

College of Health & Human Performance Doctoral Program Review

The overall goal of the doctoral program review process is to answer the following questions:

- Is the program advancing the state of the discipline or profession?
- Is its teaching and training of students effective?
- Does the program meet the institution's and college's goal?
- Does it respond to the profession's needs?
- How is it assessed by experts in the field?

To answer these key questions the program review...

1. Is evaluative, not just descriptive.
2. Is forward looking and is directed to program improvement, not simply assessing current status.
3. Is based on academic strengths and weakness.
4. Is an objective process.
5. Is an independent process.
6. Results in action.

Process

Elements of the program review:

- Program self-study
- Dean's Report
- External review

Timeline

See Attachment A for the PhD program review timeline.

External Reviewers

External reviewers will be selected by the Dean in consultation with the department chair, graduate coordinator, and faculty from a list of nominees developed by the department under review. Guidelines for the selection of external consultants are found in Attachment B.

Self-study Guidelines

The format for the self-study is in Attachment C. Although the report should be comprehensive and substantive, in most cases it will not exceed 25 pages. Tables, charts, and other relevant documents such as strategic plans and outcomes assessment plans

should be placed in appendices. All documentation will be developed and submitted in electronic format.

The Associate Dean for Academic Affairs will assist the program in obtaining all relevant institutionally generated data (Metrics – Attachment D), needed for the self-study

The Dean's Report will include, but not necessarily be limited to, a discussion of the following aspects of the program under review:

- Internal and external demand/need
- Competitive/strategic advantage
- Quality of students/student productivity
- Faculty productivity
- Centrality

Program Review Outcomes

- Resource decisions (e.g. enhance, reduce, maintain, eliminate, or review further)
- An action plan to implement recommended changes on a specific, agreed-upon schedule.

Presented to College Council: July 31, 2007

Attachment A**PhD Program Review Timeline**

What	When	Who	Completed
Develop metrics to be used for program review	Fall 2006	GC Dean	X
Approve/agree upon metrics	March 2007	Dean Dept Chairs Faculty	X
Identify potential external reviewers	Fall 2006	GC	X
Set external review dates and send letters	Spring 2007	Dean	X
Develop self-study outline	March 2007	GC Assoc Dean	X
Approve self-study outline	May 2007	Dean GC Dept Chairs College Council	
Conduct self-study	April – Oct 2007	GC Dept faculty Assoc Dean	
Depts. meet to discuss self study	Aug. – Sept. 2007	GC	
Academic Affairs gather metrics data for depts.	April – Sept 2007	Assoc Dean GC	
Conduct doctoral student alumni survey	May – Aug 2007	Assoc Dean GC	
Invite external reviewers	Fall 2007	Dean	
First draft of report	Nov 1, 2007		
Final self-study report	December 15, 2007		
College wide meeting to share self- study reports	Dec 2007		
Send self-study to external reviewers	Jan 15, 2008	Dean	
External reviewer site visit	Feb 2008		
External reviewer report	March 2008		
Send self-study reviews to “Super Review Team”	March 15, 2008		
Super review team site visit	April 2008		
Final report	May 2008		

**Guidelines for Selection of Outside Reviewers for
Academic Program Review**

Nominees should meet the following criteria:

Required

- Holds (or has held) the rank of Professor.
- Is (or has been) affiliated with an institution outside the State of Florida that offers programs similar to the one(s) being reviewed.
- Has administrative experience.
- Has a respected record of scholarly activity in the discipline.
- Is currently active in the discipline.
- Has no conflict of interest with the University, college or program being reviewed.

Preferred

- Has experience in evaluating programs (e.g., accreditation or program review team member).
- Has an international and/or national reputation in the discipline.
- Is affiliated with an AAU institution.
- Is (or has been) affiliated with an institution that the program being reviewed unit regards as a peer or inspirational peer.

