



**Board of Trustees
University of Central Florida
Educational Programs Committee
September 27, 2012, 10:00 a.m. – 12:00 p.m.
Live Oak Center
Conference call-in phone #800-442-5794, passcode 463796
Agenda**

I. Minutes

Ida Cook, Chair

II. New business

Educational Programs Committee - *Information Only*

- 2010-11 Academic Program Reviews
(INFO-A)

College of Sciences:

- Anthropology, B.A., M.A.
- Psychology, B.S.
- Applied Experimental and Human Factors
Psychology, M.A., Ph.D.
- Clinical Psychology, M.A., Ph.D.
- Industrial and Organizational
Psychology, M.S., Ph.D.
- Social Sciences (Interdisciplinary), B.S.
- Applied Sociology, M.A.
- Sociology, B.A., Ph.D.

**Michael Johnson, Dean of
the College of Sciences**

College of Health and Public Affairs:

- Criminal Justice, M.S.
- Criminal Justice, B.A., B.S.

**Michael Frumkin, Dean of
the College of Health and
Public Affairs**

College of Arts and Humanities:

- Creative Writing, M.F.A.
- English, B.A., M.A.
- Texts and Technology, Ph.D.
- History, B.A., M.A.
- Humanities, B.A.
- Philosophy, B.A.
- Religious Studies, B.A.
- Photography, A.S. to B.S.
- Studio Art and the Computer, M.F.A.

**José Fernandez, Dean of
the College of Arts
and Humanities**

Rosen College of Hospitality Management:

- Event Management, B.S.
- Hospitality Management, B.S.
- Hospitality and Tourism Management, M.S.
- Restaurant and Foodservice Management, B.S.

Abe Pizam, Dean of
the Rosen College of
Hospitality Management

- State University System Annual
Status Report on Market Tuition
(INFO-B)

Tony Waldrop
Provost and
Executive Vice President

- Protected Classes

Janet Balanoff, Director
Equal Opportunity and
Affirmative Action Programs

- Provost's update

Tony Waldrop

Educational Programs Committee - *Approval*

- Tenure with Hire (EPC-1)

Tony Waldrop

III. Other business

DRAFT

**Minutes
Educational Programs Committee**

**University of Central Florida
Board of Trustees
July 26, 2012
9:00 a.m. - 9:15 a.m.
Teleconference
Conference call-in phone #800-442-5794, passcode 463796**

The Honorable Ida Cook called the teleconference to order at 9:40 a.m. Trustees Ray Gilley, Harris Rosen, and John Sprouls participated by telephone. Also attending was Provost and Executive Vice President Tony Waldrop.

The minutes from the May 24, 2012, meeting were approved as written.

NEW BUSINESS

Conferral of Degrees. Tony Waldrop, Provost and Executive Vice President, requested approval for the Summer 2012 conferral of degrees. A motion to recommend the conferral of degrees was approved.

Provost's Update. College reports from the dean of the College of Nursing and the dean of the Rosen College of Hospitality Management were deferred to the next meeting when they could report in person.

Waldrop announced that Michael Georgiopoulos, a Pegasus Professor, has been appointed interim dean of the College of Engineering and Computer Science. A search for a dean for the college is underway.

Trustee Cook adjourned the teleconference at 9:45 a.m.



INFO-A

Academic Program Review Process

Purposes

- to examine the quality and productivity of academic programs and
- to develop recommendations leading to program improvement

Overview

- provides comprehensive review of academic programs
- takes place on a seven-year cycle
- uses institutional data, self-studies, and external consultant reports
- incorporates assessment and evaluation by departments, colleges, and academic affairs
- leads to recommendations developed by the program review committee in concert with the provost and college deans
- results in annual reports to the UCF Board of Trustees and the Florida Board of Governors that outline: actions and major changes since last review, strengths, weaknesses, and recommendations
- evaluates each program according to the following five major elements:

Centrality

- alignment of program mission with the college, university, and Board of Governors' strategic plans

Comparative advantage

- national reputation
- job placement of students
- unique features of program
- benchmarking results
- strategic niche

Cost

- number and productivity of faculty members (e.g., SCHs, majors, and degrees generated)
- facilities, equipment, laboratories, meeting space, and software
- instructional delivery requirements (e.g., individual instruction, laboratory assistance, and off-site travel)

Demand

- historical number of applicants and number of students enrolled
- degrees granted
- courses used by other programs
- contribution to the General Education Program
- community, regional, statewide, or national needs

Quality

- incoming students
- curriculum
- student learning
- student satisfaction and employee ratings
- student placement
- faculty members (teaching qualifications, research and creative activity, service)
- facilities
- accreditation and certification results

INFO-A
2010-11 Academic Program Review
College of Sciences
Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations and Implementation Status
College of Sciences			
Anthropology, B.A.	<ul style="list-style-type: none"> • collegial environment • integration of regional campus faculty members and instructors into the fabric of the department • high quality and productive faculty members in terms of teaching and research • faculty commitment to high-quality undergraduate teaching • international and interdisciplinary curriculum focus • opportunities for student field experiences 	<ul style="list-style-type: none"> • large class sizes • rigid curriculum • instructional laboratory space • office space • no medium and large classroom spaces • graduate student tuition waivers • insufficient number of faculty and high faculty workload 	<ul style="list-style-type: none"> • refine strategic plan to take into account all departmental needs and aspirations; incorporate an appropriate human resource plan (<i>not started, postponed while college completes its strategic plan</i>) • review curriculum and adjust as appropriate (<i>in progress</i>) • adjust faculty work load to support increasing research productivity (<i>completed, requiring sustained attention</i>) • identify additional instructional space, including instructional laboratory space (<i>in progress</i>) • continue to explore opportunities for additional office space (<i>not started, space challenges persist</i>) • work with the College of Graduate Studies, College of Sciences, and regional campuses administration to maximize graduate teaching assistant funding; review Memorandum of Understanding with regional campuses administration (<i>in progress</i>)

INFO-A
2010-11 Academic Program Review
College of Sciences
Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations and Implementation Status
Anthropology, M.A.	<ul style="list-style-type: none"> • collegial environment • high-quality and productive faculty members in terms of teaching and research • faculty commitment to high-quality graduate teaching • international and interdisciplinary curriculum focus • opportunities for student field experiences • high-quality students • faculty student mentoring • research programs 	<ul style="list-style-type: none"> • no Ph.D. program • limited internal research funding opportunities • instructional laboratory space • office space • graduate student tuition waivers • insufficient number of faculty and high faculty workload 	<ul style="list-style-type: none"> • refine strategic plan to take into account all departmental needs and aspirations; incorporate benchmarking and an appropriate human resource plan, including strategic hires (<i>in progress</i>) • begin planning for a possible Ph.D. degree program (<i>not started, pending strategic plan completion</i>) • plan activities and adjust faculty workload to support research and graduate education, including a possible Ph.D. degree program (<i>completed, requiring sustained attention</i>) • increase external research funding (<i>in progress</i>) • partner with the Office of Research and Commercialization and College of Sciences to build a support program with seed monies for faculty to boost research productivity (<i>in progress</i>) • pursue synergistic opportunities across campus, including interdisciplinary research funding opportunities (<i>in progress</i>) • identify additional instructional space, including instructional laboratory space (<i>in progress</i>) • continue to explore opportunities for additional office space (<i>not started, space challenges persist</i>) • work with the College of Graduate Studies, College of Sciences, and regional campuses administration to maximize graduate teaching assistant funding (<i>in progress</i>)
Psychology, B.S.	<ul style="list-style-type: none"> • significant laboratory experience in statistical methods and research methods courses • student diversity • advising center 	<ul style="list-style-type: none"> • limited faculty resources for number of majors • no faculty program coordinator • insufficient advising staff • senior exit exam needs to better 	<ul style="list-style-type: none"> • replace parapsychology course with an appropriate alternative (<i>completed</i>) • develop a plan for tracking and maintaining contact with alumni; work with appropriate UCF offices (<i>in progress</i>)

