UNIVERSITY OF CENTRAL FLORIDA
Office of the Provost

University of Central Florida
Board of Trustees Meeting
Educational Programs Committee
Agenda
October 13, 2017
Millican Hall, 3rd floor, President's Boardroom
3:00 p.m.
800-442-5794, passcode 463796

I.	**CALL TO ORDER**	*Robert Garvy* Chair, Educational Programs Committee
II.	**ROLL CALL**	*Gwen Ransom* Executive Administrative Assistant
III.	**MEETING MINUTES** • Approval of July 20, 2017, Educational Programs Committee meeting minutes	*Chair Garvy*
IV.	**NEW BUSINESS** • Conferral of Degrees (EPC-1) • Tenure with Hire (EPC-2) • 2016-17 Academic Program Review Results (INFO-1)	*Chair Garvy* *A. Dale Whittaker* Provost and Executive Vice President *Brian Boyd* University Registrar *A. Dale Whittaker* *Jana Jasinski* Interim Vice Provost for Faculty Excellence *M. Paige Borden* Associate Provost for Academic Program Quality and Associate Vice President for Institutional Knowledge Management

- Provost's Update   *A. Dale Whittaker*

  Faculty Spotlight (INFO-2)   *Cynthia Schmidt*
                                                      Lecturer and Director of UCF's
                                                      Center for Law and Policy

  Mythbuster – Big and Good (INFO-3)   *A. Dale Whittaker*

V.   OTHER BUSINESS

UCF

UNIVERSITY OF CENTRAL FLORIDA
Office of the Provost

MINUTES
University of Central Florida
Board of Trustees
Educational Programs Committee
July 20, 2017
Live Oak Center

CALL TO ORDER
Trustee Robert Garvy, chair of the Educational Programs Committee, called the meeting to order at 9:20 a.m. Committee members Ken Bradley, Nicholas Larkins, Beverly Seay, and Bill Self were present. Chairman Marcos Marchena, trustees Buck Brown, Joseph Conte, David Walsh, and John Sprouls joined the meeting via teleconference.

MINUTES
The May 18, 2017, meeting minutes were approved as written.

NEW BUSINESS
Conferral of Degrees (EPC-1)

Dale Whittaker, Provost and Executive Vice President, requested approval for the fall 2017 conferral of degrees. A motion to recommend the conferral of degrees to the Board of Trustees was unanimously approved.

New Degree Program – Master of Athletic Training (EPC-2)

Elizabeth Klonoff, Vice President for Research and Dean of the College of Graduate Studies, presented the Master of Athletic Training degree. A motion to recommend the new degree program to the Board of Trustees was unanimously approved.

2017-18 Tenure with Hire (EPC-3)

Whittaker discussed the process for granting tenure to individuals who have come from outside of the university and whose credentials were reviewed using the university's standards for tenure. Tenure with hire was requested for 13 faculty members and unanimously approved.

Performance Based Funding – Metric 10 Recommendation (EPC-4)

Paige Borden, Associate Provost for Academic Program Quality and Associate Vice President for Institutional Knowledge Management, presented replacement options for the Board of Trustees Choice Metric 10, of Florida's Performance Based Funding model. A motion to recommend the Performance Based Funding Choice Metric to the Board of Trustees was unanimously approved.

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Amendment to Chapter 5 – University Regulations (EPC-5)
Youndy Cook, Deputy General Counsel, requested approval to amend University Regulations: UCF-5.006 (Student Rights and Responsibilities); UCF-5.007 (Office of Student Conduct; Scope; Definitions; Student Conduct Records; Special Student Panels); UCF-5.008 (Rules of Conduct); UCF-5.009 (Student Conduct Review Process; Sanctions); UCF-5.010 (Student Conduct Appeals); UCF-5.011 (Scope; Authority; Principles of Group Responsibility; Violations of Law and Rule of Conduct Violations; Definitions; Student Organizational Conduct Records); UCF-.012 (Organizational Rules of Conduct); UCF-5.013 (Organizational Conduct Review Process; Sanctions; Appeals); UCF-5.015 (Student Academic Behavior Standards); UCF-5.016 (Student Academic Appeals); UCF-5.017 (Appeals of Graduate Program Actions or Decisions). A motion to recommend the amended Chapter 5 regulations to the Board of Trustees was unanimously approved.

UCF 2017 Textbook and Instructional Materials Affordability Annual Report (EPC-6)
Borden presented the 2017 Textbook and Instructional Materials Affordability Annual Report for required and recommended textbooks and instruction materials for general education courses. A motion to recommend the 2017 Textbook and Instructional Materials Affordability Annual Report to the Board of Trustees was unanimously approved.
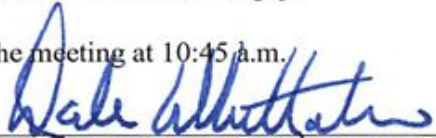
Provost's Update
Whittaker provided the following updates.

- Faculty Spotlight (INFO 1) - Dr. Gregory Welch is Professor and Florida Hospital Endowed Chair in Healthcare Simulation at the College of Nursing. Welch is also the co-director of the UCF Synthetic Reality Laboratory and holds additional faculty appointments in the College of Engineering. Welch provided an overview of healthcare simulation, which included physical virtual reality and large-scale experiential training related to the treatment of patients.

- Mythbuster – Digital Learning (INFO-2) - Dr. Whittaker discussed access, quality, and the success of digital learning, and he dispelled the myth that online learning is lower quality and caters to long-distance students who do not come to campus. At UCF, online courses are supported by a team of nationally recognized instructional designers and highly trained faculty. The majority of UCF students are digital – not distance – learners, who graduate in less time and earn higher grades than their face-to-face peers. Additionally, digital learning is driving UCF's access mission and helping us to close the achievement gap.

Trustee Garvy adjourned the meeting at 10:45 a.m.

Respectfully submitted: _____   __10/2/17__
                        A. Dale Whittaker   Date
                        Provost and Executive Vice President

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<div align="right">ITEM: <u>EPC-1</u></div>

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EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

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SUBJECT: Conferral of Degrees

DATE: October 13, 2017

<u>PROPOSED BOARD ACTION</u>

Approval: Conferral of degrees at the Fall 2017 commencement ceremonies.

<u>BACKGROUND INFORMATION</u>

UCF expects to award the following degrees at the Fall 2017 commencement ceremonies on December 15 and 16, 2017:

4,487	baccalaureate degrees
633	master's degrees
129	doctoral and specialist degrees
5,249	**Total**

Supporting documentation: Attachment A: Registrar's Graduation Count

Prepared by: Brian Boyd, University Registrar, Registrar's Office

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Attachment A

UCF Fall 2017 Commencement
Note: Procession of graduates begins 20 minutes prior to each ceremony.
*Projected Attending (Baccalaureate only) is an estimate based on 70% attending rate.

