



**Board of Trustees  
University of Central Florida  
Educational Programs Committee  
November 14, 2013, 10:15 – 11:00 a.m.  
Live Oak Center  
Conference call-in phone #800-442-5794, passcode 463796**

**AGENDA**

**I. CALL TO ORDER**

**Robert Garvy, Chair**  
Educational Programs Committee

**II. ROLL CALL**

**Susan Foisy, Senior Administrative**  
Assistant to the Executive Vice Provost

**III. MEETING MINUTES**

**Chair Garvy**

- Approval of the September 26, 2013,  
Educational Programs Committee meeting minutes

**IV. NEW BUSINESS**

- Conferral of Degrees (approval) (EPC-1) **Tony Waldrop, Provost and**  
Executive Vice President
- 2012-13 Program Review Results Summary **Diane Chase,**  
(INFO-1) Executive Vice Provost
- Provost's update **Tony Waldrop**

**V. OTHER BUSINESS**



**MINUTES**  
**Educational Programs Committee**

**University of Central Florida**  
**Board of Trustees**  
September 26, 2013  
Live Oak Center  
Conference call-in #800-442-5794, passcode 463796

**CALL TO ORDER**

Trustee Robert Garvy, chair of the Educational Programs Committee, called the meeting to order at 9:48 a.m. Committee members Beverly Seay, Reid Oetjen, Richard Crotty, and Alan Florez were present. Committee members Ray Gilley and John Sprouls attended via teleconference. Board of Trustees acting chair, Olga Cavet, was present.

**MINUTES**

The minutes from the July 25, 2013, meeting were approved as written.

**NEW BUSINESS**

Annual External Research Funding Update

M.J. Soileau, Vice President for the Office of Research and Commercialization, reported more than \$113 million in external research funding for 2013 and offered a comparison to the approximately \$129 million reported in 2012. Dr. Soileau offered a comparison of the numbers of proposals submitted and new awards received during the last two years, as well as the number of principal investigators and research millionaires reported each year. He reported on the impact of high-performing faculty members who have left the university, the university units that lost the largest percentages of funding over the last two years, and the units that increased their funding by the largest percentages. He concluded with a list of research accomplishments over the year.

Tenure with Hire

There was a discussion on the process for granting tenure to individuals who have come from outside of the university and whose credentials have been reviewed using the university's standards for tenure.

Tony G. Waldrop, Provost and Executive Vice President, requested tenure for the following seven recently hired faculty members:

- Mr. Byron Clercx, professor, School of Visual Arts and Design
- Dr. Kevin Roozen, associate professor, Department of Writing and Rhetoric
- Dr. Stephanie Vie, associate professor, Department of Writing and Rhetoric
- Dr. Alan Fyall, professor, Department of Tourism, Events, and Attractions
- Dr. Donna Neff, associate professor, College of Nursing
- Dr. Bonnie Yegidis, professor, School of Social Work
- Dr. Michael Mousseau, associate professor, Department of Political Science

A motion to approve the seven candidates for tenure with hire was unanimously approved.



The Finance and Facilities Committee joined the Educational Programs Committee at 10:35 a.m.

#### International Pathway Program

Waldrop reviewed the International Pathway Program. The program will be a self-supporting international student recruitment and bridge program, and it meets the president's goal to provide international focus to our curricula and research programs. The Shorelight Education group will provide start-up funds, recruit students, provide support services to students and their families, and provide status reports and analytics tools. UCF will maintain academic control of the program. May 2014 is the targeted start date.

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

Waldrop reviewed the SUS Annual Status Report on Market Tuition. Market tuition rates were first approved by the Board of Governors in February 2011. UCF's market tuition rate degree programs are Executive and Professional Master in Business Administration, Professional Master of Science in Management, Professional Master of Science in Real Estate, Master of Science in Health Care Informatics (online program), and Master of Science in Engineering Management, which has not yet been implemented. The annual status report will be provided to the Board of Governors in November 2013.