INFO-A
2010-11 Academic Program Review
College of Sciences
Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations and Implementation Status
	<ul style="list-style-type: none"> • time-to-degree • array of student engagement opportunities • training for graduate teaching assistants teaching undergraduate courses 	<ul style="list-style-type: none"> • measure target-student learning outcomes • alumni tracking and relationships • faculty diversity • number of student engagement experiences • parapsychology course • honors course offerings • student exposure to research methods and statistics early in program 	<ul style="list-style-type: none"> • work with The Burnett Honors College to expand honors course offerings (<i>in progress</i>) • develop a human resource plan to hire additional and diverse tenured and tenure-track faculty members and advising staff members as resources become available; address need for faculty program coordinator (<i>in progress</i>) • review and revise senior exit exam to ensure appropriate measurement of target student learning outcomes (<i>in progress</i>) • develop an advising and scheduling plan to expose students to research methods and statistics earlier in program (<i>in progress</i>) • explore opportunities to expand student engagement (<i>in progress</i>)
Applied Experimental and Human Factors Psychology, M.A. and Ph.D.	<ul style="list-style-type: none"> • physical facilities • graduation and student placement rates • highly visible and research active faculty members • national reputation • administration 	<ul style="list-style-type: none"> • balance of required courses and student research experiences outside of classroom • student stipend amounts • student and faculty diversity • barriers to effective internal partnerships • advising load for program coordinator • impending faculty member retirements • uneven faculty research funding • support for contract and grant management 	<ul style="list-style-type: none"> • benchmark program and curriculum; use updated results to inform strategic plan, including a common program vision and goals (<i>in progress</i>) • review curriculum and adjust as appropriate (<i>completed, requiring sustained attention</i>) • increase student stipend amounts as resources become available (<i>not started due to availability of resources</i>) • develop a human resource plan to prepare for impending faculty member retirements; hire additional diverse tenured and tenure-track faculty members as resources become available; address program coordinator advising load and need for additional contract and grant management support (<i>in progress</i>) • explore ways to mitigate barriers to effective internal partnerships and work to develop new partnerships (<i>in progress</i>)

INFO-A
2010-11 Academic Program Review
College of Sciences
Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations and Implementation Status
			<ul style="list-style-type: none"> maintain current enrollments; if external or internal resources are enhanced, consider selective strategic growth (<i>in progress</i>) explore feasibility of converting Ph.D. human factors track to a stand-alone degree program (<i>decided not to implement</i>) expand funded research among faculty members (<i>in progress</i>)
Clinical Psychology, M.A.	<ul style="list-style-type: none"> program leadership graduation and employment rates program clinician focus and quality of training; student preparation for licensure 	<ul style="list-style-type: none"> number of paid internships program distance from Orlando campus facilities at current program site alumni tracking 	<ul style="list-style-type: none"> identify paid student internship opportunities (<i>in progress</i>) work with college to explore options to mitigate any difficulties or issues associated with running a professional graduate program at a remote campus (<i>in progress</i>) review curriculum and determine if there is room for improvement in course sequencing (<i>in progress</i>) maintain current enrollments; if external or internal resources are enhanced, consider selective strategic growth (<i>in progress</i>) develop a plan to improve alumni tracking; work with appropriate UCF offices (<i>in progress</i>) retain applied program focus but keep thesis option for use as appropriate (<i>completed, sustained attention required</i>)
Clinical Psychology, M.S. and Ph.D.	<ul style="list-style-type: none"> physical facilities graduation and student placement rates highly visible and research active faculty members 	<ul style="list-style-type: none"> balance of required courses and student research experiences outside of classroom number of faculty members student stipend amounts lack of effective partnerships with College of Medicine 	<ul style="list-style-type: none"> review curriculum and adjust as appropriate (<i>completed, sustained attention required</i>) develop a human resource plan to hire additional and more diverse tenured and tenure-track faculty members as resources become available; address program coordinator load and need for additional contract and grant management support (<i>in progress</i>)

INFO-A
2010-11 Academic Program Review
College of Sciences
Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations and Implementation Status
		<ul style="list-style-type: none"> • advising load for program coordinator • uneven faculty research funding • support for contract and grant management • no clinic director 	<ul style="list-style-type: none"> • work to develop partnerships with the College of Medicine (<i>in progress</i>) • maintain current enrollments; if external or internal resources are enhanced, consider selective strategic growth (<i>in progress</i>) • increase student stipend amounts as resources become available (<i>not started due to availability of resources</i>) • explore feasibility of converting Ph.D. clinical psychology track to a stand-alone degree program (<i>decided not to implement</i>) • expand funded research among faculty members (<i>in progress</i>) • review graduate teaching assistant workload and determine appropriateness (<i>completed, requiring sustained attention</i>)
Industrial and Organizational Psychology, M.S.	<ul style="list-style-type: none"> • relationship with Ph.D. program • practice-based curriculum • student morale and collaborative spirit • graduation rate • alumni support 	<ul style="list-style-type: none"> • facilitation of internship placement • number of faculty members • curriculum outdated 	<ul style="list-style-type: none"> • strengthen community partnerships in Orlando (<i>in progress</i>) • develop a human resource plan to hire additional faculty as resources become available; address need for internship coordinator (<i>in progress</i>) • develop a plan to facilitate more predictable internship opportunities that are compatible with academic calendar (<i>not started</i>) • consider developing a student consulting model (<i>not started</i>) • maintain current enrollments; if external or internal resources are enhanced consider selective strategic growth (<i>in progress</i>) • continue to foster alumni relations (<i>in progress</i>) • review curriculum and adjust as appropriate (<i>completed, requiring sustained attention</i>)

INFO-A
2010-11 Academic Program Review
College of Sciences
Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations and Implementation Status
Industrial and Organizational Psychology, Ph.D.	<ul style="list-style-type: none"> physical facilities graduation and student placement rates highly visible and research active faculty members national reputation 	<ul style="list-style-type: none"> balance of required courses and student research experiences outside of classroom student stipend amounts number of faculty members barriers to effective internal partnerships high advising load for program coordinator uneven faculty research funding insufficient support for contract and grant management 	<ul style="list-style-type: none"> review curriculum and adjust as appropriate (<i>completed, requiring sustained attention</i>) benchmark program and curriculum (<i>in progress</i>) develop a human resource plan to hire additional diverse tenured and tenure-track faculty members as resources become available; address program coordinator advising load and need for additional contract and grant support (<i>in progress</i>) explore ways to mitigate barriers to effective internal partnerships and work to develop new partnerships (<i>in progress</i>) maintain enrollments; if external or internal resources are enhanced, consider selective strategic growth (<i>in progress</i>) increase student stipend amounts as resources become available (<i>not started due to availability of resources</i>) explore feasibility of converting Ph.D. industrial and organizational track to a stand-alone degree program (<i>decided not to implement</i>) expand funded research among faculty members (<i>in progress</i>) increase student academic placement (<i>in progress</i>) review graduate teaching assistant workload and determine appropriateness (<i>in progress</i>)
Social Sciences, B.S.	<ul style="list-style-type: none"> major enrollment curriculum focus student advising 	<ul style="list-style-type: none"> student exposure to research methods no integrative and capstone experiences students lack sense of community alumni tracking 	<ul style="list-style-type: none"> develop integrative and capstone experience (<i>in progress</i>) develop an alumni tracking system; work with other UCF offices as appropriate (<i>in progress</i>) consider establishing an interdisciplinary program advisory committee (<i>completed, requiring sustained attention</i>)