College	Baccalaureate's				Master's				Doctorate's			
	Intent to graduate	Projected* attending	Picked-up cap and gown	Head-count	Intent to graduate	Indicated attending	Picked-up cap and gown	Head-count	Intent to graduate	Indicated attending	Picked-up cap and gown	Head-count
Friday, 12/15, 9:00 a.m.												
College of Education and Human Performance	338	237			144	144			20	20		
* Education Specialists	0	0			2	2			0	0		
Rosen College of Hospitality Management	279	195			17	17			2	2		
College of Health and Public Affairs	761	533			149	149			3	3		
College Totals:	**1,378**	**965**	**0**	**0**	**312**	**312**	**0**	**0**	**25**	**25**	**0**	**0**
Total Students Anticipated in Attendance:	**1,302**											
Friday, 12/15, 2:30 p.m.												
College of Arts and Humanities	394	276			93	93			3	3		
College of Graduate Studies	0	0			4	4			0	0		
College of Sciences	978	685			24	24			20	20		
College of Undergraduate Studies	246	172			0	0			0	0		
College of Nursing	151	106			22	22			7	7		
College Totals:	**1,769**	**1,238**	**0**	**0**	**143**	**143**	**0**	**0**	**30**	**30**	**0**	**0**
Total Students Anticipated in Attendance:	**1,411**											
Saturday, 12/16, 9:00 a.m.												
College of Business Administration	738	517			74	74			2	2		
College of Engineering and Computer Science	503	352			90	90			56	56		
College of Medicine	97	68			9	9			8	8		
College of Optics and Photonics	2	1			5	5			8	8		
College Totals:	**1,340**	**938**	**0**	**0**	**178**	**178**	**0**	**0**	**74**	**74**	**0**	**0**
Total Students Anticipated in Attendance:	**1,190**											
Degree level ITG totals:	**4,487**				**633**				**129**			
Combined ITG submissions:	**5,249**											
All ceremony projected* attending:	**3,903**	**74.4% of all ITG's**										
Anticipated attendance - cap/gown pickup:	**0**	**0.0% of all ITG's**										
Headcount totals:	**0**	**0.0% of all ITG's**										

ITEM: **EPC-2**

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Tenure with Hire

DATE: October 13, 2017

PROPOSED BOARD ACTION

Approval of tenure with hire

BACKGROUND INFORMATION

Each year, faculty members are hired with tenure. Normally, these faculty members have earned tenure at their previous institution and meet UCF's requirements for tenure. For others, tenure is part of the hiring package. Senior faculty members hired for administrative positions are individually considered for tenure at UCF. Department faculty members and the university's administrative officers have approved granting tenure to these faculty members.

Supporting documentation: Attachment A: Tenure with Hire Justification

Prepared by: Jana Jasinski, Interim Vice Provost of Faculty Excellence

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

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Attachment A

Educational Programs Committee
Tenure with Hire Justification
October 13, 2017

Dr. Wayne Bowen, Professor
College of Arts and Humanities, Department of History
Dr. Wayne Bowen received a Ph.D. degree in European history from Northwestern University. Prior to his arrival at UCF, he was a tenured professor, chair of the History Department, and director of the University Studies program at Southeast Missouri State University. Bowen currently serves as director of the Office of Interdisciplinary Studies in the College of Undergraduate Studies. Dr Bowen authored several published books, scholarly articles and book chapters; also a co-author, and presents at national and international conferences. Dr. Bowen has a proven record of building and strengthening departments. The Department of History and the College of Arts and Humanities support the recommendation for tenure with hire.

Dr. Melanie Coathup, Professor of Medicine
College of Medicine, Department of Internal Medicine
Dr. Melanie Coathup received a Ph.D. degree in orthopaedic implant fixation and bone regeneration from University College London. She comes to UCF from University College London where she has a leadership role as head of the Centre for Cell and Tissue Research in the Department of Materials and Tissue, Division of Surgery and Interventional Science. She is a reader at University College London, after four years as senior lecturer (associate professor) and ten years as lecturer (assistant professor). At UCF, Dr. Coathup will lead the Prosthetic Interfaces cluster based in the College of Medicine, Department of Internal Medicine. Dr. Coathup has a number of active grants totaling over $750,000. In the past five years, she has had over 20 peer-reviewed journal articles published in top international journals, and made a number of presentations to society conferences worldwide. She is a peer reviewer for grant-funded applications and international journals for several United Kingdom research councils. The Department of Internal Medicine and the College of Medicine support the recommendation for tenure with hire.

ITEM: __INFO-1__

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: 2016-17 Academic Program Review Results

DATE: October 13, 2017

For information only.

Supporting documentation: Attachment A: 2016-17 Academic Program Review Results

Prepared by: M. Paige Borden, Associate Provost for Academic Program Quality and Associate Vice President for Institutional Knowledge Management

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Attachment A

Academic Program Quality
University of Central Florida

2016-17 Academic Program Review Results
College of Health and Public Affairs
Communication Sciences and Disorders Programs

Department-level Recommendations
- examine workload policies to reflect faculty members' significant demands of teaching, research, and service
- explore internal and external opportunities to enhance student financial support
- evaluate the current approach to professional academic advising in terms of the number of advisors, their roles and responsibilities, their continuing education, and internal and their external student outreach
- pursue additional mixed-use space to enhance research, academic and clinical teaching, and clinical service to the community
- identify peer and aspirational peer institutions for the department and each of its degree programs; benchmark to inform strategic planning, priority setting, and continuous improvement of degree programs and operations
- collaborate with department faculty and staff members to develop and establish the strategic vision for the department including considerations for future organizational structure and opening lines of communication between department and college administration
- develop a plan to engage faculty members in the research enterprise and increase research productivity and clinical scholarship

Communication Sciences and Disorders, B.A. and B.S. *(51.0204)*

Major Changes since Prior Review
- added an accelerated B.A. and B.S. track to the master of arts degree program
- added new fully online courses including a new introductory course to the major, Communication Disorders in Literature and Media
- revised and updated the program's website
- added a physical science course requirement in response to a mandate from the program's discipline accrediting body, the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association
- opened a new state-of-the-art communication disorders clinic that affords undergraduates the opportunity for the clinical observation hours that are required by CAA
- increased the number of full-time faculty members from 24 to 30 including a dedicated instructor for the undergraduate degree program

Strengths
- high-demand for the program
- largest undergraduate communication sciences and disorders degree program in the country
- comprehensive curriculum that prepares students for graduate work in speech-language pathology and audiology and related disciplines
- breadth and depth of faculty members with expertise across the varied areas of the discipline
- retention rate and time to degree (slightly less than three years, with the mean for transfers at 2.5 years)

Weaknesses
- high student demand outpaces faculty resources (e.g., clinical observation opportunities, guided research, service-learning opportunities)
- lack of targeted advising regarding curriculum, opportunities for enrichment during the undergraduate degree program, and opportunities and strategies for graduate school admission and other career options
- insufficient data on alumni placement and employment

Recommendations
- develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic planning priorities, considers the appropriate faculty mix, and takes into account current and future resources
- explore the feasibility of adding a professional academic advisor who can interface strategically with the college's centralized advising office
- adapt the program's institutional effectiveness plan to more specifically identify targeted advising and alumni information
- work with appropriate units to improve the collection of alumni information including information on placement and employer satisfaction

Communication Sciences and Disorders, M.A. (51.0204)

Major Changes since Prior Review
- revised and updated the program's website
- opened a new state-of-the-art communication disorders clinic that serves a diverse client population from the Central Florida community
- increased the number of full-time faculty members from 24 to 30, recruited to address specialty teaching and research areas
- increased the number of clinical placement sites
- created a greater emphasis in preparing school speech-language pathologists through obtaining personnel preparation grants (e.g., language and literacy, English for Speakers of Other Languages, listening and spoken language)
- implemented a sequenced plan of study, noting core courses, clinical courses, and electives

Strengths
- the clinical facilities are state-of-the-art and offer students a wide range of in-house clinical experiences
- the clinical curriculum is highly-organized and student friendly
- the graduate curriculum is current and comprehensive
- the program was recently reaccredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association

Weaknesses
- the communication disorders clinic is running out of space due to strong community demand
- inadequate amount of research experiences and opportunities offered to graduate students
- insufficient data on alumni placement and employment

Recommendations
- explore opportunities to physically expand the clinic; seek new mixed-use space near the existing clinic
- review the curriculum and evaluate the timing of course offerings related to research
- pursue opportunities for clinical research derived from clinical services being provided in the clinic
- work with appropriate units to improve the collection of alumni information including information on placement and employer satisfaction

Academic Program Quality — University of Central Florida

2016-17 Academic Program Review Results
College of Health and Public Affairs
Health Management and Informatics Programs

