

Program name	Evaluator name		Date			
DIMENSION		METRIC	EXCEL	SATIS	PROB	
PROGRAM STRUCTURE	1.	<p>Innovation and vision: Program questionnaire (see Exhibit 1)</p> <p>Explanation: Has the home department recently moved in new directions through faculty hires in fields or areas that are new to the department? Does the department have a vision of what its areas of strength are and what areas should be developed in the future? Does the graduate program reflect these changes, and is the program integrated into the department's vision?</p> <p>Comments:</p>				
	2.	<p>Milestones: Program questionnaire (see Exhibit 2)</p> <p>Explanation: Does the program have well-defined milestones with clear guidelines on how and when they are completed, and the consequences of not completing them in a timely manner?</p> <p>Comments:</p>				
QUALITY	3.	<p>Selectivity: % of applicants admitted (see Exhibit 3)</p> <p>Explanation: Is this program highly selective of applicants compared to the overall level of selectivity in the program's area (Humanities, Life Sciences, Physical Sciences, Social Sciences) at Brown? Has the program become more selective over time (i.e. has the percentage of admitted applicants been declining)?</p> <p>Comments:</p>				
	4.	<p>Yield: % of admitted applicants who come to Brown (see Exhibit 3).</p> <p>Explanation: Does a high percentage of the applicants who are admitted to the program decide to come to Brown compared to the overall yield in the program's area? Has this percentage (yield) been increasing over time?</p> <p>Comments:</p>				
DIVERSITY	5.	<p>Minority Student Representation: % of minority students in the program and recruitment strategy (see Exhibits, 4, 5, 1).</p> <p>Explanation: Does the percentage of minority students in the program compare favorably with the overall percentage in the program's area? Does the home department have a recruitment strategy for increasing the number of minority students?</p>				

EXCELLENT: Compares favorably to the overall level for the metric in the program's area, and is an exemplary program on the metric.

SATISFACTORY: Is comparable to the overall level for the metric in the program's area.

PROBLEMATIC: Compares unfavorably to the overall level for the metric in the program's area, and needs improvement on the metric.

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	Comments:			
	<p>6. Balance of International & Domestic Students: % of international and domestic students in the program (see Exhibits 4, 5, 1). Explanation: Are the relative percentages of international and domestic students comparable to the overall percentages in the program's area? Does the home department have a recruitment strategy for increasing the number of international or domestic students to create a more diverse student population?</p>			
	Comments:			
APPOINTMENTS AND FUNDING	<p>7. External Fellowships: % of currently enrolled students in the program who received an external fellowship during the last academic year (see Exhibit 6). Explanation: Does a higher percentage of students in this program obtain external fellowships compared to the overall percentage of external fellowships in the program's area?</p>			
	Comments:			
	<p>8. Research and Teaching Experiences: Relative percentages of students supported as RA's and TA's (see Exhibit 6). Explanation: Are students getting a good mix of research and teaching experience in the program?</p>			
	Comments:			
	<p>9. Student Originated External Support: % of student financial support obtained from external fellowships (see Exhibit 7). Explanation: Does a higher percentage of student support in this program come from external fellowships compared to the overall percentage in the program's area?</p>			
	Comments:			

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	10.	Faculty Originated External Support: % of student financial support obtained from external research grants (see Exhibit 7). Explanation: Does a higher percentage of student support in this program come from faculty research projects compared to the overall percentage in the program's area? Comments:		
	11.	Funding Mix: Relative percentages of Graduate School and externally generated support (see Exhibit 7). Explanation: Does the program generate a greater percentage of external support compared to the overall percentage in the program's area? (Is it a program that is not heavily reliant on the Graduate School for funding support relative to other programs in the area?) Comments:		
	12.	Training Programs: Program questionnaire (see Exhibit 1). Explanation: Are there any training grants currently funded, in progress, or planned? Comments:		
	13.	Faculty Research Grants: Ratio of faculty external research dollars to FTE effort in the department (see Exhibit 7). Explanation: Is the ratio of faculty research dollars to FTE effort higher than the overall ratio in the program's area? Comments:		
INSTRUCTIONAL CONTRIBUTION TO THE UNIVERSITY	14.	Teaching Assistantships: Ratio of total enrollments in home department courses to program TA's (see Exhibit 8 and Exhibit 6). Explanation: Is the ratio of students in courses (taught by the home department) to TA's comparable to the overall ratio in the program's area? Is the number of dissertation fellowships balanced well with the need for teaching in the home department? (Examples of a poor balance are: the ratio of students to TA's is very high because many graduate students are receiving GS dissertation fellowships, or the ratio of students to TA's is very low because few or no graduate students are receiving GS dissertation fellowships).		

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EFFECTIVENESS	15.	Program Capacity: Ratio of graduate students in the program to FTE effort in the home department (see Exhibit 8). Explanation: Is the ratio of graduate students in the program to FTE effort comparable to the overall ratio in the program's area? (Examples of a potential problematic program is where: the ratio is very high, suggesting too many students per FTE, or the ratio is very low, suggesting not enough students per FTE).			
		Comments:			
	16.	Student Satisfaction: measured on Graduate Student Satisfaction Survey (see Exhibit 9). Explanation: Does the level of satisfaction among students compare favorably to the overall level of satisfaction among students in the program's area?			
		Comments:			
17.	Completion Rate: % of in-coming cohorts who eventually complete the PhD (see Exhibit 10). Explanation: Does a higher percentage of entering students in this program eventually complete the PhD compared to the overall percentage of students completing PhD's in the program's area? Has the completion rate been improving over time? Is the attrition rate higher than the overall attrition rate in the program's area?				
	Comments:				
18.	Median Time to Completion: (see Exhibit 10). Explanation: Is the median time to completion lower than the overall median in the program's area? Has the median time to completion been declining?				
	Comments:				

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