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2010-11 Academic Program Review
College of Sciences
Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations and Implementation Status
Sociology, B.A.	<ul style="list-style-type: none"> • emphasis on research methods and data analysis • high-quality instruction • student mentoring and access to faculty members • student professional development opportunities • major enrollment 	<ul style="list-style-type: none"> • growth is outpacing faculty resources • promotion of student engagement opportunities outside classroom • student application of theory • alumni tracking 	<ul style="list-style-type: none"> • assess impact of revised curriculum (<i>in progress</i>) • explore options to foster a sense of community among students (<i>in progress</i>) • maintain emphasis on research methods and data analysis (<i>completed</i>) • develop a human resource plan to address increased demand on Orlando and regional campuses (<i>in progress</i>) • seek out and promote new opportunities for student engagement (<i>in progress</i>) • further integrate application of theory throughout the curriculum (<i>in progress</i>) • develop a plan for alumni tracking; work with appropriate UCF offices (<i>in progress</i>)
Applied Sociology, M.A.	<ul style="list-style-type: none"> • student mentoring • thoughtful curriculum • student graduation rate • thesis and non-thesis tracks • faculty research strengths 	<ul style="list-style-type: none"> • faculty teaching load • uneven faculty research funding • need for additional faculty members who can secure external funding • faculty diversity 	<ul style="list-style-type: none"> • develop a human resource plan to hire tenured and tenure-track faculty members who can secure external funding as resources become available; seek out diverse faculty candidates (<i>in progress</i>) • encourage and reward publication in top journals (<i>in progress</i>) • explore opportunities for collaboration across campus (<i>in progress</i>) • increase student stipends as resources become available (<i>not started due to availability of resources</i>)
Sociology, Ph.D.	<ul style="list-style-type: none"> • student mentoring • thoughtful curriculum • student graduation and placement rate • dissertation • faculty research quality 	<ul style="list-style-type: none"> • faculty teaching load • student mentoring • uneven faculty research funding • insufficient faculty members to supervise doctoral students and secure external funding • faculty diversity 	<ul style="list-style-type: none"> • develop a human resource plan to hire tenured and tenure-track faculty members who can supervise doctoral students and secure external funding as resources become available (<i>in progress</i>) • develop a plan to expose students to faculty members' research strengths early in program (<i>completed, requiring sustained attention</i>)

INFO-A
2010-11 Academic Program Review
College of Sciences
Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations and Implementation Status
			<ul style="list-style-type: none"> • encourage and reward publication in top sociology journals (<i>in progress</i>) • explore opportunities for collaboration across campus (<i>in progress</i>) • increase student stipends as resources become available (<i>not started due to availability of resources</i>)

INFO-A
2010-11 Academic Program Review
College of Health and Public Affairs
Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations and Implementation Status
College of Health and Public Affairs			
Criminal Justice, B.A. and B.S.	<ul style="list-style-type: none"> • curriculum • internship program connected to community agencies • student honors and professional fraternities • wide range of student workforce development • accessibility to non-traditional students • international partnerships • student diversity • faculty member collegiality and commitment to undergraduate teaching 	<ul style="list-style-type: none"> • no required data analysis course • no formal capstone requirement to integrate educational experiences • limited opportunities for exceptional students to engage in scholarly activities 	<ul style="list-style-type: none"> • consider adding a data analysis course to core requirements (completed) • consider adding a capstone requirement (in progress) • ensure a seamless advising system between the college and department (completed, requiring sustained attention) • increase opportunities for exceptional students to engage in scholarly activities (completed, requiring sustained attention) • consider potential value of further differentiating B.A. and B.S. degree programs (decided not to implement)
Criminal Justice, M.S.	<ul style="list-style-type: none"> • two tracks (research and professional) provide response to strong demand in a critical need area • wide-range of certificate programs • accessibility to non-traditional students • international partnerships • student diversity 	<ul style="list-style-type: none"> • limited opportunities for student research within new research track • uneven faculty scholarly productivity and extramural funding 	<ul style="list-style-type: none"> • significantly increase enrollment in the new research track and student research opportunities within the track; consider formalizing the research experience of students enrolled in the research track (in progress) • increase faculty participation in research and in securing external funding; work with appropriate UCF offices to identify new opportunities (in progress) • develop an enrollment management plan consistent with available resources (completed, requiring sustained attention) • develop a human resource plan to support departmental goals; hire additional research-active faculty as resources become available (in progress) • evaluate the sufficiency of resources necessary to implement a Ph.D. program (completed, requiring sustained attention)

INFO-A

2010-11 Academic Program Review College of Arts and Humanities

Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations
College of Arts and Humanities			
Creative Writing, M.F.A.	<ul style="list-style-type: none"> • faculty publishing productivity • curriculum • program administration • internships at <i>The Florida Review</i> • student mentoring • student retention and completion rates 	<ul style="list-style-type: none"> • divisiveness within the program threatens program effectiveness • faculty resistance to initiatives beyond the creative writing M.F.A. are counterproductive • factionalism within and across units 	<ul style="list-style-type: none"> • craft a common set of goals with shared purpose (<i>not started – key personnel on leave until Fall 2012</i>) • develop a plan for strong and consistent department leadership (<i>completed, requiring sustained attention</i>) • nurture a sense of community within the department (<i>in progress</i>) • develop a plan to share graduate teaching assistant resources between the Departments of English and Department of Writing and Rhetoric (<i>completed, requiring sustained attention</i>) • review factionalism and develop strategies to improve inclusiveness (<i>in progress</i>)
English, B.A.	<ul style="list-style-type: none"> • department journals • rigorous creative writing curriculum • solid enrollment • minors serve students across colleges • student advising across the tracks 	<ul style="list-style-type: none"> • demand is outpacing number of faculty members • faculty turnover has hampered ability to offer courses in certain elective areas • lack of intra-departmental and cross-disciplinary collaboration • existing curriculum lacks currency and relevance in several areas • factionalism within and across units 	<ul style="list-style-type: none"> • review and update department strategic plan to articulate clear vision and goals (<i>in progress</i>) • develop a plan for strong and consistent department leadership (<i>completed, requiring sustained attention</i>) • develop a human resource plan to address program needs, with focused hiring to fill gaps in areas of expertise (<i>in progress</i>) • nurture a sense of community within the department (<i>in progress</i>) • explore options for student access to richer critiques and professional development (<i>completed, requiring sustained attention</i>) • increase visibility and activities of Sigma Tau Delta, the English honors society (<i>completed, requiring sustained attention</i>) • investigate and implement appropriate revisions to existing curriculum (<i>in progress</i>) • review factionalism and develop strategies to improve inclusiveness (<i>in progress</i>)

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2010-11 Academic Program Review
College of Arts and Humanities

Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations
English, M.A.	<ul style="list-style-type: none"> • faculty research productivity • dedicated students • array of courses 	<ul style="list-style-type: none"> • potential need for increased number of graduate teaching assistants • waivers and stipend amounts • engaged and cohesive student community • factionalism within and across units 	<ul style="list-style-type: none"> • develop a plan for strong and consistent department leadership (<i>completed, requiring sustained attention</i>) • nurture a sense of community within the department (<i>in progress</i>) • investigate and develop opportunities and activities to increase student involvement (<i>in progress</i>) • consider the appropriateness of retaining specific tracks within the Department of English (<i>completed</i>) • develop a plan to provide additional support for graduate teaching assistant stipends and waivers to enhance recruiting opportunities (<i>unable to implement at this time due to resources</i>) • review factionalism and develop strategies to improve inclusiveness (<i>in progress</i>)
Texts and Technology, Ph.D.	<ul style="list-style-type: none"> • great potential, including unique opportunities for cross-disciplinary collaboration • student retention rates • research-productive faculty members • high graduate placement in academic jobs 	<ul style="list-style-type: none"> • program focus • factionalism within and across units • passive internship program • concern for competitiveness of graduate teaching assistant stipends as recruitment tool 	<ul style="list-style-type: none"> • move program oversight to the dean's office and appoint an interim program director (<i>completed</i>) • develop a strategic plan to include a clear definition of the program's focus (<i>completed</i>) • define graduate faculty criteria for program participation and select core program faculty members (<i>completed</i>) • review curriculum, including internship requirement and make appropriate adjustments (<i>in progress</i>) • explore opportunities to expand strategic partnerships and other interdisciplinary collaborations at an appropriate time (<i>completed, requiring sustained attention</i>) • review professional and personal environment (<i>completed, requiring sustained attention</i>) • review factionalism and develop strategies to improve inclusiveness (<i>completed, requiring sustained attention</i>) • develop a plan to increase amount of graduate teaching assistant stipends and to share graduate

2010-11 Academic Program Review
College of Arts and Humanities

Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations
History, B.A.	<ul style="list-style-type: none"> • curriculum • dedicated and collegial faculty members • public history initiative, including the Regional Initiative for Collecting the History, Experiences, and Stories of Central Florida program; and publicly engaged research • student advising and mentoring • significant contributions to GEP • community partnerships 	<ul style="list-style-type: none"> • challenges of delivering a writing intensive curriculum • no director of public history • insufficient range and depth of library holdings • inadequate space • inconsistent availability of upper-level courses in certain areas • insufficient number of support staff members • underdeveloped interdisciplinary partnerships 	<p>teaching assistant resources among the college's graduate programs where appropriate (completed, requiring sustained attention)</p> <ul style="list-style-type: none"> • develop a plan to identify more permanent program leadership once program vision is defined and other issues addressed (in progress) • explore expanded participation in <i>Knights Write</i> (completed, requiring sustained attention) • hire director for public history program (completed) • work with library to increase information resources for targeted areas (in progress) • work with college to identify solutions to space needs (in progress) • develop a human resource plan as part of department's strategic planning process to hire additional faculty and staff members as resources become available (completed, requiring sustained attention) • increase interdisciplinary partnerships (completed, requiring sustained attention)
History, M.A.	<ul style="list-style-type: none"> • public history initiative, including the Regional Initiative for Collecting the History, Experiences, and Stories of Central Florida program; and publicly engaged research • strong core of research faculty members • established community partnerships 	<ul style="list-style-type: none"> • no director of public history • insufficient range and depth of library holdings • inadequate space • potentially insufficient graduate assistantship financial support • insufficient number of support staff members • inconsistent availability of courses in certain areas • poorly defined non-thesis option • student retention rate • underdeveloped interdisciplinary partnerships 	<ul style="list-style-type: none"> • pursue opportunities for significant external funding (in progress) • hire director for public history program (completed) • work with library to increase library resources for targeted areas (in progress) • work with college to identify solutions to space needs (in progress) • develop a human resource plan as part of department's strategic planning process to hire additional faculty and staff members as resources become available (completed, requiring sustained attention) • review curriculum and adjust as appropriate (in progress) • improve student mentoring (completed, requiring sustained attention)

2010-11 Academic Program Review
College of Arts and Humanities

Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations
			<ul style="list-style-type: none"> • increase interdisciplinary partnerships and explore collaborative opportunities to share graduate teaching assistant resources (<i>in progress</i>) • explore further development of graduate program(s) in public history, once a director of public history is in place (<i>in progress</i>) • identify and secure additional paid internships; leverage existing and new community partnerships (<i>completed, requiring sustained attention</i>)
Humanities, B.A.	<ul style="list-style-type: none"> • outstanding and dedicated teaching faculty members • faculty diversity (gender, ethnicity, scholarly) • broad course selection • comprehensive curriculum and focus • cultural and critical theory emphases 	<ul style="list-style-type: none"> • unclear department identity and vision • highly specialized curriculum limits availability of course offerings and ease of delivery • possible retirement of faculty members • systematic alumni tracking 	<ul style="list-style-type: none"> • develop strategic plan to build a cohesive identity and vision; plan should address department branding issues (<i>in progress</i>) • review curriculum and adjust as appropriate (<i>in progress</i>) • develop human resource plan to prepare for possible faculty member retirements (<i>completed, requiring sustained attention</i>) • develop a plan for tracking student placement, particularly in graduate and professional schools; work with other UCF offices as appropriate (<i>completed, requiring sustained attention</i>) • explore development of an appropriate master's program that supports university and state goals (<i>in progress</i>)
Philosophy, B.A.	<ul style="list-style-type: none"> • outstanding and dedicated teaching faculty members • faculty diversity (gender, ethnicity, scholarly) • cognitive science and ethics emphases 	<ul style="list-style-type: none"> • unclear department identity and vision • diffuse program content lacks clear preparation for graduate study • possible retirement of faculty members • systematic alumni tracking 	<ul style="list-style-type: none"> • develop strategic plan to build a cohesive identity and vision; plan should address department branding issues (<i>in progress</i>) • review curriculum and adjust as appropriate (<i>in progress</i>) • develop a human resource plan to prepare for possible faculty member retirements (<i>completed, requiring sustained attention</i>) • develop a plan for tracking student placement, particularly in graduate and professional schools;

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2010-11 Academic Program Review
College of Arts and Humanities

Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations
Religious Studies, B.A.	<ul style="list-style-type: none"> • outstanding and dedicated teaching faculty members • broad course selection • coherent major that prepares students for graduate or divinity school 	<ul style="list-style-type: none"> • unclear department identity and vision • number of faculty members involved in program • lack of an introduction to religion course • course prefixes reflect historic and not current program mappings • possible retirement of faculty members • systematic alumni tracking 	<ul style="list-style-type: none"> • work with other UCF offices as appropriate (completed, requiring sustained attention) • explore development of an appropriate master's program that supports university and state goals (in progress) • develop strategic plan to build a cohesive identity and vision; plan should address department branding issues (completed, requiring sustained attention) • review faculty mix and develop a human resource plan that best addresses department needs (completed, requiring sustained attention) • review curriculum and make appropriate adjustments (in progress) • update course prefixes to reflect current program mappings (in progress) • explore possibilities for increasing instructional support (not started) • develop human resource plan to prepare for possible faculty member retirements (completed, requiring sustained attention) • develop a plan for tracking student placement, particularly in graduate and professional schools; work with other UCF offices as appropriate (completed, requiring sustained attention) • develop closer collaborative ties with other programs (completed, requiring sustained attention)
Photography, A.S. to B.S.	<ul style="list-style-type: none"> • partnership with the Southeast Museum of Photography • unique curriculum with potential to attract great prestige • high-quality student work • increasing student demand 	<ul style="list-style-type: none"> • increased demand threatens to outpace faculty and facility resources • unstable curriculum • inability to share UCF equipment with Daytona State College • insufficient writing components in curriculum 	<ul style="list-style-type: none"> • address target program size through strategic planning and consider availability of resources to support targets (completed, requiring sustained attention) • stabilize curriculum (completed, requiring sustained attention) • investigate solutions to enhance sharing of equipment between UCF and Daytona State College (completed, requiring sustained attention)

