

Graduate Program Review Committee of the Graduate Council
Teaching Academy (TA 420B)
10 – 11:30 am
October 9, 2009

AGENDA

Introduction of members

Purpose of committee

Discussion of accepting new committee responsibility for making following awards:

Excellence in Graduate Teaching (faculty award)

Excellence in Teaching by a Graduate Teaching Associate (student award)

Excellence in Teaching by a Graduate Teaching Assistant (student award)

Outstanding Dissertation (student award)

Outstanding Master's Thesis (student award)

Innovative Thesis or Dissertation (student award)

Review of last year's major achievements

Annual Review of Doctoral Graduate Students

Modifications to University Program Review Template

Review of University Program Review Process

Begin discussion of criteria for reappointment to graduate faculty

Adjournment

FUTURE MEETING DATES (All at 10 am in TA 420B)

October 9

October 23

November 6

November 20

December 11

COMMITTEE MEMBERS

Ahmad Elshennawy (CECS)

Anne Norris (CON)

Tony Zervos (COM)

David Ratusnik (COHPA)

H.G. Parsa (RCHM)

Harry Wegner (COS)

Patrick LiKamWa (COP)

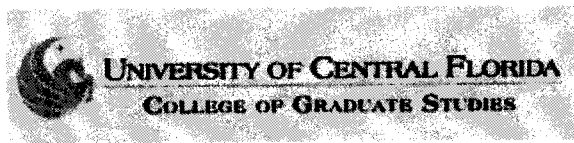
Parveen Wahid (CECS)



Paul Dombrowski (CAH, Chair of Committee)

Richard Gause (Libraries)

Steven Sivo (CED)

Max Poole (Ex Officio, College of Graduate Studies)



 Close
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GRADUATE STUDENTS >> CURRENT STUDENTS >> ACADEMICS

» Graduate Awards

Awards for Excellence in Graduate Teaching and Research

Apply Online!

Forms & Files

Useful Links

FAQs

UCF sponsors awards for excellence in graduate student teaching and for excellence in thesis and dissertation research. University-level award winners will receive \$1,000 cash awards. Additional information regarding the application/nomination process is available from your Graduate Program Director.

Award for Excellence by a Graduate Teaching Assistant

This award recognizes excellence by Graduate Teaching Assistants (GTAs) who are responsible for a laboratory or other similar teaching assignment under the direction of a faculty member who serves as the instructor of record. It focuses on the quality of the assistance provided by the GTA to the lead instructor and students in the class.

Award for Excellence in Graduate Student Teaching

This award recognizes excellence in teaching by Graduate Teaching Assistants (GTAs) who have independent teaching responsibilities. It focuses on the quality of the student's teaching activities and the academic contributions to those activities.

Award for the Outstanding Master's Thesis

This award recognizes excellence in the master's thesis. It focuses on the quality and contribution of the completed master's thesis.

Award for the Outstanding Dissertation

This award recognizes excellence in the doctoral dissertation. It focuses on the quality and contribution of the completed dissertation.

Innovative Thesis or Dissertation Award

This award recognizes excellence in cutting-edge use of technology in theses and dissertations.

Order of Pegasus

This selective program recognizes exemplary performance by graduate students in the areas of academic achievement, professional or community service, leadership, and publication or research experiences. Because of the breadth of accomplishments required for this award, the Order of Pegasus is the most prestigious and significant student award that can be attained at the university. For more information, visit the Order of Pegasus website.

PAGE CREATED: 10/07/2003 / LAST UPDATED: 12/15/2008

PREV: Academic Progress

NEXT: Transfer of Credits

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 Questions? Contact webmaster.

