



## Academic Program Review (APR) Class of 2018-19 Graduate Program Self-study Report Template

Program:	
Program Director/Coordinator Name:	
Program Self-study Contact: <i>(if different from above)</i>	
Self-study Contact Email:	
Self-study Contact Phone Number:	

### Program Overview

#### Supplemental Information to Inform Reflection

- Summary of programming available online and at locations off the main Orlando campus

1. Provide a hyperlink to the program's mission or state it below. If the program's mission is identical to the department's mission, you may respond by simply saying so. (Note: program mission is a comprehensive statement that describes the purpose(s) of the program, including its main functions, activities, and stakeholders; it is included as a component of the program's institutional effectiveness student learning outcomes assessment plan)

2. Refer to the supplemental summary above and review the proportion of the program available online and the list of locations off the main Orlando campus where a substantial proportion of the program is offered face-to-face. Discuss any plans for reduction or expansion of online or off-campus program offerings, if applicable. Note any niche opportunities.

3. List competing program(s), particularly those within the State University System of Florida.

4. Describe any interdisciplinary and/or international aspects of the program. Consider the following:
  - a. interdisciplinary partnerships (internal or external)

- b. faculty cluster participation
- c. centers or institutes affiliations
- d. curricular aspects

**Contributing Faculty Overview**

**Supplemental Information to Inform Reflection**

1. Seven-year department trend data (faculty counts and FTE) <http://ikm.ucf.edu/academic-programs/program-review/>
2. *Contributing Faculty Activity Worksheet* completed by the department for the review
3. List of **noteworthy** awards and achievements accomplished by department faculty members since 2013
4. List of **significant** professional service activities undertaken by department faculty members since 2013
5. department/unit faculty workload policy
6. department/unit faculty annual evaluation standards and procedures
7. department/unit (or college) promotion and tenure criteria
8. department minimum teaching qualifications statement (Discipline Description)
9. current faculty CVs
10. distribution of instruction (by SCH and section)
  - a. by faculty type (full-time versus part-time) and
  - b. by faculty with and without a terminal degree in the field (undergraduate only)
  - average 9-month faculty salaries by faculty rank, department and college
  - overview of [Faculty Cluster Initiative website](#)

5. Review the faculty counts and FTE trend data provided by Institutional Knowledge Management and the faculty workload policy if available. Discuss the degree to which department faculty members have the capacity to meet the program’s goals and objectives; address the relative appropriateness of faculty mix to support those undertakings (consider full-time vs. adjunct; academic ranks and tenure status; areas of expertise)

6. Reflect on program faculty retention, mentoring, and advancement.

7. If there is concern about faculty capacity to achieve program goals, provide a future hiring plan that prioritizes needs.

**Student and Prospect Overview**

**Supplemental Information to Inform Reflection**

- seven-year program trend data <http://ikm.ucf.edu/academic-programs/program-review/>
- number of degrees awarded to minorities

8. Review the trend data provided above and reflect on upward or downward trends of the program’s applicant pool (if applicable) and enrolled majors over the review period. Consider the following in your response: mix of full-time and part-time prospective and enrolled students.
- undergraduate GPAs and test scores (e.g., GMAT, GRE)
  - mix of full-time and part-time prospective and enrolled students

9. Review program data provided above and reflect on the following:
- mix of gender and ethnicity among prospective and enrolled students

Given these data on students and student demographics, evaluate your ability to recruit and retain a diverse student body within your program. What plans do you have for the future recruitment and retention of a diverse population of students in your program?

10. Explain any major shifts or challenges faced with regard to enrollments, time-to-degree, degrees awarded. (Consult the trend data provided above)

11. Describe any specific program efforts to improve student retention, time-to-degree, or degree attainment. Note any interventions for specific populations.

12. Complete the table below to describe current graduate assistant and postdoctoral associate resources within the program.

Type	HC*	FTE	Notes For GTAs, note standard stipend amount, typical hours worked & load assigned (e.g., teach or assist with one undergrad course per term)
Graduate Teaching Associates (instructors of record)			
Graduate Teaching Assistants (instructional support)			
GTA Graders			
<b>Subtotal</b>			
Graduate Research Assistants			
Other Graduate Assistants			
<b>Subtotal</b>			
Postdoctoral Associates			
<b>Total</b>			

\*Headcount

**Program Curriculum Design and Student Learning Outcomes**

**Supplemental Information to Inform Reflection**

- program catalog copy
- program handbooks
- last two years of institutional effectiveness (student learning outcomes) assessment results reports
- upcoming year’s institutional effectiveness (student learning outcomes) assessment plan
- selected syllabi (e.g., core courses, representative sample of elective courses)

13. Provide an overview of the program goals and learner outcomes. Refer to the program’s institutional effectiveness (student learning outcomes) assessment results and plans (available at <https://www.assessment.ucf.edu/>).