Academic Program Review

Elements of The Program Self-Study

- I. Mission and Program Description
 - a. Mission /Purpose of the Program
 - i. Briefly describe the mission of the program and include a brief historical perspective of the program.
 - b. Program Components/Courses/Requirements
 - i. Briefly describe degree program, including areas of strength and concern, and any special characteristics of the program, its students, or its graduates. Briefly describe curriculum and graduate requirements and pass rate on qualifying exams. In appendix include Graduate Student Handbook.
 - ii. Department Profile. Graduate faculty, support staff, numbers of students, degrees awarded, portion of budget to graduate program (PhD), amount of externally funded research, and federal research expenditures.
 1. Programmatic Climate. Scholarly community, quality of student mentoring, esprit de corps, critical mass of graduate faculty and students, and activities to promote diversity.
 2. Collateral Support. Interactions and collaborative research efforts with other departments and centers on and off campus.
 - iii. Faculty Profile. Number of graduate faculty, tenured and tenure earning, total number of faculty, number of new faculty, number of retiring faculty within next five years, age, gender and ethnicity of tenured and tenure earning faculty.
 1. Faculty Research & Scholarly Productivity. Description of faculty research, individual productivity, and external grants. Complete CV of each faculty member in appendix.
 2. Faculty Contribution to Graduate Program. Faculty/graduate student ratio, average course load, average

dissertation load per faculty, and graduate teaching evaluations.

- c. Graduate Student Profile. Admissions criteria, admissions yield, enrollment, standardized scores and GPA of students applied, admitted and enrolled; citizenship; FT/PT status, age, gender and ethnicity of applied, admitted and enrolled.
1. Financial Support for Students. Department, college and institutional funding, number and percent of students with teaching and research assistantships, and the selection process for such positions.
 2. Student Productivity. Number of peer reviewed publications, impact factors of publications, professional peer-reviewed presentations, degree completion rates, and average time to degree.
 3. Student Professional Development Opportunities. Workshops available for students. Student participation in these activities. Graduate student organization.
- ii. Profile of Graduate Alumni. Number of graduates, current positions, research productivity (i.e, publications, grants). Alumni Survey results shared.
- d. Goals and Objectives
- i. Expected Outputs and Outcomes. With reference to Department Profiles or other data sources, provide a brief analysis and assessment of the contribution of the program to the institutional mission. Describe short-term and long-term plans, aspirations, and goals for the future.
 - ii. Resources and support services. Describe program goals and objectives with respect to improvement and enhancement of:
 1. Faculty and staff
 2. Library resources
 3. Facilities and equipment
 4. Resource needs for specific improvements

II. Data Collection

Metrics (*Attachment D*)

III. Resources and Support Services

- i. Provide information about the program faculty and their contributions to research, teaching and service. Include information on research productivity, teaching loads, and service activities.
- ii. Describe institutes, centers and other special programs/projects that contribute to program quality.
- iii. Describe facilities, staff, and budget. Include information on graduate assistantships, external funding, and other program resources.

IV. Strengths, Opportunities, and Barriers

- i. Identify factors that have enabled the program to move toward its goals, objectives, and expected outcomes, and factors that have hindered the program in its ability to achieve its goals, objectives, and expected outcomes.
- ii. Discuss positive and negative relationships among undergraduate and masters programs, and the doctoral program within the department.

V. Future Directions

- i. Plans for new faculty hires, new courses new facilities, new or expanded research, etc.

VI. **Continuous Improvement**

a. *Recommendations for program improvement in research, teaching, and service*

- i. Include recommendations that will create additional opportunities for and/or remove barriers to accomplishment of goals, objectives, and expected outcomes.

VII. **Dean's Report**

i. Should include, but not necessarily be limited to, discussion of the following aspects of the program(s) under review:

1. Internal and external demand/need
2. Competitive/strategic advantage
3. Quality of students
4. Faculty productivity
5. Centrality

I. Attachment D**PhD Program Metrics****Doctoral Program Review****1. Mission:**

What is the departmental mission and to what degree is the scholarship of the faculty aligned with that mission?

Metrics:

Ratio of PhD to MS students.
 Ratio of PhD degrees to all degrees awarded
 Ratio of Graduate Faculty to all faculty
 Research expenditures

2. Student Recruitment, Admission Standards, and Selection Criteria:

Are highly qualified students being admitted to the doctoral program?

Metrics:

GRE scores verbal
 GRE scores quantitative
 GRE scores total
 Acceptance/rejection/application rate
 Rejection/application rate
 No advisor / application rate
 Yield
 Length of time through the program
 Graduation rate
 Postdoctoral fellowships
 average assistantship
 number of state assistantships
 number of research assistants;
 number of other external support assistants;
 graduate teaching assistantships;
 average fellowship

METRICS OPERATIONALIZED

PhD degrees / # MS degrees
 # PhD degrees / total # degrees
 # of faculty who chair doctoral committees / total # of tenured (accruing) faculty
 Total \$ departmental research expenditures / total departmental budget