Department-level Recommendations

- develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic planning priorities, considers the appropriate faculty mix, and takes into account current and future resources
- review and revise the department's student academic advising structure including support for internships
- benchmark faculty start-up packages and determine its competitiveness with respect to the recruitment of new faculty members
- work with appropriate units to improve the collection of alumni information (e.g., Career Services, UCF Alumni)
- explore ways to increase extramural research and funding

Health Informatics and Information Management, B.S. *(51.0706)*

Major Changes since Prior Review
- received a funding award for information technology performance that provides enhanced educational opportunities to students
- modified the curriculum
- hired a new full-time internship director in Fall 2014
- hired a new full-time academic advising coordinator in Spring 2016

Strengths
- strong department leadership
- qualified and competent faculty
- diverse and academically competitive student population
- solid administrative support for the degree program
- comprehensive curriculum
- positive relationships with communities of interest (e.g., alumni, employers, students, advisory board, administration)
- robust performance funding support
- dedicated academic advisor

Weaknesses
- limited clinical sites
- lack of comparability between the online and face-to-face student experience
- insufficient adaptability to rapidly changing requirements for course content and online courses from discipline accreditor

Recommendations
- work with the Office of Experiential Learning, community partners, and other members of the Central Florida health-care community to identify additional internship sites
- develop a regular cycle for faculty members to collaborate and exchange ideas on successful strategies for delivering online courses

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- review and adjust the curriculum to maintain compliance with the curriculum requirements of the Commission on Accreditation for Health Informatics and Information Management Education; update the program curriculum map
- develop an opportunity for students to interact face-to-face with one another and with program faculty members; use online tools for meetings and advisement with students who are unable to come to campus
- explore opportunities to improve student licensure pass rates and the number of students who sit for the certification exam

Health Services Administration, B.S. *(50.0701)*

<u>Major Changes since Prior Review</u>
- modified the curriculum
- revamped and renamed courses to reflect the most current content needed for the degree
- increased the minimum exit grade point average required for graduation from 2.0 to 2.5 and increased the minimum grade point average required to participate in internship from 2.5 to 2.75
- increased the required amount of contact time for internships from 120 to 150 hours
- the degree program is now available fully online
- received program certification from the Association of University Programs in Health Administration

<u>Strengths</u>
- strong department leadership
- program goals and objectives are consistent with goals identified by the university
- student demand
- well-developed internship course and process
- high student satisfaction
- design of core courses and sequencing
- newly-formed advisory board
- strong degree program and department leadership

<u>Weaknesses</u>
- insufficient number of full-time faculty members threatens program certification
- concern among faculty members over the program's move to the new downtown campus
- insufficient data on alumni placement and employment
- limited resources for academic advising

<u>Recommendations</u>
- develop a plan to maintain compliance with program certification requirements with respect to curriculum and future faculty hires
- develop a communication plan with the downtown campus leadership to ensure that faculty members receive accurate and consistent information regarding the move
- work with appropriate units to improve the collection of alumni information (including information on placement and employer satisfaction) and to improve outreach; make use of social media
- explore the feasibility of hiring an additional academic advisor
- explore opportunities for collaborating with other related disciplines and colleges to expand interprofessional education and raise the program's profile

Health Care Informatics - Professional Science Master's, M.S. *(50.0706)*

<u>Strengths</u>
- strong department leadership
- faculty have diverse professional backgrounds that enhance student learning and provide students with a variety of career options

- applied nature of curriculum
- high employment rate (91 percent) in informatics-related positions
- student satisfaction with academic advising office
- the degree program offers students the opportunity to obtain marketable credentials as they matriculate through the program

Weaknesses
- limited extramural funding and research culture in the degree program
- insufficient data on alumni placement and employment
- lack of a program-focused advisory committee that includes employers, alumni, and community members
- instructional demands limit faculty participation in scholarly activity; student demand outpaces faculty resources

Recommendations
- work with appropriate units to improve the collection of alumni information (including information on placement and employer satisfaction) and to improve outreach; make use of social media
- develop a new advisory board for the degree program
- review the department's faculty workload policy and make adjustments as appropriate
- explore potential partnerships with information technology software and data analytics companies, as well as health-care organizations within the region
- develop a research infrastructure that can support the needs of the program's junior and senior faculty members

Health Sciences, M.S. *(51.0000)*

Major Changes since Prior Review
- modified the curriculum; the degree program no longer offers core courses online; all are offered as mixed-mode

Strengths
- strong department leadership
- qualified and experienced faculty members
- collegial faculty members
- relationships with students are strong and foster an environment of student support and concern for student achievement
- ethnically diverse student and faculty populations

Weaknesses
- insufficient data on alumni placement and employment
- limited student research and scholarship opportunities in applied research
- program advisory board needs a more focused structure
- concern among faculty members over the program's move to the new downtown campus

Recommendations
- consider developing tracks within the degree program to better structure key concentrations
- explore the possibility of proposing a faculty cluster
- work with appropriate units to improve the collection of alumni information (including information on placement and employer satisfaction) and to improve outreach; make use of social media
- enhance the availability of student research opportunities
- expand the scope and membership of the program's advisory board

Academic Program Quality — University of Central Florida

2016-17 Academic Program Review Results
College of Health and Public Affairs
Doctoral Program in Public Affairs

Unit-level Recommendations – not applicable

Public Affairs, Ph.D. *(44.9999)*

<u>Major Changes since Prior Review</u>
- added more quantitative and methods courses in the core curriculum as well as experiential practice to support the revised mission
- four additional half-time faculty members became permanent program track coordinators to guide students and add to interdisciplinary research

<u>Strengths</u>
- alumni success in practicing and scholarly positions
- dedicated faculty members
- program demand and student research productivity
- program administration
- interdisciplinary nature of the degree program

<u>Weaknesses</u>
- graduate student stipends are not competitive with those offered at peer institutions
- insufficient number of dedicated full-time faculty members
- lack of national-level recruitment
- inconsistent relationships with contributing departments

<u>Recommendations</u>
- explore the possibility of creating a stand-alone department that would house the doctoral degree program; consider ideal operational and governance structures
- develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic planning priorities, considers the appropriate faculty mix and the most efficient use of program track coordinators, and takes into account current and future resources
- explore internal and external opportunities to enhance student financial support (e.g., incorporate doctoral student funding into grant applications)
- consider administering placement tests for new students, especially in research methods and mathematics
- review the curriculum for potential gaps in key policy-related course work (e.g., microeconomics)
- expand student recruitment efforts to extend nationally
- establish an advisory board with interdisciplinary expertise

Academic Program Quality

University of Central Florida

2016-17 Academic Program Review Results
College of Health and Public Affairs
Social Work Programs

School-level Recommendations
- review the school's faculty workload policy and assure that it aligns with the school's goals
- explore internal and external opportunities to enhance student financial assistance
- continue to work with the college dean's office and appropriate university administrators to secure additional research space
- develop a proposal and pursue required approvals for an online Doctor of Social Work degree program
- explore opportunities for interdisciplinary research and other collaborations (e.g., curricular) with other academic units at the university
- work with appropriate units to improve the collection of alumni information including information on placement and employer satisfaction

Social Work, B.S.W. *(44.0701)*

Major Changes since Prior Review
- revised the curriculum to better reflect policy
- modified courses to reflect the Council on Social Work Education (CSWE) Core Competencies and Practice Behaviors, as appropriate
- added four new social work electives
- moved more courses fully-online or converted to mixed-mode to meet student needs
- revised the institutional effectiveness assessment plan to reflect the CSWE's core competencies and practice behaviors
- hired a program advisor

Strengths
- student retention rate (95 percent)
- student ethnic diversity
- program quality and rigor
- opportunities for service-learning and interdisciplinary initiatives
- quality of faculty members and breadth of expertise

Weaknesses
- concern among faculty members over the program's move to the new downtown campus
- student demand outpaces faculty resources and threatens compliance with the discipline accreditor