Personnel

UCF University Program Review 7 Year Cycle

College	Official BOG Program Name	UCF Program Name	CIP	Degree/Track	Cycle	Last Review	Year Program Was Approved	Review Calendar						Accreditation			Program Review External Consultant Required for Next Program Review		
								2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Yes	In progress	No	Next Visit Date	Yes
CON	Nursing/Registered Nurse	Nursing	51.1601	B.S.N.	3	2002-03	1979	X							X			X	
CON	Nursing/Registered Nurse	Nursing	51.1601	M.S.N.	3	2002-03	1995	X							X			X	
CON	Nursing Science	Nursing	51.1608	Ph.D.	3	NA	2003	X							X			X	
CON	Nursing/Registered Nurse	Nursing	51.1601	D.N.P.	3	NA	2007	X							X			X	
COHPA	Health Sciences	Health Sciences-Athletic Training	51.0000	B.S.	3	2002-03	1998	X							X			X	
COHPA	Health Sciences	Health Sciences	51.0000	M.S.	3	2002-03	1983	X							X			X	
COHPA	Health Services Administration	Health Services Administration	51.0701	B.S.	3	2002-03	1991	X							X			X	
COHPA	Health Care Informatics	Health Care Informatics	51.0706	M.S.	3	NA	2009	a							X			X	
COS	Mathematics, General	Mathematics	27.0101	B.S.	3	2002-03	1967	X							X			X	
COS	Applied Math/Math Sciences	Mathematical Science	27.0301	M.S.	3	2002-03	1971	X							X			X	
COS	Applied Math/Math Sciences	Mathematics	27.0301	Ph.D.	3	2002-03	1993	X							X			X	
COS	Statistics	Statistics	27.0501	B.S.	3	2002-03	1967	X							X			X	
COS	Statistics	Statistical Computing	27.0501	M.S.	3	2002-03	1983	X							X			X	
COS	Chemistry	Chemistry	40.0501	B.S.	3	2002-03	1967	X							X			X	
COS	Chemistry	Chemistry	40.0501	Ph.D.	3	NA	2003	X							X			X	
COS	Chemical Sciences/Industrial Chemistry	Industrial Chemistry	40.0599	M.S.	3	2002-03	1973	X							X			X	
COS	Physics	Physics	40.0801	B.S.	3	2002-03	1967	X							X			X	
COS	Physics	Physics	40.0801	M.S.	3	2002-03	1984	X							X			X	
COS	Physics	Physics	40.0801	Ph.D.	3	2002-03	1989	X							X			X	
COS	Forensic Science	Forensic Science	43.0106	B.S.	3	2002-03	1972	X							X			X	
COS	Forensic Science	Forensic Science	43.0106	M.S.	3	na	2004	X							X			X	
COS	Actuarial Science	Actuarial Science	52.1304	B.S.	3	na	2002	X							X			X	
CBA	Economics	Economics	45.0601	B.A.	3	2002-03	1967	X							X			X	
CBA	Economics	Economics	45.0601	Ph.D.	3	na	2005	X							X			X	
CBA	Business, General	General Business Administration	52.0101	B.S.B.A./B.A.B.A.	3	2002-03	2005	X							X			X	
CBA	Business, General	Business Administration	52.0101	M.B.A.	3	2002-03	1969	X							X			X	
CBA	Business Administration & Management	Management	52.0201	B.S.B.A.	3	2002-03	1967	X							X			X	
CBA	Business Administration & Management	Management	52.0201	M.S.M.	3	2002-03	1965	X							X			X	
CBA	Business Administration & Management	Business Administration	52.0201	Ph.D.	3	2002-03	1986	X							X			X	
CBA	Accounting	Accounting	52.0301	B.S.B.A.	3	2002-03	1967	X							X			X	
CBA	Accounting	Accounting	52.0301	M.S.M.	3	2002-03	1965	X							X			X	
CBA	Business Managerial Economics	Business Economics	52.0601	B.S.B.A.	3	2002-03	1967	X							X			X	
CBA	Business Managerial Economics	Economics	52.0601	M.S.	3	2002-03	1971	X							X			X	
CBA	Finance, General	Finance	52.0801	B.S.B.A.	3	2002-03	1967	X							X			X	
CBA	Management Information Systems and Business Administration	Management Information Systems	52.1201	B.S.B.A.	3	2002-03	1999	X							X			X	
CBA	Management Information Systems and Business Administration	Management Information Systems	52.1201	M.S.	3	NA	2002	X							X			X	
CBA	Marketing Management	Marketing	52.1401	B.S.B.A.	3	2002-03	1967	X							X			X	
CBA	Real Estate	Real Estate	52.1501	B.S.B.A.	3	NA	2006	X							X			X	
CBA	Taxation	Taxation	52.1601	M.S.T.	3	2002-03	1987	X							X			X	
CBA	Sport Business Management	Sport Business Management	31.0504	M.S.B.M.	3	NA	2002	X							X			X	

Annual Review of Doctoral Students
(As recommended by the Program Review Committee of the UCF Graduate Council on February 18, 2009)

Intent: It is recommended that all doctoral students at the University of Central Florida receive a formal annual review of their progress to degree in the spring of each year. This has long been recognized as a best practice in many graduate-level intensive universities where doctoral students routinely receive such a formal evaluation. The primary value of such an evaluation is to annually “benchmark” the progress of each student to their degree against which such progress can be measured in subsequent years, and to clearly define goals for the coming year. This evaluation should ideally offer encouragement to all students by discussing their past performance and offering guidance and expectations for their future. The evaluation will document the progress of students that have excelled in the past year, and also document the lack of progress by other students which may require changes in their program or perhaps even dismissal. (NOTE: Due to the wide diversity found in the curricula of our masters programs, an annual review for masters students is optional and left to the discretion of each masters program.)

