AGENDA
Graduate Council Program Review Committee
September 24, 2008
Millican Hall 243

Welcome and introduction of members

Review of meeting schedule

Purpose of Program Review Committee

Annual progress report for doctoral students
(Need by January, 2009)

Review of Current Program Review Process
(Need by November, 2008)

Review and evaluation of new programs
Health Care Informatics – MS (Fall 2008)

Review of credentials of new graduate faculty & those in programs slated for review.
(Begin fall 2009)

Other business?

Adjournment

Committee Members

Kenneth Adams, COHPA
TBD, COM
Tosha Dupras, COS
Richard Harrison, Libraries
Robert Jones, CAH
Alain Kassab, CECS
Patrick LiKam Wa, COP
Walter Milon, CBA
Anne Norris, CON
H. G. Parsa, RCHM
Stephen Sivo, COE
Max Poole, Liaison for GS
Patricia Bishop, Ex Officio for AA

DRAFT   PROPOSED QUESTIONS TO BE ANSWERED BY CONSULTANT   IN UCF PROGRAM   REVIEW   (FOR DISCUSSION ONLY)   DRAFT

2009 -2010 Program Review

Consultant Graduate Program Review

Section I: Summary

Provide a brief executive summary of major findings for this graduate program.

Section 2: Program Goals and Curriculum

Please evaluate and comment about:

  A. Program Goals
- Clarity of the program goals, objectives, and rationale and whether program is meeting these goals and objectives.
- Appropriateness of curriculum in fulfilling program goals.
- Appropriateness of training as measured by the placement of program graduate and your perception of regional/state/national needs for graduates of the program.
- Are there unique opportunities in the program such as research or training opportunities, interdisciplinary components that you have identified?

  B. Curriculum
- Are the number of required courses appropriate?
- Are courses available to students when they need them?
- How well does the program incorporate into the curriculum appropriate software tools and state-of-the-art technology?

Section 3: Students

Please evaluate and comment about:
  A.   Student enrollment
- Is the program attracting high-quality graduate students?
- Are enrollment levels in the graduate program sufficient or excessive given the faculty size?
- Is the diversity (gender and ethnicity) of student body appropriate?

  B. Student mentoring

9/24/2008

- Are students being challenged?
- Are the students getting the advising and support that they need?
- Comment on the overall administration of the program as it relates to students. Comment on the adequacy, appropriateness, and clarity of the program guidelines as to mentoring, selction of research (or studio) preceptors, overall supervision, and requirements for students completing the program.
- Comment on the morale and perceptions of the students as related to the program, the Graduate College and the University.

C. *Student accomplishments*
   Student accomplishments
- If a doctoral program, do the dissertations reflect the quality normally seen? Link to ETD's at www.xxx.xxx.
- Are student accomplishments (e.g., papers presented and published, awards won, and position of first employment) indicative of a quality graduate program?

D. *Student support*
- Is there sufficient support (e.g., faculty, resources, advising, and infrastructure) for students to succeed?
- How does the department engage and socialize the students into their discipline?
- Evaluate and comment on attrition and time to degree.

E. *Student Development*
   Communication with Students
- Does the program have a formal recruitment plan?
- Are academic requirements clearly written, readily available, and understood?

F. *Mentoring*
- Does the department provide sufficient levels of advisement, mentoring, and professional development for its students?

Section 4. *Evaluation of intended student learning outcomes*
Please evaluate and comment about:
- Please rate the quality of the student learning outcomes in the program's assessment plan.

- Comment on the plan's stated intended student learning outcomes. (Provide feedback on the appropriateness of the learning outcomes. For any learning outcome that does not seem appropriate, please provide suggestions.)
- How is UCF's institutional effectiveness process (i.e., student outcomes assessment) used to improve the program?

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Section 5. Faculty and Facilities
Please evaluate and comment about:

A. Faculty
- Evaluate and comment on the ability of the graduate faculty to provide instruction, supervision and outstanding research opportunities to students.
- Evaluate and comment on the overall research strength of the graduate faculty compared to faculty in similar programs at peer institutions.
- Evaluate and comment on the morale and collegiality of the graduate faculty, and any impact that these traits are having on the students or the program.