Recommendations
- develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic planning priorities, considers the appropriate faculty mix, and takes into account current and future resources
- develop a communication plan with the downtown campus leadership to ensure that faculty members receive accurate and consistent information regarding the move
- explore options to meet additional space needs
- continue to engage community partners in developing new field sites

Social Work, M.S.W. *(44.0701)*

Major Changes since Prior Review
- revised the curriculum to include a mandatory summer session and developed a new course titled Theories for Evidence-Based Clinical Social Work
- courses now reflect the Council on Social Work Education (CSWE) Core Competencies and Practice Behaviors, as appropriate
- part-time face-to-face program is now offered in mixed-mode and fully online formats to appeal to working professionals
- revised the institutional effectiveness assessment plan to reflect the CSWE's core competencies and practice behaviors

Strengths
- nationally ranked program (78 in the last U.S. News and World Report survey)
- faculty are active in research and successful in securing grants and contracts
- affiliation with the new Center for Behavioral Health Research and Training
- received the HEALS grant, which funds eight students to pursue specialized training in behavioral health care
- military social work curriculum
- strong community partnerships including field placement and service-learning
- graduate social work education access to remote populations with the online track

Weaknesses
- student demand outpaces faculty resources and threatens compliance with the discipline accreditor
- inadequate instructional and research space
- lack of funded graduate research assistants puts the school at a competitive disadvantage in recruitment of graduate students

Recommendations
- develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic planning priorities, considers the appropriate faculty mix, and takes into account current and future resources
- review the curriculum and assure that it provides students with appropriate research education
- explore options to meet additional space needs

Academic Program Quality

University of Central Florida

2016-17 Academic Program Review Results
College of Sciences
Biology Programs

Department-level Recommendations
- develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic planning priorities, considers the appropriate faculty mix, and takes into account current and future resources
- explore options to address immediate space and facilities needs
- work with appropriate units to improve the collection of alumni information

Biology, B.S. *(26.0101)*

Major Changes since Prior Review
- designed and implemented new tracks within the major allowing undergraduates to specialize in certain areas of concentration
- required that majors take two upper-division laboratory courses
- transitioned Biology I labs from face-to-face to virtual labs
- clarified grade point average requirement for the major

Strengths
- excellent laboratory experiences in Biology I and upper-division labs for majors
- large number of research opportunities via facilities, upper-division courses, and graduate student research
- instruct a large number of students in major courses in community service
- tracks in the degree program provide curricular and advising foci

Weaknesses
- insufficient access to career and academic advisors particularly during peak advising times
- limited experiential learning and high-impact practices particularly in terms of internships, study abroad, research, and Honors in the Major
- insufficient data on alumni placement and employment
- inadequate writing and critical thinking skills among majors

Recommendations
- develop more in-person lab opportunities for majors while continuing to offer online labs for introductory service courses
- hire and train peer student advisors, preferably seniors with extensive knowledge of the biology major and appropriate course combinations; train the department career counselor to advise when needed
- develop track-specific experiential learning opportunities that include internships, study abroad programs, research, and Honors in the Major; ensure faculty resources are available to support these high-impact practices
- work with appropriate units to improve the collection of alumni information and to improve outreach including information on placement and employer satisfaction; develop a newsletter and make use of social media

- encourage the development of new courses that emphasize critical thinking in the curriculum and use program tracks to structure these offerings; consider developing more senior-level labs to facilitate more effective training in writing and critical thinking skills and consider developing a scientific writing course

Biology, M.S. *(26.0101)*

Major Changes since Prior Review
- completed a new campus greenhouse to support educational and research efforts
- hired nine new graduate faculty members who have improved the department's research and teaching capabilities in conservation and integrative biology
- revised criteria for internal program assessment

Strengths
- strong faculty mentoring support
- significant social and professional development opportunities
- program focus and geographic location provide distinctive advantage

Weaknesses
- time to degree
- students have unclear expectations of the degree program
- graduate student stipends are not competitive with those offered at peer institutions
- lack of student ethnic diversity
- aging facilities and a lack of space to support growth

Recommendations
- work with appropriate units to improve the collection of alumni information and to improve outreach including information on placement and employer satisfaction; develop a newsletter and make use of social media
- develop ways to improve faculty member program oversight including annual committee meetings
- update the graduate student handbook and provide a clear path to degree program completion
- investigate alternative funding mechanisms including the new university budget model to increase stipend levels
- develop a student recruitment plan that includes efforts directed toward historically black colleges and universities and Hispanic-serving institutions
- explore potential funding sources to renovate existing building

Conservation Biology - Professional Science Master's, M.S. *(26.1307)*

Strengths
- high demand for the degree program
- unique opportunity to develop a strong, relevant program to meet regional needs
- adequate existing resources to engage students in high-impact practices

Weaknesses
- direction and scope of the degree program is unclear and negatively impacting enrollments
- disconnect between program and department needs

Recommendations
- determine the direction and future of the degree program
- consider options and resources to improve marketing and recruitment efforts
- investigate potential interdisciplinary program directions

Conservation Biology, Ph.D. *(26.1307)*

Strengths
- annual progress reports for students
- placement of graduates
- curriculum includes a strong professional development course
- financial support for students to travel to professional conferences

Weaknesses
- time to degree
- graduate student stipends are not competitive with those offered at peer institutions
- high attrition rate
- lack of student ethnic diversity
- insufficient data on alumni placement and employment; small application pool
- insufficient number of graduate teaching associate positions

Recommendations
- develop clear benchmarks for student success; utilize student annual evaluations to proactively identify students not making progress
- identify mechanisms including revenue from the university's new budget model to increase financial support for graduate students
- develop a student recruitment plan that includes efforts directed toward historically black colleges and universities and Hispanic-serving institutions; evaluate recruitment strategies and identify the most effective methods
- work with appropriate units to improve the collection of alumni information and to improve outreach including information on placement and employer satisfaction; develop a newsletter and make use of social media

Academic Program Quality

University of Central Florida

2016-17 Academic Program Review Results
College of Sciences
Chemistry and Forensic Science Programs

Department-level Recommendations

- develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic planning priorities, considers the appropriate faculty mix (e.g., research active faculty), and takes into account current and future resources
- explore ways to increase extramural research and funding
- foster more research collaborations across campus (e.g., relationships with centers and institutes)
- expand research and curricular opportunities through the National Center for Forensic Science, specifically engaging additional disciplines including biology, digital forensics and computer science, and criminal justice
- enhance safety culture in labs for students' professional development
- ensure clear expectations are established in tenure guidelines and annual evaluation standards and procedures
- identify opportunities to acquire research-grade instrumentation
- work with appropriate units to improve the collection of alumni information (e.g., Career Services, UCF Alumni)

Chemistry, B.S. *(40.0501)*

Major Changes
- hired several new tenure-track faculty members and lecturers in the past three years, strengthening all areas of the undergraduate degree program
- established a professional development program for new graduate students that is incorporated into their first year as a graduate teaching associate
- purchased instrumentation for instruction and research, providing students with valuable skills when transitioning to industry or graduate school
- clarified grade point average requirement for the major

Strengths
- diverse faculty members support a diverse student population
- focus on upper-division courses with teaching laboratories
- prepares students for a number of disciplinary options within chemistry including analytic chemistry, biochemistry, environmental chemistry, organic chemistry, inorganic chemistry, physical chemistry, forensic science, and geology

Weaknesses
- limited research and high-impact practices particularly for research within graduate and faculty research groups
- advising structure particularly for upper-division majors needs improvement; inadequate advising for transfer students
- sporadic upper-division course offerings and limited extracurricular support for upper-division courses
- labs for chemistry fundamentals courses lack advanced concepts for chemistry and forensic science majors