2010-11 Academic Program Review
College of Arts and Humanities

Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations
Studio Art and the Computer, M.F.A.	<ul style="list-style-type: none"> • new School of Visual Art and Design positioned to make unique contributions to UCF and the community • prominent placement within Center for Emerging Media • student retention and graduation rates • partnerships with Flying Horse Editions; Center for Research in Education, Arts, Technology, and Entertainment (CREATE); and Florida Interactive Entertainment Academy (FIEA) 	<ul style="list-style-type: none"> • no strategic plan • no permanent school director • no program coordinator • outdated computer equipment • too many hours required to complete program • post-merger confusion about the curriculum and strategic direction of program • no art history courses in curriculum 	<ul style="list-style-type: none"> • enhance student writing requirements in the curriculum <i>(completed, requiring sustained attention)</i> • increase promotion of program's reputation and visibility <i>(in progress)</i> • promote student works locally and to broader audiences <i>(completed, requiring sustained attention)</i> • identify sources to increase external funding to support program <i>(in progress)</i> • develop a School of Visual Art and Design strategic plan <i>(in progress)</i> • identify an appropriate name for M.F.A. program <i>(completed)</i> • hire a permanent School of Visual Art and Design director <i>(in progress)</i> • appoint a M.F.A. program coordinator <i>(completed, requiring sustained attention)</i> • develop a plan to prepare graduate teaching assistants for teaching careers and to offset faculty teaching load <i>(in progress)</i> • review curriculum and adjust as appropriate <i>(in progress)</i> • outline plan for use of studio space at Center for Emerging Media <i>(completed, requiring sustained attention)</i> • update computer equipment <i>(completed, requiring sustained attention)</i> • add additional faculty member(s) with appropriate expertise as resources permit <i>(in progress)</i>

2010-11 Academic Program Review
Rosen College of Hospitality Management
Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations
Rosen College of Hospitality Management			
Event Management, B.S.	<ul style="list-style-type: none"> • campus location • state-of-the-art physical facilities • faculty diversity • dedicated and productive faculty members • industry partnerships • high-quality students relative to other hospitality management programs • sole event management bachelor's degree program in the U.S. • student chapters of professional organizations • cooperative education program • comprehensive curriculum 	<ul style="list-style-type: none"> • student-faculty ratio and balance of full-time and part-time faculty members • faculty teaching load • no formal faculty mentoring program • lack of opportunities for undergraduate research • graduate placement data • hiring packages may not be competitive 	<ul style="list-style-type: none"> • consider feasibility and sustainability of current and planned initiatives in light of available resources (<i>in progress</i>) • develop a human resource plan to hire additional faculty as resources become available (<i>in progress</i>) • work towards reducing teaching loads for research intensive faculty members; encourage using external funding for course buy-outs (<i>in progress</i>) • develop a formal college-based faculty mentoring program (<i>in progress</i>) • enhance opportunities for undergraduate research (<i>in progress</i>) • develop a plan to track student placement; work with appropriate UCF offices (<i>in progress</i>) • review curriculum and adjust as appropriate (<i>in progress</i>) • work with Office of Institutional Knowledge Management to address data management issues and to assess faculty hiring and retention issues (<i>in progress</i>) • evaluate investment required to increase national rankings (<i>in progress</i>)
Hospitality Management, B.S.	<ul style="list-style-type: none"> • campus location • state-of-the-art physical facilities • faculty diversity • dedicated and productive faculty members • industry partnerships • international partnerships • high-quality students relative to other hospitality management programs 	<ul style="list-style-type: none"> • student-faculty ratio and balance of full-time and part-time faculty members • faculty teaching load • no formal faculty mentoring program • lack of opportunities for undergraduate research • graduate placement data 	<ul style="list-style-type: none"> • consider feasibility and sustainability of current and planned initiatives in light of available resources (<i>in progress</i>) • develop a human resource plan to hire additional tenured and tenure-track faculty members as resources become available (<i>in progress</i>) • work towards reducing faculty teaching load for research intensive faculty members; encourage using external funding for course buy-outs (<i>in progress</i>) • review curriculum and adjust as appropriate (<i>in progress</i>)

INFO-A
2010-11 Academic Program Review
Rosen College of Hospitality Management
Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations
	<ul style="list-style-type: none"> • cooperative education program • student chapters of professional organizations • comprehensive curriculum 	<ul style="list-style-type: none"> • hiring packages may not be competitive 	<ul style="list-style-type: none"> • develop a formal college-based faculty mentoring program (<i>in progress</i>) • enhance opportunities for undergraduate research (<i>in progress</i>) • develop a plan to track student placement; work with appropriate UCF offices (<i>in progress</i>) • work with Office of Institutional Knowledge Management to address data management issues and to assess faculty hiring and retention issues (<i>in progress</i>) • evaluate investment required to increase national rankings (<i>in progress</i>)
Hospitality and Tourism Management, M.S.	<ul style="list-style-type: none"> • campus location • state-of-the-art physical facilities • faculty diversity • dedicated and productive faculty members • industry partnerships • international partnerships • student chapters of professional organizations • comprehensive curriculum 	<ul style="list-style-type: none"> • student-faculty ratio and balance of tenured and tenure-track versus non-tenure track faculty members • faculty teaching load • no formal faculty mentoring program • hiring packages may not be competitive 	<ul style="list-style-type: none"> • develop an enrollment management plan; consider feasibility and sustainability of current and planned initiatives in light of available resources (<i>in progress</i>) • develop a human resource plan to hire additional tenured and tenure-track faculty members as resources become available (<i>in progress</i>) • work towards reducing tenured and tenure-track faculty teaching load; encourage using external funding for course buy-outs (<i>in progress</i>) • develop a formal college-based faculty mentoring program (<i>in progress</i>) • work with Office of Institutional Knowledge Management to address data management issues and to assess faculty hiring and retention issues (<i>in progress</i>) • increase extramural funding; work with Office of Research and Commercialization to identify new funding sources; pursue opportunities to increase student financial support (<i>in progress</i>) • develop a stand-alone Ph.D. program in hospitality and tourism management (<i>in progress</i>) • evaluate investment required to increase national

INFO-A
2010-11 Academic Program Review
Rosen College of Hospitality Management
Recommendation Implementation Status – September 27, 2012

Program	Strengths	Weaknesses	Action Recommendations
Restaurant and Foodservice Management, B.S.	<ul style="list-style-type: none"> • campus • state-of-the-art facilities • faculty diversity • dedicated and productive faculty members • industry partnerships • international partnerships • high-quality students • cooperative education program • student chapters of professional organizations • comprehensive curriculum 	<ul style="list-style-type: none"> • student-faculty ratio and balance of full-time and part-time faculty members • faculty teaching load • no formal faculty mentoring program • lack of opportunities for undergraduate research • graduate placement data • hiring packages may not be competitive 	<ul style="list-style-type: none"> rankings (<i>in progress</i>) • review curriculum and adjust as appropriate; assess need for curricular realignment in light of Ph.D. program pursuits (<i>in progress</i>) • consider feasibility and sustainability of current and planned initiatives in light of available resources (<i>in progress</i>) • develop a human resource plan to hire additional tenured and tenure-track faculty members as resources become available (<i>in progress</i>) • work towards reducing faculty teaching load for research intensive faculty; encourage using external funding for course buy-outs (<i>in progress</i>) • review curriculum and adjust as appropriate (<i>in progress</i>) • develop a formal college-based faculty mentoring program (<i>in progress</i>) • enhance opportunities for undergraduate research (<i>in progress</i>) • develop a plan to track student placement; work with appropriate UCF offices (<i>in progress</i>) • work with Office of Institutional Knowledge Management to address data management issues and to assess faculty hiring and retention issues (<i>in progress</i>) • evaluate investment required to increase national ranking (<i>in progress</i>)

ITEM: INFO-B

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: State University System Annual Status Report on Market Tuition

DATE: September 27, 2012

PROPOSED BOARD ACTION

Information only.