#### New Educational Site: Universidad San Ignacio de Loyola's Center for American Education in Lima, Peru

Diane Z. Chase, Executive Vice Provost, reviewed the plan for UCF to offer upper-level coursework for UCF's bachelor of science in industrial engineering (B.S.I.E.) degree at a new instructional site located on the campus of the Universidad San Ignacio de Loyola (USIL) in Lima, Peru. Program activities will comply with the accreditation requirements of the Southern Association of Colleges and Schools Commission on Colleges and the Accreditation Board for Engineering and Technology. UCF will retain full control over the quality and integrity of the B.S.I.E. degree program offered. Space will be provided by USIL. The program will be self-supporting. This partnership is expected to provide UCF with opportunities to recruit high-quality students from Latin America for its master's and doctoral degree programs in industrial engineering, as well as to open avenues for future collaborations including research and economic development.

The joint session of the Finance and Facilities Committee and the Educational Programs Committee ended and Trustee Garvey adjourned the Educational Programs Committee meeting at 11:15 a.m.

Respectfully submitted:

  
Tony G. Waldrop  
Provost and Executive Vice President

10-31-13  
Date

ITEM: EPC-1

**EDUCATIONAL PROGRAMS COMMITTEE**  
*University of Central Florida*

**SUBJECT:** Conferral of Degrees

**DATE:** November 14, 2013

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**PROPOSED BOARD ACTION**

Concurrence: Conferral of degrees at the Fall 2013 commencement ceremonies.

**BACKGROUND INFORMATION**

UCF expects to award the following degrees at the Fall 2013 commencement ceremonies on December 13-14, 2013:

4,274	baccalaureate degrees
772	master's degrees
<u>109</u>	doctoral and specialist degrees
<b>5,155</b>	<b>Total</b>

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**Supporting documentation:** Registrar's Graduation Count

**Prepared by:** Amy Swinford, Senior Administrative Assistant to the Vice President and Chief of Staff

**Submitted by:** John C. Hitt, President



## UCF Fall 2013 Commencement

**Note:** Procession of graduates begins 20 minutes prior to each ceremony.

\*Projected Attending (Baccalaureate only) is an estimate based on 70% attending rate

[illegible]



**2012-13 Academic Program Review**  
*Results Summary*

<b>Strengths</b>		<b>Weaknesses</b>	<b>Action Recommendations</b>
<b>College of Arts and Humanities</b>			
<b><i>French, B.A.</i></b>			
<ul style="list-style-type: none"> <li>• potential for student study-abroad experiences</li> <li>• provides an important service contribution</li> </ul>	<ul style="list-style-type: none"> <li>• low number of majors</li> <li>• imprecise academic learning compacts</li> </ul>	<ul style="list-style-type: none"> <li>• review the viability of the major and act accordingly</li> <li>• retain and enhance the French minor</li> <li>• consider the feasibility of a Romance Language major to revitalize world-language education programming</li> <li>• review and refine defined student-learning-outcomes and measurement strategies</li> <li>• develop a program curriculum map to enhance student learning</li> </ul>	
<b><i>Spanish, B.A.</i></b>			
<ul style="list-style-type: none"> <li>• dedicated, research-active faculty members who are committed to excellence in teaching</li> <li>• faculty accessibility and commitment to students</li> <li>• location within Central Florida with large Hispanic community</li> </ul>	<ul style="list-style-type: none"> <li>• low enrollment</li> <li>• inconsistent program coordination and student advising</li> <li>• lack of faculty interest in assuming leadership roles</li> <li>• insufficient data regarding alumni placement and employment</li> </ul>	<ul style="list-style-type: none"> <li>• review the department's strategic plan and refine it as appropriate to align with the college's strategic plan, as well as good practices and emerging trends in modern languages education</li> <li>• assure the clear articulation of the department's and program's goals, and consider current and future resources in establishing implementation priorities</li> <li>• develop and implement a plan to address the department's human-resource needs that considers current and future resources and aligns with the unit's strategic plan</li> <li>• review the faculty workload policy and adjust it as needed to assure an appropriate balance of teaching and scholarship production</li> <li>• develop and implement a student recruitment plan</li> <li>• work with the local Hispanic community to enhance program support and visibility</li> <li>• explore opportunities for collaboration with other UCF units, including partnerships that enhance the curriculum for other programs or that promote minors and double majors (e.g., political science)</li> <li>• assure consistent high-quality student advising</li> <li>• review the curriculum and adjust it as appropriate to assure the appropriate breadth and depth of topics covered</li> </ul>	



