

Writing the Graduate Program Review Report

The Graduate School, NC State University

One of the primary responsibilities of the program review team is to produce a report based on the program's self-study and on what the team members learn about the program during their visit. The review agenda provides time for reviewers to draft their report before the external reviewers depart. Writing a report involves all members of the review team.

Format of Report

The report typically consists of:

1. *An introductory paragraph.* This paragraph establishes the context of the report, including the date of the review, names and university affiliations of the reviewers, and a preview of the review.
2. *Strengths of the program.* The strengths related to faculty, research, students, curriculum, etc. are typically presented in bullets.
3. *Areas for improvement.* Improving a program depends on identifying aspects of it that are relatively weak. Reports usually provide evidence of this weakness gathered from the self-study or meetings during the review.
4. *Recommendations for improvement.* Typically, a recommendation accompanies each area for improvement. Recommendations are the most important part of the review report because they become the basis for a plan of action for the program. Therefore, recommendations should be clear and concrete in their depictions of what faculty in the program (or the college or the university) should do to improve the program.

Areas for improvement and recommendations are often presented in categories, such as *Faculty, Students, Curriculum and Instruction, Research, and Facilities.*

A Process of Writing the Report

Here is a one possible process for writing the review report:

1. The review team together brainstorms areas for improvement and recommendations for each of the areas of improvement. One team member takes notes and turns those notes into a preliminary draft.
2. The team together reviews the draft.
3. The team arranges the areas for improvement and associated recommendations into appropriate categories, such as *Faculty, Students, Curriculum and Instruction, Research, and Facilities.*
4. The team works together to revise material in all the categories or divides the categories among the members for separate revisions.

5. The team members read what they have written and get comments for revision from the other team members. They revise their sections.
6. When the team is scheduled to present their findings and recommendations to deans and/or program faculty, they can do so based on the rough draft they have created.
7. After the review, one team member takes the draft and adds the introductory paragraph and revises the report for clarity, concision, and grammatical correctness. He or she sends the next draft to the other team members.
8. The other team members add their revisions.
9. The process of revising and circulating drafts continues until all team members accept a final draft.