Although it is thought that most UCF doctoral students receive some informal feedback from advisors throughout the year, it is noted that such feedback is seldom recorded and thus has questionable value when issues arise about the actual progress of the student. It is also recognized that students may seldom meet with their advisor in some doctoral programs, and such a review would assure feedback to the student at least once per year. While course grades are one form of measuring progress, doctoral programs that are research-focused encompass more than course work and usually require a more subjective evaluation of a student’s progress than grades can provide. Therefore a formal annual review that records the subjective evaluations is also necessary to document student progress. In addition, annual reviews are becoming expectations by funding agencies as found in the most recent audit of a UCF school by the Department of Energy.

Components of the review: It is recommended that an effective annual review should involve a discussion by the student and his/her advisor of the student’s accomplishments in the past year, and the student’s goals for the coming year. The review would ideally discuss student accomplishments such as courses taken (including grades) in the past year; program exams taken in the year; student research progress in the past year ; publications either submitted or published in the past year; presentations at disciplinary or professional meetings; and any other professional achievements not covered in the above categories. In addition, the review would ideally discuss the goals for the coming year such as completing program exams, taking specified courses, internships etc, and defining the annual research goals of the student .

The review process: It is recommended that all doctoral programs devise their own mechanism of reviewing their students with the stipulation that all doctoral student annual reviews provide an evaluation of the student’s past annual performance and an indication of the goals expected in the coming year. It is also expected that the programs develop a standardized review form to be used for all

of their students. The completed review form is to be maintained in the student's program (or departmental) file and be readily available for review by the appropriate members of the graduate program such as dissertation research committee members, the program director, departmental chair, the student's advisor, program graduate committee members, etc.

Suggested review process: It is suggested that the primary responsibility for scheduling the review meeting should lie with the student, who will schedule an appointment with his/ her major advisor (or assigned advisor) in a period of the spring semester as determined by the program. The student will then complete the sections of the reporting form that covers his/her past accomplishments and future goals. At the appointed time the student brings the form to the meeting with his/her advisor and discusses the student's past performance and future goals using the information provided by the student on the form. Any changes in the goals should be documented by notations on the form and initialed by the student. The advisor will then provide an assessment (perhaps using a scale) about the research progress made in the year and provide any other comments about the student and his/ her satisfactory progress. Please note that these comments could relate to academic & professional integrity, competence, or collegiality of the student, and any other factor that, in the opinion of the advisor, may affect the progress of the student to his/her degree. At the conclusion of the meeting, the major advisor will sign the form and send it to the program director directly. The student can request and receive a copy of the signed form from the program director. It is suggested that the student then forward a copy of the form to his/her dissertation research committee members once the committee is formed for the student.

Suggested annual review report form: A example annual review report form is provided below as a guide to the program in developing their own form. It is noted that the student completes most of this form prior to meeting with their assigned reviewer.

UCF Academic Program Review

Program Review: **Business Administration - Ph.D.**

Program Self Study

Business Administration - Ph.D.

Institutional Research provided Program Data

Submission Date: **Not yet submitted**

Submitted By: **N/A**

Updated Date: **Not yet updated**

Updated By: **N/A**

Summary Analysis Evaluation Reputation Recommendations View/Submit

Submit

Section 1. Summary

Provide a brief executive summary of major findings for this graduate program. Also, list major strengths and weaknesses.

Top

Section 2. Analysis of Graduate Program

Program Goals & Curriculum

Clarity of the program goals and objectives, and how well the program is meeting these goals and objectives.

Appropriateness of the program goals as measured by the placement of program graduates and your perception of the disciplinary and professional trends for graduates of similar programs.

Unique opportunities for research, or training that our program should embrace. Pay special attention to interdisciplinary opportunities that our program should consider.