BACKGROUND INFORMATION

Pursuant to Regulation 7.001(15)(c)(i), each university approved to offer market tuition rates shall provide an annual status report on the implementation of market tuition rates. Market tuition rates were first approved by the Board of Governors in February 2011 and many of the programs were not implemented in time to provide a status report to the Board of Governors last year. This annual status report will be provided to the Board of Governors in November 2012.

Supporting documentation: State University System Annual Status Report on Market Tuition

Prepared by: Diane Z. Chase, Executive Vice Provost

Submitted by: Tony Waldrop, Provost and Executive Vice President

**State University System
Annual Status Report on Market Tuition**

UNIVERSITY: University of Central Florida		Proposal 1	Proposal 2	Proposal 3	Proposal 4
		Executive and Professional Master in Business Administration Degree Programs (EMBA/PMBA) CIP Code: 52.0101	Professional Master of Science in Management Degree Program CIP Code: 52.0101	Professional Master of Science in Real Estate Degree Program CIP Code: 52.1501	Master of Science in Health Care Informatics Degree Program (Online Program) CIP Code: 51.0706
1	Degree Program and CIP Code	March 2011	March 2011	March 2011	November, 2011
2	Date the program was approved to charge market tuition.				
3	Tuition prior to market tuition rate approval.	\$44,000 / \$35,000	\$24,500	\$29,500	\$29,466
4	Current tuition (Fall 2012).	\$47,000 / \$39,000	\$27,000	\$29,500	\$29,989
5	Changes in tuition planned for the coming year (as of Fall 2013).	Incr. to \$50,000 / \$41,000	No changes planned	No changes planned	Incr. of \$523 to \$29989
6	Student enrollment in similar state funded programs prior to implementing market tuition (Headcount): Fall 2010				
7	Resident	363	28	24	99 total students across cohorts 2 & 3**
8	Non-Resident	19	0	0	0
9	Total	382	28	24	99 total students across cohorts 2 & 3**
10	Student enrollment in similar state funded programs after implementing market tuition (Headcount): Fall 2012				
11	Resident	393	28	24	45 students in 2nd cohort**
12	Non-Resident	32	0	0	0
13	Total	425	28	24	45 students in 2nd cohort**
14	Student Enrollment in market tuition cohort(s) (Headcount): Fall 2012				
15	Resident	150	30	0*	53 students in 3rd cohort, 52 in the 4th cohort**
16	Non-Resident	0	0	0	1 student
17	Total	150	30	0*	106 students across all cohorts
18	In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation. Provide any programmatic/student feedback related to the implementation.	See attached.	See attached.	See attached.	See attached.

*New cohort has been delayed until Fall 2013 due to adverse real estate conditions. Expected enrollment in Fall 2013 is 26 resident students.

**In Fall 2010 there were two cohorts. One (the third cohort) was approved to become a market tuition rate program. The other (the second cohort) was not.

**University of Central Florida
State University System
Annual Status Report on Market Tuition
September 27, 2012**

Proposal 1: Executive and Professional Master in Business Administration Degree Programs (EMBA and PMBA)

CIP Code: 52.0101

Accountability Measures

Number of cohort EMBA and PMBA degree programs offered

Year Started	EMBA	PMBA
2012	1	2
2011*	1	2
2010	1	1
2009	1	2

*Market tuition rate implemented in Fall 2011.

Number of students enrolled

Term	EMBA	PMBA
Fall 2012	37	113
Fall 2011*	36	83
Fall 2010	46	85
Fall 2009	47	79

*Market tuition rate implemented in Fall 2011.

Compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Association to Advance Collegiate Schools of Business (AACSB) standards for accreditation:

Curriculum: Curriculum structure and course content are consistent with SACSCOC and AACSB standards.

Faculty: Faculty credentials are consistent with SACSCOC and AACSB standards.

Credit hours generated

Term	EMBA	PMBA
Fall 2011, Spring 2012, Summer 2012*	654	1,818
Fall 2010, Spring 2011, Summer 2011	825	1,582
Fall 2009, Spring 2010, Summer 2010	912	1,521

*Market tuition rate implemented in Fall 2011.

Program revenues relative to program costs

Fiscal Year	Revenues	Costs
2011-12	\$2,590,063	\$1,068,080
2010-11*	2,178,080	1,454,363
2009-10	2,339,146	1,569,971

*Market tuition rate implemented in Fall 2011.

Student satisfaction with the degree program

EMBA 2012 exit survey: Overall satisfaction with degree program 8.1 of 10

EMBA 2010 exit survey: Overall satisfaction with degree program 8.9 of 10

PMBA 2012 exit survey: Overall satisfaction with degree program 7.8 of 10

PMBA 2010 exit survey: Overall satisfaction with degree program 7.9 of 10

Note: Surveys conducted by Perception Research (EMBA Council)

Employer satisfaction with the degree program

Referrals and repeat business from employers are primary indicators of employer satisfaction with UCF's degree programs. Since 2009, the following major central Florida employers have sponsored multiple employees to the EMBA and PMBA degree programs: Lockheed Martin, Walt Disney World, Harris Corporation, Pershing, LLC, Oracle, Siemens, and ABB, Inc. Others employment partners include Darden, Florida Hospital, and Progress Energy.

Number of degrees conferred

Term	EMBA	PMBA
Fall 2011, Spring 2012, Summer 2012*	16	29
Fall 2010, Spring 2011, Summer 2011	22	50
Fall 2009, Spring 2010, Summer 2010	24	21

*Market tuition rate implemented in Fall 2011.

Summary

An inspection of our performance on the above eight accountability measures shows that achievements since the programs began charging market tuition rate are similar to those outcomes prior to the initiation of market tuition rate. Implementation of market tuition rate degree programs has gone well, although there is only one year of evaluation data for comparison. The competitive climate for the EMBA degree program, in particular, is intense. The College of Business Administration plans to maintain the same number of degree programs that they have had in the past few years, but increase enrollments in the existing sections.

Proposal 2: Professional Master of Science in Management Degree Program (PMSM)**CIP Code: 52.0101*****Accountability Measures*****Number of PMSM degree programs offered**

Year Started	PMSM
2012	1
2011*	0
2010	1
2009	0

*Market tuition rate implemented in Fall 2011.

Number of students enrolled

Term	PMSM
Fall 2012	30
Fall 2011*	0
Fall 2010	28
Fall 2009	20

*Market tuition rate implemented in Fall 2011.

Compliance with SACSCOC and AACSB standards for accreditation

Curriculum: Curriculum structure and course content are consistent with SACSCOC and AACSB standards.

Faculty: Faculty credentials are consistent with SACSCOC and AACSB standards.

Credit hours generated

Term	PMSM
Fall 2011, Spring 2012, Summer 2012*	186
Fall 2010, Spring 2011, Summer 2011	636
Fall 2009, Spring 2010, Summer 2010	306

*Market tuition rate implemented in Fall 2011.

Program revenues relative to program costs

Fiscal Year	Revenues	Costs
2011-12	\$271,874	\$103,583
2010-11*	476,436	310,980
2009-10	264,548	251,120

*Market tuition rate implemented in Fall 2011.

