ACADEMIC PROGRAM REVIEW

graduate program CONSULTANT report

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| **Program** | Click here to enter text. |
| **Reviewer(s) name(s)** | Click here to enter text. |
| **Report author(s)** | Click here to enter text. |

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| **Instructions**Please offer your assessment of each item below considering, when appropriate, your knowledge of other public research institutions. While a few items solicit an open-ended response, most ask you to rate a particular characteristic of the program under review as exemplary, appropriate, or in need of improvement. At the end of each section, please elaborate on any items in that section identified as exemplary or in need of improvement. Additional comments are optional. You may offer recommendations for improvement on the topics covered in each section at the end of the respective section and/or you may provide all recommendations for program improvement in item 9.3 at the end of this document. |

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| SECTION 1: PROGRAM GOALS AND PLANNED STUDENT LEARNING OUTCOMES |

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|  | **Consultant Evaluation** |
| *Please evaluate the following:*In addition to the program self-study, you may wish to consult the student learning outcomes assessments in the Assessment Plans and Results folder on the UCF APR Google Drive. | Exemplary | Appropriate | Needs Improvement |  | Do Not Know | Not Applicable |
| **1.1** Program goals and objectives, including those related to planned student learning outcomes | [ ]  | [ ]  | [ ]  |  | [ ]  | [ ]  |

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| **Please elaborate if you identified item 1.1 as exemplary or in need of improvement. Other comments are optional.**Click here to enter text.**Recommendations, if any, in the area of program goals and planned student learning outcomes:**Click here to enter text. |

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| SECTION 2: PROGRAM COORDINATION, ADMINISTRATION, AND STUDENT SUPPORT |

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|  | **Consultant Evaluation** |
| *Please evaluate the following:* | Exemplary | Appropriate | Needs Improvement |  | Do Not Know | Not Applicable |
| **2.1** Program administrative and management structures to effectively run program (e.g., effectiveness of program coordination, process for monitoring students’ progress to degree, program handbooks, process for selecting preceptors/thesis advisors/research mentors/clinical supervisors) | [ ]  | [ ]  | [ ]  |  | [ ]  | [ ]  |
| **2.2** Student access to resources to support student success (e.g., advising, faculty members, appropriate technology) | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **2.3** Evaluate the composition of the current program advisory board (if applicable) to be able to benefit student preparation to meet industry needs | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

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| **Please elaborate if you identified any items in this section (2.1–2.2) as exemplary or in need of improvement. Other comments are optional.**Click here to enter text.**Recommendations, if any, in the area of program coordination, administration, and student support:**Click here to enter text. |

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| SECTION 3: CONTRIBUTING FACULTY AND GRADUATE ASSISTANTSHIPS |

|  | **Consultant Evaluation** |
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| *Please evaluate the following:* | Exemplary | Appropriate | Needs Improvement |  | Do Not Know | Not Applicable |
| **3.1** Quality of faculty member instruction | [ ]  | [ ]  | [ ]  |  | [ ]  | [ ]  |
| **3.2** Faculty member involvement of graduate students in research or other creative activity | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **3.3** Minimum faculty member qualifications required for teaching in the discipline(s)Please refer to the unit’s local policy document labeled *Faculty Teaching Qualifications Policy Statement (good practices in the discipline)*, located in the *Faculty Information* folder in the UCF APR Google Drive. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **3.4** If applicable, competence (considering scholarship and qualifications) among the graduate faculty members to provide instruction, advising, mentoring, research guidance and opportunities to graduate students | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **3.5** Numbers and proportionate mix of full-time and part-time faculty members to support program needs and goals | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **3.6** Faculty gender diversity | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **3.7** Faculty ethnic diversity | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **3.8** Other faculty diversity (please describe below) | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **3.9** Number and amount of GTA and/or GRA assistantships compared to those found in programs of similar size at other public research universities | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

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| **Please elaborate if you identified any items in this section (3.1–3.9) as exemplary or in need of improvement. Other comments are optional.**Click here to enter text.**Recommendations, if any, in the area of contributing faculty and graduate assistantships:**Click here to enter text. |

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| SECTION 4: PROGRAM DEMAND AND PRODUCTIVITY |

|  | **Consultant Evaluation** |
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| *Please evaluate the following:* | Exemplary | Appropriate | Needs Improvement |  | Do Not Know | Not Applicable |
| **4.1** Program’s ability to meet student demand for the major | [ ]  | [ ]  | [ ]  |  | [ ]  | [ ]  |
| **4.2** Enrollment levels relative to faculty size and composition | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **4.3** Program’s ability and responsiveness to meet the needs of other disciplines (e.g., program offerings that support other programs) | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **4.4** Program’s ability and responsiveness to meet local, regional, and national talent needs | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **4.5** Student time-to-degree in the program | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

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| **Please elaborate if you identified any items in this section (4.1–4.5) as exemplary or in need of improvement. Other comments are optional.**Click here to enter text.**Recommendations, if any, in the area of program demand and productivity:**Click here to enter text. |

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| SECTION 5: PROGRAM QUALITY |

|  | **Consultant Evaluation** |
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| *Please evaluate the following:* | Exemplary | Appropriate | Needs Improvement |  | Do Not Know | Not Applicable |
| **5.1** Criteria for program admission | [ ]  | [ ]  | [ ]  |  | [ ]  | [ ]  |
| **5.2** Quality and rigor of student learning outcome targetsRefer to the *Assessment Plans and Results* folder located in the APR Google Drive. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **5.3** Evidence of student learning consistent with stated program goals (including planned student learning outcomes) and discipline standards | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **5.4** Student licensure pass rates (if applicable) | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **5.5** Placement rates for graduates relative to disciplinary trends at other public research universities | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **5.6** Quality and rigor of any affiliated combination programs (if applicable, see self-study addendum); e.g., accelerated baccalaureate-to-master’s degrees, combination dual degrees, graduate degrees with external departments | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