Strengths	Weaknesses	Action Recommendations
		<ul style="list-style-type: none"> <li>● consider adding linguistic and translation components to the curriculum</li> <li>● develop a program curriculum map to enhance student learning</li> <li>● review and refine student-learning-outcomes, targets, and measurement strategies</li> <li>● work with appropriate units (e.g., alumni relations and dean's office) to improve the collection of alumni information</li> </ul>
<p><b><i>Spanish, M.A.</i></b></p> <ul style="list-style-type: none"> <li>● dedicated, research-active faculty members who are committed to excellence in teaching</li> <li>● location within Central Florida with large Hispanic community</li> <li>● students' professional experience teaching foreign languages enriches the educational experience for all</li> </ul>	<ul style="list-style-type: none"> <li>● low enrollment</li> <li>● inadequate GTA preparation for teaching language courses</li> <li>● inconsistent program coordination and student advising</li> <li>● lack of faculty interest in assuming leadership roles</li> <li>● insufficient data regarding alumni placement and employment</li> <li>● limited student participation in professionalization activities (e.g., publications, conference presentations)</li> </ul>	<ul style="list-style-type: none"> <li>● review the department's strategic plan and refine it as appropriate to align with the college's strategic plan, as well as good practices and emerging trends in modern languages education</li> <li>● assure the clear articulation of the department's and program's goals, and consider current and future resources in establishing implementation priorities</li> <li>● develop and implement a plan to address the department's human-resource needs that considers current and future resources and aligns with the unit's strategic plan</li> <li>● review the faculty workload policy and adjust it as needed to assure an appropriate balance of teaching and scholarship production</li> <li>● enhance the preparation of GTAs for teaching language courses</li> <li>● develop and implement a student recruitment plan</li> <li>● work with the local Hispanic community to enhance program support and visibility</li> <li>● explore opportunities for collaboration with other UCF units, including partnerships that enhance the curriculum for other programs (e.g., political science)</li> <li>● assure consistent high-quality student advising</li> <li>● review the curriculum and adjust it as appropriate to assure appropriate breadth and depth of topics covered</li> <li>● consider adding linguistic and translation components to the curriculum</li> <li>● develop a program curriculum map to enhance student learning</li> </ul>

Strengths	Weaknesses	Action Recommendations
		<ul style="list-style-type: none"> <li>work with appropriate units (e.g., alumni relations and dean's office) to improve the collection of alumni information</li> </ul>