Student satisfaction with the degree program

An external measure of student satisfaction for the PMSM degree program is in the process of being developed and will be available for use with the 2012 cohort.

Employer satisfaction with the degree program

Referrals and repeat business from employers are primary indicators of employer satisfaction with UCF's degree programs. The 2012 PMSM degree cohort is now being delivered. The following major central Florida employers have sponsored multiple employees to the PMSM degree program: Darden, Walt Disney World, Target, and Wyndham Vacation Hotels.

Number of degrees conferred

Term	PMSM
Fall 2011, Spring 2012, Summer 2012*	0**
Fall 2010, Spring 2011, Summer 2011	26
Fall 2009, Spring 2010, Summer 2010	20

* Market tuition rate implemented in Fall 2011.

**Represents break in cohort enrollment.

Summary:

UCF graduated students from two PMSM degree programs and recently started a new cohort in Fall 2012. Enrollments for the Fall 2012 degree program were robust. Implementation of market tuition rate programs has gone well. The number of students in the new cohort suggests that the tuition increase has not affected enrollment in the PMSM degree. Action will be taken to sustain enrollment at approximately 30 students, which was the level of the Fall 2012 cohort.

Proposal 3: Professional Master of Science in Real Estate Degree Program (PMRE)**CIP Code: 52.1501****Accountability Measures****Number of PMRE degree programs offered**

Year Started	PMRE
2012	0**
2011*	0
2010	1
2009	0

* Market tuition rate implemented in Fall 2011.

**No students currently enrolled. (See below for discussion of delay in cohort.)

Number of students enrolled

Term	PMRE
Fall 2012	0**
Fall 2011*	20
Fall 2010	25
Fall 2009	0

* Market tuition rate implemented in Fall 2011.

**Next cohort will begin in Fall 2013.

Compliance with SACSCOC and AACSB standards for accreditation*Curriculum:* Curriculum structure and course content are consistent with SACSCOC and AACSB standards.*Faculty:* Faculty credentials are consistent with SACSCOC and AACSB standards.**Credit hours generated**

Term	PMRE
Fall 2011, Spring 2012, Summer 2012*	120
Fall 2010, Spring 2011, Summer 2011	570
Fall 2009, Spring 2010, Summer 2010	0

*Market tuition rate implemented in Fall 2011.

Program revenues relative to program costs

Fiscal Year	Revenues	Costs
2011-12	\$210,627	\$ 70,711
2010-11*	355,244	259,426
2009-10	21,100**	68,264**

* Market tuition rate implemented in Fall 2011.

**Program began in June 2010; revenues lag expenses.

Student satisfaction with the degree program

An external measure of student satisfaction for the PMSM degree program will be developed and available for use with the Fall 2013 cohort.

Employer satisfaction with the degree program

We have experience with only two cohorts, thus we do not yet have information on referrals and repeat business from firms.

Number of degrees conferred

Term	PMRE
Fall 2011, Spring 2012, Summer 2012*	21
Fall 2010, Spring 2011, Summer 2011	0
Fall 2009, Spring 2010, Summer 2010	0

*Market tuition rate implemented in Fall 2011.

Summary

Implementation of market tuition rate programs has gone well. Students have graduated from two PMRE cohorts; the most recent graduated in Fall 2011. A new cohort will begin in Fall 2013. We originally planned to start the cohort in January 2013, but we believe a delay until the fall is prudent given the challenging real estate market in central Florida. Tuition for the Fall 2013 degree program will be the same as it was for the Fall 2011 cohort. Actions will be taken to increase enrollments in the cohort that begins in Fall 2013.

Proposal 4: Master of Science in Health Care Informatics Degree Program (HCI) (Online Program)
CIP Code: 51.0706

Accountability Measures

Year started and number of cohorts

Semester Started	Cohorts
Cohort 4 – Fall 2012	3
Cohort 3 – Fall 2011*	2
Cohort 2 – Fall 2010	1
Cohort 1 – Fall 2009	1

*Market tuition rate implemented in Spring 2012.

Note: the cohort beginning in Fall 2011 ran one semester as “cost recovery” and then converted to market tuition rate in January of 2012.

Headcount at program inception

Semester Started	Headcount
Cohort 4 – Fall 2012	53
Cohort 3 – Fall 2011*	54
Cohort 2 – Fall 2010	45
Cohort 1 – Fall 2009	26

*Market tuition rate implemented in Spring 2012. Headcount for each cohort is based on the number of students enrolled in classes during the first term of the cohort. Program attrition is not computed into these data.

Students graduating from program by original cohort

Semester Started	Number of Graduates
Cohort 4 – Fall 2012	Not yet available
Cohort 3 – Fall 2011*	32
Cohort 2 – Fall 2010	15
Cohort 1 – Fall 2009	0

*Market tuition rate implemented in Spring 2012. Fall 2012 numbers are not yet available.

Compliance with SACS standards for accreditation

Curriculum: Curriculum structure and course content are consistent with SACS standards.

Faculty: Faculty credentials are consistent with SACS standards.

Percent of full-time faculty teaching program section offerings

Semester Started	Percent of Sections	Percent of SCHs
Cohort 4 – Fall 2012	66.7% *	68.6% *
Cohort 3 – Fall 2011*	80.0%	79.8%
Cohort 2 – Fall 2010	81.8%	85.7%
Cohort 1 – Fall 2009	88.9%	90.0%

*Market tuition rate implemented in Spring 2012. Cohorts three and four are in progress. Further, cohort four is in its first semester. The only course that is taught by an adjunct in this program is one that is scheduled in the first semester, and it is a specialized class taught by an adjunct.

Student credit hours per cohort

Cohort	Cohort Duration	Total SCH Generated
Cohort 4 – Fall 2012	F12,S13,U12,F13,S14	420*
Cohort 3 – Fall 2011*	F11, S12,U12,F12,S13	1,640*
Cohort 2 – Fall 2010	F10,S11,U11,F11,S12	949
Cohort 1 – Fall 2009	F09,S10,U10,F10,S11	717

*Market tuition rate implemented in Spring 2012. Cohort three began as a cost recovery program and then converted to a market tuition rate program in Spring 2012. Thus, two entries are made for cohort three. The first entry includes the SCHs earned after the conversion, and the second entry includes only the fall semester before the program became a market tuition rate program. Please note that cohorts three and four are still in process. These programs are on-going.

Program revenues relative to program costs

Cohort	Revenues	Expenses
Cohort 4 – Fall 2012	\$308,133.84	\$ 85,878.94
Cohort 3 – Fall 2011*	874,778.43	379,944.48
Cohort 2 – Fall 2010	630,802.01	481,070.41
Cohort 1 – Fall 2009	346,098.87	291,674.47

*Market tuition rate implemented in Spring 2012. Cohorts three and four are ongoing and still accumulating revenue and incurring expenses. Data are current to September 4, 2012.

Student Satisfaction

After the conclusion of each cohort, the program surveys all graduating participants and inquires about their satisfaction with the overall program. The first two surveys yielded a response rate of more than 80 percent. While we do not have results from cohort three (they do not graduate until May 2013), the results for the previous two cohorts indicate that 88.9 percent of the students were either *satisfied* or *very satisfied* and 11.1 percent were neither *satisfied* nor *dissatisfied* with their overall education received from the M.S. in health care informatics.

Employer Satisfaction

After the conclusion of each cohort, an electronic survey is sent to the supervisor at each graduate's current place of employment inquiring how satisfied they are with the HCI alumnus they either hired or they continued to employ.