Recommendations
- continue to promote and encourage opportunities for students to engage in high-impact practices emphasizing the benefits to the major
- consider developing online courses, where appropriate, to increase student access and options to complete the degree program
- review faculty advising structure and ensure that all students are aware of departmental and program advising resources
- develop advising guides for native and transfer students
- review and modify upper-division course offerings to ensure consistency
- explore opportunities for more research laboratories to be converted into teaching laboratories
- explore ways to increase the number of graduate teaching associates to provide greater support to larger lecture classes and upper-level undergraduate classes

Chemistry, M.S. *(40.0501)*

Major Changes
- the M.S. degree in industrial chemistry was changed to an M.S. degree in chemistry that can also serve as a feeder program to the doctorate in chemistry; this degree program has thesis and nonthesis options
- the department hired several new tenure-track faculty members within the past three years, strengthening the degree program in biochemistry, materials chemistry, forensic science, and environmental chemistry
- established a professional development program for new graduate students that is incorporated into their first year as a graduate teaching assistant
- purchased instrumentation for instruction and research, providing students with valuable skills when transitioning to industry or academic positions

Strengths
- collaborative and collegial departmental culture
- diversity of the program's faculty members and students
- structure of formal program concentrations provides focus
- industry involvement in curriculum development

Weaknesses
- graduate student stipends are not competitive with those offered at peer institutions
- insufficient variety in elective course offerings
- discussion sections can be too large, reducing the effectiveness of interactions for graduate teaching assistants

Recommendations
- develop and implement a plan to address program and department human-resource needs that considers current and future resources
- explore internal and external opportunities to enhance student financial support
- identify opportunities to increase the number of elective course offerings
- explore the use of additional students and faculty members to reduce the size of undergraduate discussion sections
- enhance opportunities for faculty professional development and program visibility

Chemistry, Ph.D. *(40.0501)*

Major Changes since Prior Review
- the department hired several new tenure-track faculty members within the past three years, strengthening the degree program in biochemistry, materials chemistry, forensic science, and environmental chemistry
- the department established a professional development program for new graduate students that is incorporated into their first year as graduate teaching assistants
- the department and new faculty members have purchased instrumentation for instruction and research, providing students with valuable skills when transitioning to industry or academic positions

Strengths
- collaborative and collegial culture
- student ethnic diversity
- connections with the National Center for Forensic Science and the Nanoscience Technology Center provide unique research and training opportunities
- strong faculty research

Weaknesses
- graduate program is small relative to large undergraduate demand
- graduate student stipends are not competitive with those offered at peer institutions
- incoming students are not adequately competitive (e.g. low grade point averages)
- insufficient variety of elective courses

Recommendations
- explore internal and external opportunities to enhance student financial support
- develop a course rotation plan as new faculty are added
- explore options to share equipment to make the most out of center connections
- explore professional development opportunities targeted toward different career goals
- review program curriculum and appropriately increase regular offerings of electives pertinent to four areas of program focus

Forensic Science, B.S. *(43.0106)*

Major Changes since Prior Review
- hired several new tenure-track faculty members and lecturers within the past three years, strengthening all areas of the undergraduate degree program
- established a professional development program for new graduate students that is incorporated into their first year as a graduate teaching assistant
- purchased instrumentation for instruction and research providing students with valuable skills when transitioning to industry or graduate school
- clarified grade point average requirement for the major

Strengths
- national recognition of program and faculty members
- academically strong students in an appropriately rigorous degree program
- beneficial association with the National Center for Forensic Science
- quality and diversity of students
- faculty members' professional experience

Weaknesses
- limited experiential and high-impact practices particularly with respect to internship and research opportunities
- labs for chemistry fundamentals courses lack advanced concepts for chemistry and forensic science majors
- students' oral and presentation skills need improvement

Recommendations
- review faculty advising structure and ensure that all students are aware of department and program advising resources; identify a dedicated staff position to assist with advising majors
- consider the appropriateness of seeking accreditation from the Forensic Science Education Programs Accreditation Commission; consider curriculum changes required for compliance
- continue to promote and encourage opportunities for students to engage in high-impact practices, emphasizing the benefits to the major and development of professional skills; strengthen relationship with the Office of Experiential Learning to expand internship opportunities
- explore opportunities for more research laboratories to be converted into teaching laboratories
- explore ways to increase the number of graduate teaching associates to provide greater support to larger lecture classes and upper-level undergraduate classes

Forensic Science, M.S. *(43.0106)*

Major Changes since Prior Review
- revised the degree program to include a forensic professional concentration to provide a pathway for forensic science professionals to advance their training
- changed forensic science tracks to concentrations
- hired several new tenure-track faculty members and lecturers within the past three years strengthening all areas of the degree program
- established a professional development program for new graduate students that is incorporated into their first year as a graduate teaching assistant
- purchased instrumentation for instruction and research providing students with valuable skills when transitioning to industry

Strengths
- national recognition of degree program and its faculty members
- beneficial association with the National Center for Forensic Science
- quality and diversity of students
- faculty members' professional experience
- multidisciplinarity of the degree program

Weaknesses
- weak program assessment measures
- program is not recognized by the Forensic Science Education Programs Accreditation Commission
- insufficient data on alumni placement and employment
- narrow focus on only two disciplines in forensic science

Recommendations
- consider additional assessment metrics to gain better information on program quality and student success
- consider the appropriateness of seeking accreditation from the Forensic Science Education Programs Accreditation Commission; consider curriculum changes required for compliance
- expand involvement in the American Academy of Forensic Sciences

- review course offerings to identify where additional forensic science disciplines can be introduced or receive increased coverage; explore expanding the feasibility of making more elective courses available to students while considering employment skills needed by students who are not pursuing a doctorate degree

Academic Program Quality

2016-17 Academic Program Review Results
College of Sciences
Mathematics Programs

Department-level Recommendations
- develop a faculty advisory group to provide additional advising for undergraduates
- develop a structure to engage research faculty members in undergraduate student advising (e.g., mentoring)
- develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic planning priorities, considers the appropriate faculty mix, and takes into account current and future resources
- develop formal faculty mentoring for research and grant writing with junior faculty members

Mathematics, B.S. *(27.0101)*

Major Changes since Prior Review
- streamlined the curriculum
- reinstated tracks in the degree program for better accounting of students
- removed tracks in pure and applied mathematics
- added tracks in mathematical biology and general mathematics
- revised tracks in computational mathematics, mathematical economics, and engineering and physics
- reduced the minimum number of required courses
- clarified grade point average requirements for the major

Strengths
- student quality
- ability to effectively teach large number of service courses to multiple disciplines
- opportunities for student engagement in research and Honors in the Major
- enhanced instructional delivery strategies for MAC1105 resulting in a significant reduction to failure and withdrawal rates

Weaknesses
- program concentrations cause advising confusion and scheduling issues
- lack of alignment among upper-division courses leads to students having different outcomes and experiences
- insufficient data on alumni placement and employment
- limited experiential learning and high-impact practices particularly in terms of applied experiences
- high course failure and withdrawal rates among transfer students

Recommendations
- develop streamlined advising guides to ensure clarity of program pathways for better advising and schedule planning
- assure the reasonable availability of courses, especially upper-division courses
- work with appropriate units to improve the collection of alumni information including information on placement and employer satisfaction
- continue to develop opportunities for students to engage in high-impact practices emphasizing the benefits to the major

- explore curricular modifications to assist at-risk transfer students who struggle in courses with high failure and withdrawal rates
- explore the feasibility of reducing recitation sections taught by graduate teaching associates to provide students more opportunities for one-on-one assistance
- consider engaging peer advisors and graders to support large, lower-division courses
- expand high school recruiting and marketing of the major

Mathematical Science, M.S. *(27.0301)*

Major Changes since Prior Review
- revised the industrial mathematics track to align the program with the Society of Industrial and Applied Mathematics recommendations
- revised core course work to better align with the first year of the doctoral degree program