### *Teaching English to Speakers of Other Languages (TESOL), M.A.*

<ul style="list-style-type: none"> <li>dedicated, research-active faculty members who are committed to excellence in teaching</li> <li>faculty accessibility, effective mentoring, and commitment to students</li> <li>location within Central Florida with diverse ethnic communities</li> <li>students with real world experience teaching English across the globe</li> <li>strong alumni network</li> <li>partnership with the Center for Multilingual Multicultural Studies</li> <li>collegiality among faculty members</li> <li>faculty participation in the TESOL track of the Ph.D. in Education degree</li> </ul>	<ul style="list-style-type: none"> <li>larger than optimal class sizes</li> <li>GTA preparation for teaching language courses is lacking</li> <li>insufficient number of faculty members to support program demand</li> <li>absence of a sociolinguistic course</li> </ul>	<ul style="list-style-type: none"> <li>review the department's strategic plan and refine it as appropriate to align with the college's plan</li> <li>assure the clear articulation of the department's and program's goals, and consider current and future resources in establishing implementation priorities</li> <li>develop a strategic human-resource plan that is consistent with the department's strategic plan and considers current and new resources</li> <li>explore opportunities to work with other units to meet the need for adding a sociolinguistic course</li> <li>enhance preparation of GTAs</li> <li>explore opportunities to develop new and enhance existing partnerships locally, nationally, and internationally</li> <li>leverage partnerships to support program goals</li> <li>review the curriculum and adjust it as appropriate to assure appropriate breadth and depth of disciplinary knowledge</li> <li>develop a program curriculum map to enhance student learning</li> <li>work with appropriate units (e.g., alumni relations and dean's office) to further enhance the collection of alumni information</li> </ul>
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***Interactive Entertainment, M.S.***

<ul style="list-style-type: none"> <li>• dedicated faculty members and students</li> <li>• extensive and recent real-world industry experience and connections among the faculty members</li> <li>• student retention and graduation rates</li> <li>• industry demand for graduates</li> <li>• alumni relations</li> <li>• state-of-the-art equipment and facilities</li> <li>• Orlando location and associated industry connections</li> <li>• exceptional student placement rates</li> <li>• alignment with Board of Governors and State of Florida economic development emphasis</li> </ul>	<ul style="list-style-type: none"> <li>• minimal gender diversity among faculty members and students</li> <li>• uncertainty among students and faculty members regarding students' intellectual property rights and lack of awareness regarding university policies and procedures</li> <li>• limited inter- and intra-disciplinary partnerships</li> <li>• communication challenges between program leadership and faculty members</li> </ul>	<ul style="list-style-type: none"> <li>• review and refine the unit's strategic plan and assure it aligns with the college's strategic plan</li> <li>• assure the clear articulation of specific goals, and consider current and future resources in establishing implementation priorities</li> <li>• consider emerging market needs (e.g., medical and military simulations) and potentially broadening program scope to incorporate some of these areas</li> <li>• use the strategic planning process to review, assess, and refine currently identified peers and aspirational peers for program benchmarking</li> <li>• evaluate the faculty mix necessary to accomplish strategic goals, and develop and implement a plan to address the unit's human-resource needs consistent with the strategic plan</li> <li>• develop and implement a plan to increase the representation of women among the faculty members and students</li> <li>• pursue a deeper understanding of university policies and procedures</li> <li>• work with students and faculty members to assure that all parties comprehend intellectual property rights with regard to student works, as well as other applicable policies and procedures</li> <li>• work towards enhancing internal communication and unit leadership's visibility within the unit and the university</li> <li>• review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations (e.g., art), and engage industry employers in the curriculum review process</li> <li>• develop a program curriculum map to enhance student learning</li> <li>• continue to develop, formalize, and implement an entrepreneurial venture option for students</li> <li>• explore options to broaden student exposure to the global marketplace and integrate that exposure into the student experience as appropriate</li> <li>• explore opportunities to develop new and mutually beneficial internal and external partnerships and collaborations</li> <li>• work with appropriate undergraduate programs to support college's goals and enhance the program's potential applicant pool</li> <li>• consider establishing an industry advisory board to inform decision making, enhance program visibility, and garner additional industry support</li> </ul>
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		<ul style="list-style-type: none"> <li>• encourage faculty professional development and participation in activities that promote program visibility and reputation, including presentations at professional conferences and expanded scholarly and creative activity</li> <li>• work with appropriate offices to review the appropriateness of the program's current designation in the federal classification of instructional programs (CIP) taxonomy</li> <li>• work with the college's dean's office and academic affairs to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)</li> <li>• assure all instructional faculty members are certified as instructors of record when appropriate, and identify each accordingly on the master course schedule</li> </ul>
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College of Health and Public Affairs