B. Facilities
- Evaluate and comment on the adequacy of the following facilities to support the program:
- Laboratory and studio facilities
- Equipment
- Library resources
- Computer resources
- Office and classroom space
- Overall environment in regard to contributing to the intellectual development of students and faculty

Section 6. Conclusions and Recommendations

- How would you rate this program in comparison to similar programs at comprehensive state research universities: top 25 percentile? middle 50th percentile? bottom 25 percentile?
- What two things did you find more commendable about the program?
- What two things were of the greatest concern to you about the program?
- What major changes would you recommend?
- What, in your opinion, is the maximum student capacity of the program relative to the current intramural and extramural funding, the available facilities, and the capability of the graduate faculty to provide competent instruction and supervision to the students in both the classroom and in research (and studio) activities.
- Should the program be continued based on the variables that you evaluated in this report?

CURRENT QUESTIONS USED IN CONSULTANT'S REPORT FOR UCF PROGRAM REVIEW

1. Provide a brief executive summary of major findings for this Graduate program

2. **Analysis of Graduate Program**

a. Curriculum

   Questions and issues to be addressed:
   Is the curriculum appropriate and current?
   Are the number of tracks and required courses appropriate?
   Does the curriculum provide the basis for a strong core education in the discipline?
   Does the curriculum provide strong research training (if appropriate)?
   Are there opportunities for interdisciplinary curriculum that might be pursued?
   Are courses available to students when they need them?
   Does the curriculum respond to other disciplines' needs (if appropriate)?
   How well does the program incorporate into the curriculum appropriate software tools and state-of-the-art technology?
   List strengths (Formatting Suggestions) & List weaknesses

b. Student Body

   Questions and issues to be addressed:
   Is the program attracting high quality graduate students?
   Are enrollment levels in the graduate program sufficient or excessive given the faculty size?
   Is the diversity (gender and ethnicity) of student body appropriate?
   Are students being challenged?
   Is there any indication of grade inflation?
   Does the department reach out to alumni?
   Are the students getting the advising and support that they need?
   List strengths   & List weaknesses

c. Student accomplishments

   Questions and issues to be addressed:
   Are student accomplishments (e.g., papers presented and published, awards won, and position of first employment) indicative of a quality graduate program?
   Do the dissertation titles and topics indicate scholarship that addresses subjects considered important?
   Is there sufficient support (e.g., faculty, resources, advising, and infrastructure) for students to succeed?
   Are graduate students engaged, involved, and appropriately socialized into their discipline?
   How does the department try to engage the students?
   List strengths
   & List
   weaknesses

d.   <u>Procedures</u>

Questions and issues to be addressed:
Does the program have a formal recruitment plan?
Are the procedures for selection and support of graduate assistants appropriate?
Are the general examination procedures appropriate, clearly written, readily available, and understood?
Are the procedures for advisement of graduate students and record keeping adequate?
Does the department provide sufficient levels of advisement, mentoring, and professional development for its students?
How is UCF's institutional effectiveness process (i.e., student outcomes assessment) used to improve the program?
Are academic requirements clearly written, readily available, and understood?

3. **Evaluation of intended student learning outcomes** (Refer to <u>Assessment Plan for 2003-2004</u> and <u>UCF Assessment Handbook, Chapter 4</u>)

Student learning outcomes in the plan are

○   Acceptable (Meets all applicable <u>criteria</u>.)

○   Acceptable, but needs additional work on one or more of the <u>criteria</u> (Outcomes generally state what student should learn, but are not specific, e.g., do not distinguish specific skills, knowledge or behavior.)

○   Unacceptable (Do not meet applicable criteria.)

Comments on the plan's stated intended student learning outcomes
(Please provide feedback on any learning outcome. For any learning outcome that does not meet applicable criteria, please provide suggestions.)

4. **Reputation**
Questions and issues to be addressed:
Is this program recognized within its professional community for the quality of its contributions? If so, in what areas?
Are major avenues for building the reputation of the program being used appropriately? Can you recommend ways to build the reputation?
How would you rate this program in comparison similar programs at comprehensive state research universities: top 25 percentile? middle 50th percentile? bottom 25 percentile?
Would you advise a student to major in this program and department?
List strengths
List weaknesses

5. Overall Analysis and Recommendations for the program (<u>Formatting Suggestions</u>)
Questions and issues to be addressed:
What areas of strength should be promoted?
What weak areas should be addressed?
Suggest changes in direction, if applicable