Strengths
- quality courses
- faculty support of students
- faculty member quality and breadth of faculty expertise

Weaknesses
- program marketing does not recruit students who do not wish to seek a doctorate
- lack of program vision and identity

Recommendations
- consider delivering some courses online or in a hybrid format; conduct an assessment of the demand for the degree in an online or executive format; expand recruitment efforts to include local employers and students not pursuing a doctorate degree
- evaluate the curriculum to ensure alignment with the mission and purpose of the degree program

Mathematics, Ph.D. *(27.0301)*

Major Changes since Prior Review
- revised the first year's core course work and the qualifying examinations
- separated the candidacy examination and the dissertation proposal examination to decrease the time required to enter candidacy

Strengths
- well-qualified and dedicated faculty members
- comprehensive curriculum

Weaknesses
- high attrition rate
- lack of systematic recruitment efforts
- lack of competitive student stipends
- curriculum is narrowly focused on limited career outcomes

Recommendations
- review current program requirements to enter candidacy and adjust as appropriate
- explore internal and external opportunities to enhance student financial support (e.g., Graduate Assistance in Areas of National Need grants)
- develop a more focused and deliberate recruiting strategy
- review the curriculum and align it more closely to a variety of career outcomes
- collect feedback from alumni and employers to inform the assessment of career preparation

Academic Program Quality

2016-17 Academic Program Review Results
College of Sciences
Physics Programs

Department-level Recommendations
- develop a recruitment and hiring plan to increase ethnic diversity among faculty members
- develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic planning priorities including the appropriate number of support staff, and takes into account current and future resources
- improve support to shared research facilities
- expand areas of program emphasis beyond optics and planetary sciences to add another field of strength
- work with appropriate units to improve the collection of alumni information including information on placement and employer satisfaction

Physics, B.A. and B.S. *(40.0801)*

Major Changes since Prior Review
- combined distinct lecture and lab courses into a single course
- created a new interdisciplinary bachelor of arts degree program
- added a nanoscience track in the B.A. degree program
- changed the name of the devices track to materials physics
- introduced studio-mode instruction in two courses
- introduced active learning in several upper-level core courses in the major
- used learning assistants in most courses in the major
- introduced a freshman seminar course
- clarified the grade point average requirement for the major

Strengths
- dedicated faculty members
- student organizations
- ethnically diverse undergraduate student population
- interdisciplinary and diverse bachelor of arts degree program
- numerous high-quality research opportunities

Weaknesses
- limited number of students in the bachelor of arts degree program
- restrictive curriculum and limited elective opportunities in the bachelor of science degree program
- limited instructional laboratories particularly for high-demand major and service courses
- introductory physics courses lack advanced concepts for students in the major
- outdated instructional equipment for experimental upper-level courses

Recommendations
- expand opportunities for experiential learning and high-impact practices, particularly in terms of internships and research
- develop a plan and identify space for an additional instructional laboratory and budget for equipment updates
- consider offering separate sections of introductory physics courses for physics majors

- evaluate the feasibility of offering a wider variety of elective courses and a more flexible curriculum
- explore options to improve student mentoring and community building

Physics, M.S. *(40.0801)*

Major Changes since Prior Review
- became a site of the American Physical Society (APS) bridge program
- reduced the number of required core courses
- expanded elective course options

Strengths
- dedicated faculty members
- size of the degree program allows greater opportunity for individualized mentoring
- APS bridge program (one of six degree programs nationally) addresses the national need to increase the number of underrepresented minority students with an advanced physics degree
- research opportunities available to students

Weaknesses
- no clear plan to continue the bridge program after grant funding ends
- lack of identity as a stand-alone degree program

Recommendations
- identify opportunities to continue the bridge program once funding ends
- explore opportunities for collaborating with other disciplines (e.g., College of Medicine for potential medical physics track)
- determine the program's mission and make appropriate adjustments to the curriculum and to recruitment strategies

Physics, Ph.D. *(40.0801)*

Major Changes since Prior Review
- revised core and elective requirements
- revised the placement and candidacy exams
- expanded course elective options

Strengths
- APS bridge program (one of six degree programs nationally) addresses the national need to increase the number of underrepresented minority students with an advanced physics degree
- program emphasis in planetary science
- faculty success in obtaining external funding

Weaknesses
- no clear plan to continue the bridge program once grant funds expire
- lack of a sense of community among students and across the department
- shared research facilities space is in need of maintenance and repairs
- instructional demands limit faculty member participation in scholarly activity; student demand outpaces faculty and staff resources
- graduate student stipends are not competitive with those offered at peer institutions

<u>Recommendations</u>
- explore internal and external opportunities to enhance student financial support
- identify opportunities to build a sense of community and to facilitate collaboration among students and faculty members
- explore opportunities for interdisciplinary research and other collaborations (e.g., curricular)
- identify potential sources of funding for maintenance and repairs of shared research facilities
- consider the need, feasibility, and sustainability of developing a stand-alone doctoral degree program in planetary science
- explore the feasibility of expanding course offerings in niche areas

Academic Program Quality

2016-17 Academic Program Review Results
College of Sciences
Statistics Programs

Department-level Recommendations
- develop a department strategic plan within the context of the college's strategic plan; assure clear articulation of program goals and target balance between graduate and undergraduate activities; invest current and new resources in accordance with the plan
- develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic planning priorities, considers the appropriate faculty mix, and takes into account current and future resources
- review and update promotion and tenure guidelines and criteria for faculty annual evaluations as appropriate
- strengthen the junior faculty mentoring program
- pursue opportunities for interdisciplinary research collaborations to secure more external funding
- explore options to meet space needs
- review the department's faculty workload policy and assure that it aligns with the department's goals
- improve the department's web presence to better promote faculty research and programs, improving visibility and recruitment

Statistics, B.S. (27.0501)

Major Changes since Prior Review
- adjusted the frequency with which certain core and elective courses are offered to accommodate student demand
- started offering some sections of a core course online
- modified the requirements for the minor in actuarial science
- required all statistics majors to take the Society of Actuaries exam as part of their graduation requirements
- clarified the grade point average requirement for the major
- reactivation of the actuarial science degree program

Strengths
- growth and reputation of degree program
- dedicated full-time faculty members

Weaknesses
- limited opportunities for high-impact practices, particularly in terms of research and capstone course experiences
- high failure and withdrawal rate in one course
- insufficient data on alumni placement and employment

Recommendations
- develop an interdisciplinary general education course in big data analytics
- explore the feasibility of developing research efforts in big data; work on applied research projects with government agencies and local and international companies to develop high-impact opportunities for students
- consider developing a biostatistics course with the College of Medicine

Page **22** of **23**

- ensure that the curriculum meets the American Statistical Association's Guidelines for Assessment and Instruction in Statistics Education college report recommendations
- evaluate the need for the P-exam exit requirement
- examine the failure and withdrawal rate in relevant course and consider pedagogical changes
- work with appropriate units to improve the collection of alumni information including information on placement and employer satisfaction

Statistical Computing, M.S. *(27.0501)*

Major Changes since Prior Review
- created two market-rate-tuition master's degree programs in conjunction with the College of Business Administration and the College of Engineering and Computer Science to meet industry demand for training in business and data analytics
- hired new faculty members to help support the data-mining track
- hired a new department chair
- developed a partnership with Capital University of Economics and Business in Beijing, China

Strengths
- dedicated faculty members
- collegial departmental atmosphere
- national reputation for excellence in data mining
- strong connections to businesses in Central Florida

Weaknesses
- assessment includes only course performance metrics and does not consider preparation for employment or further study
- limited exposure to research
- high attrition rate
- exposure to limited number of statistical software packages
- inadequate space

Recommendations
- explore ways to increase research opportunities for students
- work with appropriate offices to identify reasons for student attrition, and then develop and implement a retention plan (e.g., assure students follow a plan of study)
- collect feedback from alumni and employers to inform the assessment of program effectiveness
- review the curriculum and update it as appropriate
- consider the relationship of the master's degree program with the planned doctoral degree program
- explore options to meet space needs

ITEM: <u>INFO-2</u>

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Center for Law and Policy

DATE: October 13, 2017

For information only.

