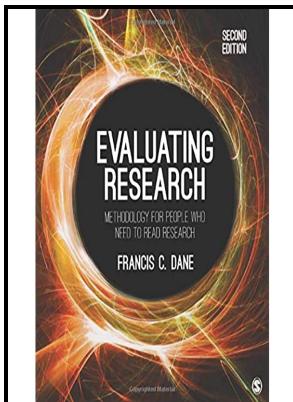


Assessing research-doctorate programs - a methodology study

The National Academies Press - NRC Assessment FAQ



Description: -

- Humanities -- Study and teaching (Higher) -- United States -- Evaluation
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 Assessing research-doctorate programs - a methodology study
 -Assessing research-doctorate programs - a methodology study
 Notes: Includes bibliographical references (p. 65-66)

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NRC Assessment of Doctorate Programs < UGA Graduate School

This report identifies promising program and effective strategies that have the highest potential return on investment for the nation by increasing the quantity and quality MSI STEM graduates. The review comments and draft manuscript remain confidential to protect the integrity of the deliberative process. Recommendation 3: The presentation of reputational ratings should be modified so as to minimize the drawing of a spurious inference of precision in program ranking.

NRC Assessment of Doctorate Programs < UGA Graduate School

The Committee considered the naming of broad categories of fields and made recommendations on changes in nomenclature for the next report. The 500 resulting rankings are ordered from best to worst, and the bottom five percent and top five percent are dropped.

Assessing research

International Standard Book Number 0-309-09058-X Book International Standard Book Number 0-309-52708-2 PDF Library of Congress Control Number 2003113741 Additional copies of this report are available from the National Academies Press, 500 Fifth Street, N. The data from the assessment, along with data from other sources, are available free-of-charge on , a public website where students and others can obtain rankings of programs based on their own choice of characteristics and relative weights for those characteristics. ABERLE, University of Wisconsin-Madison RICHARD ATTIEH, University of California-San Diego GEORGE BUGLIARELLO, Polytechnic University LEONARD K.

Assessment of Research Doctorate Programs Testimony Delivered to NRC Committee

In particular, it was asked to identify measures of scholarly productivity, funding, and research infrastructure, which could be field-specific if necessary, as well as demographic information about faculty and students, and characteristics of the educational environment—such as graduate student support, completion rates, time to degree, and attrition. News and World Report, their last report, Research Doctorate Programs in the United States: Continuity and Change 1995 received a great deal of criticism for its use of similar reputational survey data.

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