14. Reflect on recent student learning outcomes assessment results and evaluate each of the following:

a. extent to which students are achieving planned outcomes

b. how the institutional effectiveness assessment process has resulted in program improvements over the last three years

15. What are the program's milestones? A milestone is a course or activity that needs to be accomplished at a certain point in a student's plan of study. These can be identified as items to be completed by a certain semester (e.g., 2nd fall of enrollment), by a certain level (e.g., junior year), or prior to advancing to a next stage of academic progress (e.g., before admission into a limited access program). Examples of milestone activities include: major or career specific standardized exam(s).

16. Provide the curriculum designed to meet the milestones described above. Please do so by identifying the typical course sequence on a year-by-year basis (e.g., first year courses, second year courses); you may attach a separate document to respond to this question (e.g., program curriculum map).

17. Please evaluate the degree to which the program's course/activity/experiences sequence is appropriate to achieve the program outcomes and student learning objectives.

18. If applicable, please identify one or more programs in your field offered elsewhere that provide(s) an exemplar curricular model and/or student outcomes to which the program aspires. In addition to providing the names of the institution(s) and program(s), please describe the key attributes of interest and corresponding goals for student engagement, learning outcomes, and/or other achievements.

**Student Engagement**

**Supplemental Information to Inform Reflection**

- representative sample of graduate theses and dissertations (if applicable)

19. Describe opportunities for students in the program to engage in research and creative activities.

20. Describe any student internship opportunities and indicate if they are required or optional. If optional, discuss participation rates.

21. Describe any other engagement activities available to students in the program (e.g., service learning and study abroad) and indicate if they are required or optional. If optional, discuss participation rates.

**Student Accomplishments and Satisfaction**

**Supplemental Information to Inform Reflection**

- Graduating Senior Survey results (last three years)
- First Destination Survey results (last three years)

22. If applicable, provide licensure pass rates for 2014-15 through 2016-17. Include the total number of students attempting the exam and the total number who pass.

23. Does the unit or program currently collect any of the following information regarding program graduates? If so, please provide recent data in that regard and incorporate appropriate reflection.

- Job placement rates and employer information
- Employer satisfaction
- Graduate school placement and caliber of graduate schools

24. Provide a brief summary of student accomplishments during the review period in the following areas:

a. awards at the national, regional, state, university and college levels

b. significant scholarly and creative works and activities completed outside of regular classroom activity (e.g., publications, presentations, performances) - include the nature of the activity and the venue and note whether the activities were refereed or juried

c. other noteworthy student accomplishments

25. Reflect on student perceptions of program quality based on appropriate data sources (e.g., institutional effectiveness assessment results, Graduating Senior Survey results, First Destination Survey results, alumni survey data).

**SWOT Analysis and Planning**

**Supplemental Information to Inform Reflection**

- benchmarking reports using Academic Analytics, if available

26. List program strengths.

27. List program weaknesses.

28. List program barriers, threats, and unique vulnerabilities (e.g., loss of one faculty member may result in inability to offer program).

29. Discuss potential opportunities in the following areas:

a. actions to improve program quality

b. new ventures to increase demand or improve competitiveness (e.g., internal or external partnership opportunities)

c. actions to achieve productivity gains (e.g., recruitment, non-traditional instructional delivery systems)

d. actions to improve efficiency and reduce cost

[Empty text box]

e. other opportunities not addressed above

[Empty text box]

30. Provide any benchmark data collected during the review period, if applicable (e.g., using Academic Analytics), and a list of up to five university's the program would like to be benchmarked against.

[Empty text box]

31. Articulate key program goals and initiatives moving forward. Note how the program review consultants can help in this regard.

[Empty text box]

**Other (Optional)**

32. If necessary, please use the space below to provide any information not addressed elsewhere in the self-study that you think important to inform the review of this program.

[Empty text box]

## Combination Program Self-Study Addendum

**Instructions:** The following questions will only apply to combination programs. Please respond to the items that do apply to the program addressed in this self-study and insert “not applicable” to those that do not.

Complete the following table for any internal accelerated bachelor’s to master’s degree programs in which the program participates.

Baccalaureate Degree Program Name <i>(e.g., Industrial Engineering, B.S.I.E.)</i>	Master’s Degree Program Name <i>(e.g., Industrial Engineering, M.S.I.E.)</i>	UG Required Hours <i>(128)</i>	Grad Required Hours <i>(30)</i>	Shared Hours <i>(12)</i>	Total Hours <i>(146)</i>

Describe the target population(s) and how participation is controlled and limited to high performing undergraduate students. Provide the rationale for the program and explain how its design assures the accelerated program does not:

- interfere with graduate program coherence;
- compromise graduate program quality by inclusion of the undergraduate students in the courses;
- dilute graduate program rigor (i.e., graduate program content is progressively more advanced in academic content than the baccalaureate program); or
- disregard any graduate program prerequisite course(s).

Reflect on the accelerated program’s relative success to date.

2. Please describe any other internal combination degree programs that the program participates in (e.g., internal dual master’s degrees). Identify the target population, rationale for the program, and reflect on its relative success to date.

3. Describe any combination programs (e.g., accelerated, dual, or joint degree programs) in which the program participates with external higher education partners. Provide a summary of

enrollments spanning 2015-16 – 2017-18. Identify the target population, rationale for the program, and reflect on its relative success to date.