Supporting documentation: Attachment A: Center for Law and Policy Presentation

Prepared by: Cynthia Schmidt, Director of Center for Law and Policy

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Attachment A

Center for Law and Policy

Cynthia Schmidt
Director, Center for Law and Policy
Faculty Member,
Department of Legal Studies

October 13, 2017
Board of Trustees

UCF

Who am I? Criminal Defense Lawyer turned Educator

- Why leave the practice of law?
- Answer: I always had student interns, Hence a desire to teach
- A heart for social justice
- Center for Law and Policy has two goals
- Service to the City of Sanford, re Trayvon Martin
- This shifted to a focus on Parramore long before the new campus was announced

UCF

What I Do with the Community and Students:

React to the needs of the community as they manifest
in the legal community
and in the larger community.

UCF

Moot Court Team and the Legal Community

*(New Campus will be
five blocks from the Courthouse!)*

4

UCF

Working in the West Side on Issues Relevant to those Partners
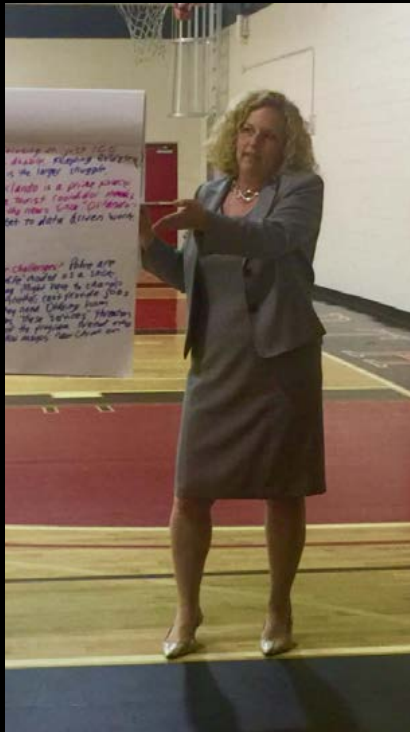
Leading a breakout session at the Ceasefire Summit, a gun violence reduction strategy, in the Mercy Drive area of Orlando

Miles Mulrain, guest speaker at FAMU Law and UCF cross-listed class. He is an activist in Pine Hills (shown here with my students).

UCF

5

Representing UCF in various spaces both legal and the community as a whole

Taking the oath as OCBA Foundation President

Panelist on the lack of Indictment in Mike Brown's death (regarding Ferguson, Missouri)

Future Events in Parramore and Holden Heights involving UCF students and youth in the community:

More to come!

7

40

Thank You

ITEM: __INFO-3__

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Big and Good

DATE: October 13, 2017

For information only.

Supporting documentation: Attachment A: Big and Good presentation

Prepared by: Christine Dellert, Assistant Vice President for Strategic Communications & Marketing

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Attachment A

Mythbusters:
Big and Good?

UCF

BILL & MELINDA GATES *foundation*   **POSTSECONDARY SUCCESS**

September 20, 2017

(un)Conventional Wisdom: Bigger and Better

Share this page: [twitter] [facebook] [linkedin]

By Dan Greenstein

Last week, I kicked off a series of posts exploring what I believe is a growing disconnect between higher education and the American people. In that piece, I unpacked one of the possible causes of that disconnect – the ways in which academe celebrates exclusivity over opportunity.

This week, I'm taking on another widely-held assumption in the postsecondary world:

#2: Bigger can't be better: There is a school of thought in our enterprise of higher education that institutional size is inversely related to quality, that colleges and universities with lower student-to-staff ratios are better than those with higher ratios. Proponents of this argument maintain that large institutions, especially those in urban centers, are simply too impersonal and too hard to navigate, and that instruction at scale lacks the personal element that is essential to great teaching and learning.

> " At the same time, both have notched impressive performance gains: UCF has increased its graduation rate by nearly 10 percentage points, and GSU has closed its graduation gap by race/ethnicity. They are getting bigger and better. "

44

Florida SUS by Size

University of Central Florida	64,335
Florida International University	55,112
University of Florida	54,854
University of South Florida	49,811
Florida State University	41,824
Florida Atlantic University	30,601
University of North Florida	15,975
Florida Gulf Coast University	14,821
University of West Florida	12,979
Florida A&M University	9,614
Florida Polytechnic University	1,315
New College of Florida	875

Florida Board of Governors Work Plan Reports (2017)

UCF

Florida SUS by Size

University of Central Florida	64,335
Florida International University	55,112
University of Florida	54,854
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Florida A&M University	9,614
Florida Polytechnic University	1,315
New College of Florida	875

Florida Board of Governors Work Plan Reports (2017)

UCF

Biggest and Smallest Florida SUS Schools

|	>30,000 students	<30,000 students
Florida SUS Institutions	6	6
Degrees Awarded (2015-16)†	74,209	11,908
State Performance Rank (2014-2017)**	4.0	8.1
Cost Per Degree to the Institution*	$28,300	$44,390
Preeminent/Emerging Preeminent Universities	4	0
U.S. News Ranked Best National Universities	6	2
U.S. News Top 100 Ranked Graduate Programs†	143	0
Carnegie High/Highest Research Institutions	6	1
National Academy Members†	59	0
Full-Time Faculty*	1,952	327
FTIC High School GPA*	4.07	3.83
FTIC Incoming SAT*	1198	1126
FTIC Freshmen Retention Rate*	88.1	79.6
FTIC Six-Year Graduation Rate*	67.7	50.2
Registered Student Organizations*	550	100

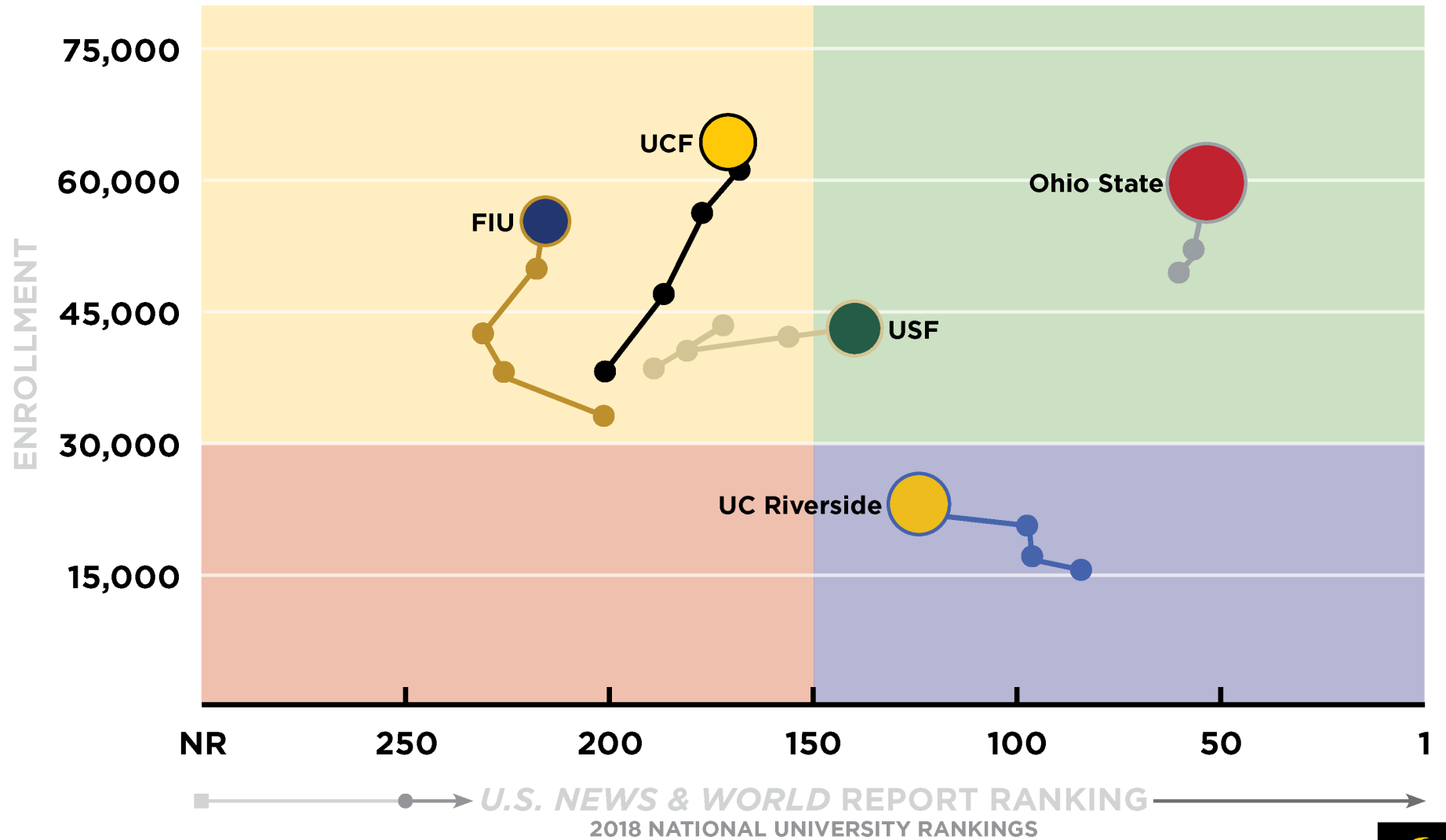*Average   **Four-year Average   †Combined Total

