALITY of Program

1. **Faculty level of productivity and professional commitment** is adequate given their qualifications, scholarship, and other creative activity as determined by their discipline. Please choose only **one** response.

<p>Clearly Met</p> <p><input type="checkbox"/></p>	<p>Evidence to support answer: <i>(Please provide a paragraph describing your current evidence, methods you are currently developing for evidence, or why you may lack evidence for the answer given above.)</i> _____</p>
<p>In Progress</p> <p><input type="checkbox"/></p>	<p>a. Evidence to support answer: <i>(Please provide a paragraph describing your current evidence, methods you are currently developing for evidence, or why you may lack evidence for the answer given above.)</i> _____</p> <p>b. Provide a plan that will allow the program to meet the standard</p>

2. **Program graduates** since the most recent review are satisfied with the program and have demonstrated accomplishments in their field.

Please choose only **one** response.

<p>Clearly Met</p> <p><input type="checkbox"/></p>	<p>Evidence to support answer: <i>(Please provide a paragraph describing your current evidence, methods you are currently developing for evidence, or why you may lack evidence for the answer given above.)</i> _____</p>
<p>In Progress</p> <p><input type="checkbox"/></p>	<p>a. Evidence to support answer: <i>(Please provide a paragraph describing your current evidence, methods you are currently developing for evidence, or why you may lack evidence for the answer given above.)</i> _____</p> <p>b. Provide a plan that will allow the program to meet the standard</p>

3. **Program Vitality** is evident through a professional learning community that reviews its curriculum on a regular basis and meets the degree requirements of the profession.

Please choose only **one** response.

<p>Clearly Met</p> <p><input type="checkbox"/></p>	<p>Evidence to support answer: <i>(Please provide a paragraph describing your current evidence, methods you are currently developing for evidence, or why you may lack evidence for the answer given above.)</i> _____</p>
<p>In Progress</p> <p><input type="checkbox"/></p>	<p>a. Evidence to support answer: <i>(Please provide a paragraph describing your current evidence, methods you are currently developing for evidence, or why you may lack evidence for the answer given above.)</i> _____</p> <p>b. Provide a plan that will allow the program to meet the standard</p>

4. **Program collaboration** is seen between the graduate program in my department and other graduate programs within the university and/or across the state and nation to support program effectiveness and contributions to the field.
Please choose only **one** response.

<p>Clearly Met</p> <p><input type="checkbox"/></p>	<p>Evidence to support answer: <i>(Please provide a paragraph describing your current evidence, methods you are currently developing for evidence, or why you may lack evidence for the answer given above.)</i> _____</p>
<p>In Progress</p> <p><input type="checkbox"/></p>	<p>a. Evidence to support answer: <i>(Please provide a paragraph describing your current evidence, methods you are currently developing for evidence, or why you may lack evidence for the answer given above.)</i> _____</p> <p>b. Provide a plan that will allow the program to meet the standard</p>

5. **Continuous assessment of learning outcomes and analysis of data linked to these outcomes** is done for program quality and student learning, through both ongoing and aggregate review processes.
Please choose only **one** response.

<p>Clearly Met</p> <p><input type="checkbox"/></p>	<p>Evidence to support answer: <i>(Please provide a paragraph describing your current evidence, methods you are currently developing for evidence, or why you may lack evidence for the answer given above.)</i> _____</p>
<p>In Progress</p> <p><input type="checkbox"/></p>	<p>a. Evidence to support answer: <i>(Please provide a paragraph describing your current evidence, methods you are currently developing for evidence, or why you may lack evidence for the answer given above.)</i> _____</p> <p>b. Provide a plan that will allow the program to meet the standard</p>

B. NEED of the Program

1. **The graduate program** within the department has demonstrated a clear **demand** and/or **need**.
Please choose only **one** response.

<p>Clearly Met</p> <p><input type="checkbox"/></p>	<p>Evidence to support answer: <i>(Please provide a paragraph describing your current evidence, methods you are currently developing for evidence, or why you may lack evidence for the answer given above.)</i> _____</p>
<p>In Progress</p> <p><input type="checkbox"/></p>	<p>a. Evidence to support answer: <i>(Please provide a paragraph describing your current evidence, methods you are currently developing for evidence, or why you may lack evidence for the answer given above.)</i> _____</p> <p>b. Provide a plan that will allow the program to meet the standard</p>

C. RESOURCES to Support the Program

1. **Essential resources** (both financial and material) are available to support and sustain the program.

Please choose only **one** response.

<p>Clearly Met</p> <p><input type="checkbox"/></p>	<p>Evidence to support answer: <i>(Please provide a paragraph describing your current evidence, methods you are currently developing for evidence, or why you may lack evidence for the answer given above.)</i> _____</p>
<p>In Progress</p> <p><input type="checkbox"/></p>	<p>a. Evidence to support answer: <i>(Please provide a paragraph describing your current evidence, methods you are currently developing for evidence, or why you may lack evidence for the answer given above.)</i> _____</p> <p>b. Provide a plan that will allow the program to meet the standard</p>

2. **Diversity of program faculty and students** with the program is evident.

Please choose only **one** response.

<input type="checkbox"/>	<p>Evidence to support answer: <i>(Please provide a paragraph describing your current evidence, methods you are currently developing for evidence, or why you may lack evidence for the answer given above.)</i>_____</p>
<input type="checkbox"/>	<p>a. Evidence to support answer: <i>(Please provide a paragraph describing your current evidence, methods you are currently developing for evidence, or why you may lack evidence for the answer given above.)</i>_____</p> <p>b. Provide a plan that will allow the program to meet the standard</p>

ATTACHMENT: Examples of Evidence for Review of Graduate Program

Evidence is seen through the department's analysis of various forms of data and/or documentation that align with the following Quality Standards as identified by the Ohio Board of Regents (OBR) and seen in the YSU review of graduate program evaluative rubric.

QUALITY

A1 Faculty: active scholarship, creativity and innovation activities, professional recognition, external funding, graduate faculty reviews as seen in vitae, program review requirements, graduate school reviews

A2 Student satisfaction and accomplishments: graduate surveys, questionnaires or focus groups seeking opinions/facts related to the following;

- program marketing
- program support
- time taken to complete program
- employment rates of graduates in program
- success stories

A3 Dynamic programming may include interaction experiences between faculty and students beyond typical course encounters, conference presentations by faculty with graduate students, dates of curriculum reviews and changes, how program has met accreditation requirements

A4 Program collaboration among and between university programs, and/or state and national programs

- Collaborative grants
- Interdisciplinary courses within the program
- Interdisciplinary team-taught courses
- Graduate presentations at state or national conferences
- Collaborative publications between program faculty and/or students

A5 Assessment of learning outcomes and analysis of data for continual program improvement: external accreditation reports, university assessment reports, data collection methodology of key program assessments

NEED

B1 Need and/or Demand for Program Enrollment numbers since the last review, graduate application ratio, extent that the program meets community and/or societal needs

RESOURCES

C1 Essential resources may include a listing of resources provided for the students in the program including; library materials, labs, financial support as graduate assistantships, scholarships. It may also include enough faculty for programming, ability to market program, resources to help support distance education opportunities.

C2 Diversity of faculty and students: demographic information, search committee records