GRE verbal / student enrolled
 GRE quantitative / student enrolled
 GRE total / student enrolled
 # students accepted / # applied
 # students rejected / # applied
 # students admitted / # applied
 # students enrolled / # applied
 Duration to graduation (# years and months)
 # students graduate in 7 years / # students enrolled
 Number of postdoctoral fellows currently working
 \$ 12 month assistantship / student enrolled
 # state funded assistantships / # students enrolled
 # state funded research assistantships / # students enrolled
 # externally funded research assistantships / # students enrolled
 # teaching assistantships / # students enrolled
 \$ 12 month fellowship / students with fellowships

number of students on fellowship	# state funded fellowships / # students enrolled
Demographics: instate/out of state	# students enrolled from in state / # students enrolled
Demographics: state or region of country	nominal
Demographics: foreign/domestic	# students enrolled from US / # students enrolled
Demographics: gender	# female students enrolled / # students enrolled
Demographics: age	age / student enrolled
Demographics: ethnicity	# ethnic minorities enrolled / # students enrolled
Measures of productivity: National/international presentations	# presentations / # students enrolled
Measures of productivity: publications	# publications in peer reviewed journals / # students enrolled
Measures of productivity: external awards (predoctoral)	# external research awards / # students enrolled
Measures of productivity: amount of external awards	\$ of external research awards / # externally funded awards
Measures of productivity: research awards	# research awards / # students enrolled
Measures of productivity: published dissertations	# published dissertations / # completed dissertations
Where are they hired? How many are at R1 institutions?	# positions obtained at R1 universities / # graduated
Number of graduates who have held post docs	# post docs obtained / # graduated
What was first job out?	# positions obtained in academia / # graduated
Where are they now?	# in academic position or equivalent / # graduated

3. Curriculum/Program of Study:

Does the curriculum support a state-of-the art doctoral program while being conducive to advancing the research mission of the department?

Metrics:

Opportunities for broad education in core area	# of core curricular credit hours / total credit hours
Nature of coursework	# lecture course credit hours / total credit hours
Availability of time for research involvement / opportunity for independent research credit	# credit hours of research / total credit hours
Research methods / statistical preparation	# research oriented credit hours / total credit hours
Qualifying Exams: Are the qualifying exams appropriate in scope and emphasis for admission to doctoral candidacy?	yes / no
Dissertation: Does the dissertation demonstrate that doctoral students are prepared to engage in independent research?	# dissertations published in peer reviewed journals / total # dissertations

4. Graduate Faculty / Mentoring

Are the graduate faculty sufficiently prepared for the advising and research training of doctoral students?

Metrics:

From where is terminal degree?	nominal
Number of doctoral students per faculty	# doctoral students / # faculty
Funded research: Funding per faculty.	Total \$ amount of extramural funding / # faculty
Funded research: Number with funding	# faculty with extramural funding / # faculty
Publications: Number of publications	Total # publications in refereed journals
Publications: Publications per faculty	# publications / # faculty
Publications: Impact of publications	Total impact of publications (cumulative impact factor) / # publications
Number of dissertation committees chaired	# doc committees chaired / # faculty
Number of dissertation committees served as member	# doc committees served as member / # faculty
Number of graduate courses taught	# grad courses taught / # faculty
Editorships of journals	# editors / # faculty
Mentoring program for junior faculty	yes / no
Do doctoral students receive structured, interactive, and evaluative mentoring?	yes / no
Institutionalization of a formal, planned, advisor-student matching system that emphasizes the process of mutual selection and gives junior faculty needed research assistance.	yes / no

5. Program Oversight

With respect to the mechanism(s) for evaluating student progress and the qualifications of the graduate coordinator, is program oversight adequate?

Metrics:

FTE dedicated graduate program coordination	% FTE devoted to graduate coordination / total FTE (Fall, Spring, SummerC)
Student evaluation - compliance with expectations	yes / no end of year meeting of graduate faculty to discuss progress

6. Resources and Facilities:

Are the resources available to doctoral students and advisors adequate to facilitate the research mission of the department?

Metrics:

Travel expenditures per PhD student

\$ amount of travel expenditures / # students enrolled

Annual recruiting expenditures per PhD student

\$ amount of recruiting expenditures / # students enrolled

Support Staff per faculty with PhD directive status

support staff available / # faculty

Regular PhD program reviews

yes / no

Office space for PhD students

yes / no

Laboratory space ample?

yes / no

Computer / technology available?

yes / no