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| **Student Perceptions of Their Overall Experience**Based on your interactions with students in the program, please indicate how you believe students in the program view the program in the following areas: |

|  | **Consultant Evaluation** |
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| *Please evaluate the following:* | Exemplary | Appropriate | Needs Improvement |  | Do Not Know | Not Applicable |
| **5.7** Students’ perception of the overall administration of the program | [ ]  | [ ]  | [ ]  |  | [ ]  | [ ]  |
| **5.8** Students’ perception of advising and mentoring | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **5.9** Students’ perception of program quality and rigor | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **5.10** Students’ perceptions of the academic and collegial atmosphere of the program | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **5.11** Students’ perceptions of the quality of and support infrastructure for online learning | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **5.12** Students’ perceptions of the quality of and support infrastructure at all instructional locations | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

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| **Please elaborate if you identified any items in this section (5.1–5.12) as exemplary or in need of improvement. Other comments are optional.**Click here to enter text.**Recommendations, if any, in the area of program quality:**Click here to enter text. |

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| SECTION 6: STUDENT CHARACTERISTICS AND QUALITY |

|  | **Consultant Evaluation** |
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| *Please evaluate the following:* | Exemplary | Appropriate | Needs Improvement |  | Do Not Know | Not Applicable |
| **6.1** Program’s ability to attract high quality students | [ ]  | [ ]  | [ ]  |  | [ ]  | [ ]  |
| **6.2** Incoming students’ credentials | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **6.3** Student gender diversity | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **6.4** Student racial/ethnic diversity | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **6.5** Other student diversity (elaborate below) | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **6.6** Quality of student accomplishments compared to similar programs at other public research universities (e.g., theses, dissertations, creative works, papers presented; awards won; quality of subsequent graduate and professional programs entered; employment)Refer to the *Student Works* folder located in the APR Google Drive as well as any additional student works you may have reviewed during your site visit. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **6.7** Program relationship with alumni | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

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| **Please elaborate if you identified any items in this section (6.1–6.7) as exemplary or in need of improvement. Other comments are optional.**Click here to enter text.**Recommendations, if any, in the area of student characteristics and quality:**Click here to enter text. |

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| SECTION 7: CURRICULUM, COURSE OFFERINGS, STUDENT ENGAGEMENT OPPORTUNITIES |

|  | **Consultant Evaluation** |
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| *Please evaluate the following:*In addition to the program self-study, you may wish to refer to the *Program Curriculum and Handbook(s)* folder on the UCF APR Google Drive. | Exemplary | Appropriate | Needs Improvement |  | Do Not Know | Not Applicable |
| **7.1** Current curriculum’s alignment with program goals | [ ]  | [ ]  | [ ]  |  | [ ]  | [ ]  |
| **7.2** Design of core courses to provide students a solid foundation in the discipline | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **7.3** Availability and timeliness of required courses | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **7.4** Adequacy of student professional development opportunities (e.g., research, clinical experience, student teaching) | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **7.5** Balance between coursework and research, practica, independent study, etc., (e.g., too many or too few courses) | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **7.6** Overall quality and rigor of current curriculum | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **7.7** Degree to which the program’s course/activity/experiences sequence is appropriate to achieve the program’s outcomes and student learning objectives | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

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| **Please elaborate if you identified any items in this section (7.1–7.7) as exemplary or in need of improvement. Other comments are optional.**Click here to enter text.**Recommendations, if any, in the area of curriculum, course offerings, and student engagement opportunities, including any specific suggestions to further enhance the curriculum (e.g., reduce redundancy, revise or add courses, internationalize curriculum, add interdisciplinary components, expand high-impact practices):**Click here to enter text. |

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| SECTION 8: COMPARATIVE ADVANTAGE |
| **8.1 If applicable, please identify features that distinguish the program from similar programs at other institutions (e.g., curriculum, faculty member expertise, student engagement opportunities)** |
| Click here to enter text. |
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| **8.2 Does the program fit a disciplinary niche? If so, please elaborate.** |
| Click here to enter text. |
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| **8.3 Please discuss the program’s potential for achieving discipline (re)accreditation or (re)certification, if available.** |
| Click here to enter text. |
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| **8.4 If appropriate, please identify one or more programs in the field that provide(s) an exemplar curricular model and/or student outcomes that the program would benefit from reviewing.** |
| Click here to enter text. |

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| SECTION 9: ANALYSIS AND RECOMMENDATIONS |
| **9.1 Please identify up to five areas of greatest program strength.** |
| Click here to enter text. |
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| **9.2 Please identify up to five areas of greatest concern for the program (e.g., program weaknesses, barriers, threats, unique vulnerabilities).** |
| Click here to enter text. |
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| **9.3 Please reflect on program centrality; cost and financial health; comparative advantage and distinctiveness; market need and student demand; and overall quality. Keeping these factors in mind, please offer your recommendations for program improvement considering each of the following, as appropriate:*** **improvements necessary for successful continuation of program operation (if applicable)**
* **improvements that are not resource intensive, but that are likely to enhance program quality**
* **improvements that, if resources permit, could help take the program to the next level of prominence (including program rankings) and/or help enhance performance key metrics identified in the university’s** [**collective impact strategic plan**](https://apq.ucf.edu/files/StrategicPlanning-Info-Item.pdf)
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| SECTION 10: EXECUTIVE SUMMARY |
| **In one to two pages, please provide your overall impression of the program, emphasizing key aspects of the review. As appropriate, contextualize your assessment in relation to best practices in the discipline of study, graduate education, the broader higher education landscape, and/or industry trends within the field.** |
| Click here to enter text. |