Appropriateness of the curriculum in fulfilling the program goals.

Number of required courses and the balance between coursework and research (e.g. too many or too few courses, etc).

Availability and timeliness of courses required in the program.

Incorporation of the latest pedagogical and/or technological innovations into the curriculum.

Sufficiency of the amount of professional development, teaching and/or research opportunities provided by the program.

Features that distinguish this curriculum from the curricula of similar programs at other institutions.

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**List weaknesses*****Student enrollment, recruitment, and retention***

Ability of the program to attract high-quality graduate students.

Enrollment levels in the graduate program compared to the faculty size and composition.

Is the program attracting high-quality graduate students?

Diversity (gender and ethnicity) of student body in the program.

Attrition and time to degree in the program.

Does the program have a formal recruitment plan?

Effectiveness of the program's recruitment plan.

List strengths**List weaknesses*****Student perceptions and viewpoints***

Students' perception of the overall administration of the program.

Students' perception of the quality and amount of mentoring they are receiving.

Students' perception of rigor of the program.

Students' current perception of the program when compared to their initial expectations upon entering the program.

Students' morale and perceptions as related to the academic and collegial atmosphere of the program.

List strengths**List weaknesses*****Student accomplishments***

Quality of the dissertations, if a doctoral program, as compared to those produced in quality programs in the discipline.

Student accomplishments (e.g., papers presented and published, awards won, and position of first employment) as an indicator of a quality graduate program.

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*****Student academic and financial support***

Quality of the graduate program handbook and other guidance materials provided to the students.

Program's process for the selection of research (or studio) preceptors.

Effectiveness of the program's process for monitoring the student's progress to degree.

Number and amount of assistantships as compared to those normally found in quality programs of this size in the discipline.

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?

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?

Are academic requirements clearly written, readily available, and understood?

List strengths

List weaknesses

Faculty

Competence (including scholarship and qualifications) of the graduate faculty to provide instruction, advising, mentoring, and outstanding research guidance and opportunities to their students.

Overall research strength of the graduate faculty compare to faculty members in quality programs in the discipline.

Amount of time and resources that the graduate faculty receive for mentoring students, research, and their own professional development.

Morale and collegiality of the graduate faculty, and any impact that these traits are having on the students or the program.

List strengths

List weaknesses

Facilities

Evaluate and comment on the adequacy of the following facilities to support the program:

Laboratory and/or studio facilities

Equipment

Library resources

Computer resources

Office and classroom space

List strengths

List weaknesses

Top

Section 3. Evaluation of intended student learning outcomes

Please evaluate and comment about the:

Quality of the student learning outcomes in the program's assessment plan.

Effectiveness of the program in using the UCF institutional effectiveness process (i.e., student outcomes assessment) to improve the program?

Top

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 to 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

Top

Section 5. Overall Analysis and Recommendations

How would you rate this program compared to quality programs in the discipline?

How was the overall atmosphere of the program as it relates to contributing to the intellectual development of students and faculty?

Please identify up to three things that you found commendable about the program?

Please identify up to three things that were of 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 resources of the program (including intramural and extramural funding), the available facilities, and the ability of the graduate faculty to provide competent instruction, advising, and mentoring to the students in the program?

Which of the above factors was most important in your determination?

What recommendations do you have for the future direction of the program?

Comments

**DRAFT : Doctoral Student Progress To Degree
Annual Review Reporting Form**

(All information is to be completed by the student prior to meeting with the advisor,
except for the advisor section below)

First Name	Last Name:
Expected Date of Graduation:	Year & Term Admitted
Current email address:	PID:

PROGRESS TO DEGREE in the current academic year (Summer 2008 – spring 2009)

Qualifying Exam Attempted (List all dates)	Candidacy Exam Attempted (list all dates)
Date Exam Passed:	Date Exam Passed:
Courses attempted in last year , semester & grades:	6.
1.	7.
2.	8.
3.	9.
4.	10.
5.	11.