FL BOG Accountability Reports (2015-16), Work Plan Reports (2017), and Factbooks
U.S. News and World Report 2018 Rankings
The Carnegie Classification of Institutions of Higher Education (2015)

UCF

Size, Ranking, and Impact
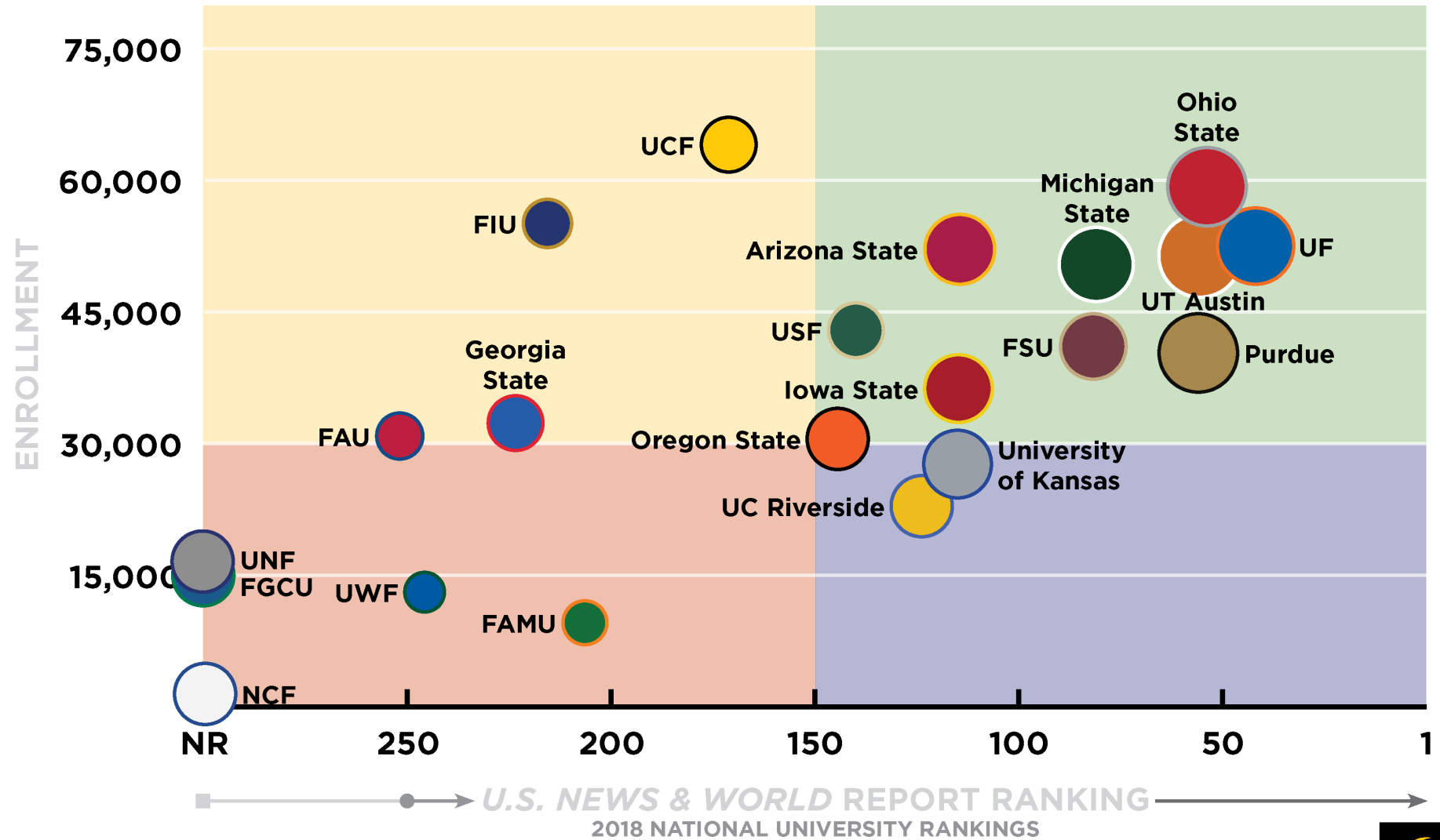
School Trends

How Small is Too Small?

MarketWatch

Why so many small private colleges are in danger of closing

Published: June 17, 2017

By **JILLIAN BERMAN** REPORTER

"Ever since the financial cri[sis] and families have become [concerned] about the price and value of [higher] education. That's made it [harder] for lesser-known private co[lleges to attract] students and, in particular, [students who] will pay full price."

INSIDE HIGHER ED

NEWS OPINION SURVEYS WEBCASTS JOBS

Closures to Triple

By Kellie Woodhouse // September 28, 2015

"Small colleges are often tuition dependent, [and f]ace financial struggle when [enrollment dec]lines or even remains flat. [That stre]ss leads to "a reduced ability [to fund aca]demic programs, student life [and others] which in turn negatively affects [their abilit]y to meet the desires of [prospective stu]dents, Moody's notes."

The Washington Post
Democracy Dies in Darkness

Grade Point · Opinion

The coming era of consolidation among colleges and universities

By Jeffrey J. Selingo September 7, 2016

"Not surprising, nearly 80 percent of the troubled institutions are small colleges — with fewer than 1,000 students — but 9 percent of them have more than 10,000 students."

THE HECHINGER REPORT *Covering Innovation & Inequality in Education*

Higher Education

Like private businesses, universities consolidate to cut costs

by JON MARCUS   July 19, 2013

"In the business world, the prevailing philosophy has long been that efficiencies and savings can be achieved by getting bigger and building economies of scale. That is why companies grow or merge with competitors."

THE CHRONICLE OF HIGHER EDUCATION NEWS OPINION DATA ADVICE JOBS

☰ SECTIONS

COMMENTARY

The Real Reason Small Colleges Fail

By Will Wootton | JUNE 08, 2016

"When chaos strikes larger institutions, their sheer bulk and institutional depth helps overcome or simply absorb issues. For the smaller places, the effect can be show-stopping."

UCF