While data are not available for cohort three, data from the first two cohorts indicate that overall 100 percent of employers feel that the HCI graduates had the requisite knowledge to do their job. Further, 87.5 percent said they would hire an HCI graduate in the future, and the same percent stated that they were satisfied with the educational preparedness of their employee upon completion of the HCI degree program.

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Tenure with Hire

DATE: September 27, 2012

PROPOSED BOARD ACTION

Approval of tenure with hire.

BACKGROUND INFORMATION

New faculty members are hired each year with tenure. Normally, such 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 when senior faculty members are hired for administrative positions. Department faculty members and the university's administrative officers have approved granting tenure to these faculty members.

Supporting documentation: 2012-13 Tenure with Hire Justifications

Prepared by: Diane Z. Chase, Executive Vice Provost

Submitted by: Tony Waldrop, Provost and Executive Vice President

**2011-12 Tenure with Hire Justifications
Board of Trustees
September 27, 2012**

College of Business Administration

**Dr. Paul Jarley, dean
Dean's Office**

Dr. Paul Jarley received his Ph.D. degree in industrial relations from the University of Wisconsin-Madison. For the past five years, Dr. Jarley served as dean and professor of management for the College of Business at the University of Nevada-Las Vegas. His international academic experiences include a visiting professorship at Zhejiang University in Hangzhou, China; teaching at the Burgundy School of Business in Dijon Bourgogne, France; and serving as a visiting Fulbright Research Scholar at the University of Melbourne in Australia. Dr. Jarley is widely published in numerous peer-reviewed journals including the *Industrial Relations Journal*, *British Journal of Industrial Relations*, *Journal of Labor Research*, and the *Academy of Management Journal*. He also serves on the editorial board of the *Journal of Labor Research*. The Department of Management and the College of Business Administration support his tenure with hire.

College of Education

**Dr. Malcolm Butler, associate professor
School of Teaching, Learning, and Leadership**

Dr. Malcolm Butler received his Ph. D. degree in curriculum and instruction, science education from the University of Florida. Dr. Butler has published numerous research articles, has co-authored three books, and has co-authored chapters in six books. He has disseminated his work at state, regional, national, and international meetings of scholarly societies in his field. Dr. Butler brings a National Science Foundation grant to UCF that includes funding for a post-doctoral student for each of the four years of the grant. The School of Teaching, Learning, and Leadership and the College of Education support his tenure with hire.

**Dr. Matthew Marino, associate professor
Department of Child, Family, and Community Sciences**

Dr. Matthew Marino received his Ph.D. degree in special education from the University of Connecticut. His research focuses on the enhancement of Science, Technology, Engineering, and Mathematics curricular materials by technological utilization of Universal Design for Learning. He has received seven funded awards, including three recent research grants as co-PI totaling \$1.4 million. Dr. Marino has published 12 refereed professional journal articles, one book chapter, and three conference proceedings. He has presented his research at three international conferences, seven national conferences, and six regional conferences, and he has received seven national professional honors in his field. Dr. Marino is a member of five professional associations. He serves on the boards, or as a reviewer, for nine association or

professional journals. The Department of Child, Family, and Community Sciences and the College of Education support his tenure with hire.

College of Health and Public Affairs

**Dr. George Jacinto, associate professor
School of Social Work**

Dr. George Jacinto received his Ph.D. degree in social work from Barry University. Prior to coming to UCF, he was the director of the master's of social work program in the Department of Social Work at Arkansas State University where he obtained the rank of associate professor with tenure. He is a prolific writer with more than 24 publications, including 11 peer-reviewed journal articles, six book chapters, and one book. Dr. Jacinto serves as guest editor for two special issues of the *Journal of Social Service Research*. The School of Social Work and the College of Health and Public Affairs support his tenure with hire.

**Dr. Lynette Feder, professor and assistant dean
Department of Criminal Justice**

Dr. Lynette Feder received her Ph.D. degree in criminal justice from the State University of New York at Albany. Prior to coming to UCF, she was a professor in the College of Liberal Arts and Sciences at Portland State University. She has published 26 refereed journal articles, six book chapters, and one book. Dr. Feder has served on several national review panels, is a current fellow of the Academy of Experimental Criminology, and is the recipient of nearly \$3 million in federal research grants. The Department of Criminal Justice and the College of Health and Public Affairs support her tenure with hire.

College of Medicine

**Dr. Sampath Parthasarathy, professor
Burnett School of Biomedical Sciences**

Dr. Sampath Parthasarathy received his Ph.D. degree in biochemistry from the Indian Institute of Science in Bangalore, India. His academic and research experience includes post-doctoral research at Kyoto University in Japan, Duke University, and the University of Minnesota. Dr. Parthasarathy brings extensive research experience to the school with over 25 years of continuous funding as a principal investigator on two National Institute of Health grants. In addition, he is a highly cited author with over 225 publications and 23,036 citations. The Burnett School of Biomedical Sciences and the College of Medicine support his tenure with hire.

College of Nursing

**Dr. Linda Howe, associate professor
College of Nursing**

Dr. Linda Howe received her Ph.D. degree in higher education from the University of South Carolina and a master's degree in critical care from Texas Women's University in Dallas, Texas. She has completed post-doctoral study in genetics and in pharmacogenomics. In her role as tenured associate professor at Clemson University, she contributed to the development of an interdisciplinary Ph.D. in healthcare genetics. She has published 13 peer-reviewed publications; one DVD production; one copyrighted, self-published, and distributed teaching tool; two non-referred publications; and a book chapter. In 2010, she received a \$1.5 million privately funded grant for her work on determining risk for deep tissue injury. She serves on the Board of Governors National League for Nursing and as a program site visitor for the Carolina Board of Nursing. The College of Nursing supports her tenure with hire.

College of Optics and Photonics

**Dr. Konstantin Vodopyanov, professor
College of Optics and Photonics**

Dr. Konstantin Vodopyanov received a D.Sc. (habilitation) degree in physics and mathematics from the Lebedev Physical Institute in Moscow and a Ph.D. degree in physics and mathematics from Prokhorov General Physical Institute in Moscow. His international academic and research positions include senior research scientist at the Edward L. Ginzton Laboratory at Stanford University in California, assistant professor at Moscow Phys-Tech in Moscow, Alexander von Humboldt Fellowship at the University of Bayreuth in Germany, and a Royal Society research fellowship and lecturer at Imperial College in London. Dr. Vodopyanov leads the laser group at Inrad, and he was the director of mid-IR systems at Picarro. He has authored over 325 refereed publications, proceedings, books, and book chapters, and holds 15 patents. He is a fellow of the American Physical Society, SPIE - International Society for Optical Engineering, Optical Society of America, and the United Kingdom's Institute of Physics. The College of Optics and Photonics supports his tenure with hire.

Tenure History According to Tenure Years

Tenured versus Not Tenured

Tenure Year	Category Percentage*	Cumulative Percentage*
2009		
Acquired Tenure	87%	87%
Not Awarded Tenure	2%	89%
Terminated: Tenure Related	11%	100%
Subtotal of Tenure Related Terminations	13%	-
2010		
Acquired Tenure	92%	92%
Terminated: Tenure Related	8%	100%
Subtotal of Tenure Related Terminations	8%	-
2011		
Acquired Tenure	82%	82%
Not Awarded Tenure	2%	84%
Terminated: Tenure Related	16%	100%
Subtotal of Tenure Related Terminations	18%	-
2012		
Acquired Tenure	82%	82%
Not Awarded Tenure	10%	92%
Terminated: Tenure Related	8%	100%
Subtotal of Tenure Related Terminations	18%	-

*Rounded to nearest whole number