Estimate of percent of Dissertation Research Completed _____%

Brief Description of Research Progress (Including non-dissertation research performed in rotations, classes, etc) :
Publications & Presentations (submitted or published)
Other professional achievements of note:

FUTURE GOALS of the next academic year (Summer 2009 - spring 2010)

Briefly list research goals
List courses to be taken & semesters
Briefly list other professional goals

**DRAFT : Doctoral Student Progress To Degree
Annual Review Reporting Form**

(All information is to be completed by the student prior to meeting with the advisor,
except for the advisor section below)

STUDENT CONCERNS about past-performance, future goals, or other issues that may affect progress to degree

--

Signature of student _____ Date _____

ASSESSMENT OF STUDENT'S PROGRESS TO DEGREE (To be completed by advisor)

Academic progress to date (circle rating): Improvement Poor N/A	Excellent	Satisfactory	Needs
Research progress to date (circle rating): Improvement Disappointing N/A	Exceptional	Satisfactory	Needs
Future Goals as presented by student (circle rating): Needs additional rigor	Very ambitious	Realistic	
Advisor's Comments:			

Advisor's Name (Printed) _____ Signature _____
Date _____

UCF Program Review
Proposed Consultant's Report for Graduate Program Review

Section 1: Summary

(Please limit to one page)

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

Section 2: Program Goals

Please evaluate and comment about the:

- Clarity of the program goals and objectives, and how well the program is meeting these goals and objectives.
- Appropriateness of the program goals as measured by the placement of program graduates and your perception of the disciplinary and professional trends for graduates of similar programs.
- Unique opportunities for research, or training that our program should embrace. Pay special attention to interdisciplinary opportunities that our program should consider.

Section 3: Curriculum

Please evaluate and comment about the:

- Appropriateness of the curriculum in fulfilling the program goals.
- Number of required courses and the balance between coursework and research (e.g. too many or too few courses, etc).
- Availability and timeliness of courses required in the program.
- Incorporation of the latest pedagogical and/or technological innovations into the curriculum.
- Sufficiency of the amount of professional development, teaching and/or research opportunities provided by the program.
- Features that distinguish this curriculum from the curricula of similar programs at other institutions.

Section 4: Students

Please evaluate and comment about the:

A. *Student enrollment, recruitment, and retention*

- Ability of the program to attract high-quality graduate students.
- Enrollment levels in the graduate program compared to the faculty size and composition.
- Diversity (gender and ethnicity) of student body in the program.

- Attrition and time to degree in the program.
- Effectiveness of the program's recruitment plan.

B. Student perceptions and viewpoints:

- Students' perception of the overall administration of the program.
- Students' perception of the quality and amount of mentoring they are receiving.
- Students' perception of rigor of the program.
- Students' current perception of the program when compared to their initial expectations upon entering the program.
- Students' morale and perceptions as related to the academic and collegial atmosphere of the program

C. Student accomplishments

- Quality of the dissertations, if a doctoral program, as compared to those produced in quality programs in the discipline. Link to ETD's at www.xxx.xxx.
- Student accomplishments (e.g., papers presented and published, awards won, and position of first employment) as an indicator of a quality graduate program.

D. Student academic and financial support

- Quality of the graduate program handbook and other guidance materials provided to the students.
- Program's process for the selection of research (or studio) preceptors.
- Effectiveness of the program's process for monitoring the student's progress to degree.
- Program's efforts to engage and socialize the students into their discipline.
- Number and amount of assistantships as compared to those normally found in quality programs of this size in the discipline.

Section 5. Evaluation of intended student learning outcomes

Please evaluate and comment about the:

- Quality of the student learning outcomes in the program's assessment plan.
- Effectiveness of the program in using the UCF institutional effectiveness process (i.e., student outcomes assessment) to improve the program?

Section 6. Faculty and Facilities

Please evaluate and comment about the:

A. Faculty

- Competence (including scholarship and qualifications) of the graduate faculty to provide instruction, advising, mentoring, and outstanding research guidance and opportunities to their students.

- Overall research strength of the graduate faculty compare to faculty members in quality programs in the discipline.
- Amount of time and resources that the graduate faculty receive for mentoring students, research, and their own professional development.
- 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/or studio facilities
- Equipment
- Library resources
- Computer resources
- Office and classroom space

Section 7. Conclusions and Recommendations

- How would you rate this program compared to quality programs in the discipline?
- How was the overall atmosphere of the program as it relates to contributing to the intellectual development of students and faculty
- Please identify up to three things that you found commendable about the program?
- Please identify up to three things that were of 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 resources of the program (including intramural and extramural funding), the available facilities, and the ability of the graduate faculty to provide competent instruction, advising, and mentoring to the students in the program?
 - Which of the above factors was most important in your determination?
- What recommendations do you have for the future direction of the program?

Section 8. Additional questions submitted by the university that are unique to this program.