*Health Informatics and Information Management, B.S.*

<ul style="list-style-type: none"> <li>• program director</li> <li>• community support and advisory board</li> <li>• faculty, staff, and student morale</li> <li>• program rigor</li> <li>• job placement</li> <li>• student advising and mentoring</li> <li>• alumni support and continued engagement in program (e.g., guest speakers, internship opportunities, scholarship endowments)</li> </ul>	<ul style="list-style-type: none"> <li>• students are not eligible to take the Registered Health Information Administrator (RHIA) exam required for employment in field until their last semester, but often they delay too long after graduation and struggle to pass it or do not register to take it at all</li> <li>• limited number of faculty members in the field makes it difficult to fill positions in order to meet student demand</li> <li>• no dedicated administrative-support personnel</li> <li>• expensive to continuously update software</li> </ul>	<ul style="list-style-type: none"> <li>• review and update the unit's strategic plan and assure that it aligns with the college's plan</li> <li>• assure the clear articulation of the department's and program's goals and priorities, and consider current and future resources in establishing implementation priorities</li> <li>• develop and implement a plan to address current and anticipated human-resource needs that considers current and future resources and aligns with strategic plan priorities</li> <li>• explore and implement incentives for graduates to take the RHIA exam soon after graduation</li> <li>• identify certifications that enhance students' employment opportunities and consider embedding these into the curriculum (e.g., medical coding exams) and/or incentivizing students to take them</li> <li>• assure all contributing faculty members are familiar with program accreditation standards and consistently deliver course content accordingly</li> </ul>
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		<ul style="list-style-type: none"> <li>• enhance opportunities for faculty professional development and program visibility</li> <li>• explore options for meeting software needs</li> <li>• develop and implement a sustainable plan for using the IT performance funding award</li> <li>• explore the feasibility of developing and implementing a post-baccalaureate certificate that responds to demand in the field</li> <li>• identify opportunities for collaboration with other UCF health-related units (e.g., College of Medicine)</li> <li>• develop a program curriculum map to enhance student learning</li> </ul>
<b>Health Sciences – Pre-clinical, B.S.</b>		
<ul style="list-style-type: none"> <li>• program director</li> <li>• program advising quality</li> <li>• curriculum rigor</li> <li>• commitment to continuous quality improvement</li> <li>• student and faculty gender and ethnic diversity</li> <li>• retention of FTIC students</li> </ul>	<ul style="list-style-type: none"> <li>• limited number of faculty members to support demand</li> <li>• transfer student attrition</li> <li>• insufficient number of program advisors; student confusion about which office to approach for pre-professional advising</li> <li>• low targets for student-learning-outcomes</li> <li>• limited opportunities for student engagement outside of class (e.g., internships, research)</li> <li>• unclear career path for students who do not qualify for or choose to pursue professional degrees</li> </ul>	<ul style="list-style-type: none"> <li>• review and update the unit's strategic plan and assure that it aligns with the college's plan</li> <li>• assure the clear articulation of the department's and program's goals and priorities, and consider current and future resources in establishing implementation priorities</li> <li>• develop and implement a plan to address current and anticipated human-resource needs that considers current and future resources and aligns with strategic plan priorities, and consider appropriate program faculty mix</li> <li>• work with appropriate parties to improve transfer student preparation for program rigor (e.g., advising, prerequisite articulation), and identify barriers and pathways to student success</li> <li>• review student-learning-outcomes assessment targets and adjust them as appropriate</li> <li>• develop a program curriculum map to enhance student learning</li> <li>• develop new opportunities for student engagement outside of class, including internships</li> <li>• work with appropriate offices to coordinate clinical placements of students pursuing health professions</li> </ul>

		<ul style="list-style-type: none"> <li>• explore options to provide alternative career preparation for students unlikely to qualify for or who choose not to pursue professional school (e.g., new degree program, new track, internships)</li> <li>• work with the Office of Undergraduate Studies to improve the coordination of pre-professional advising resources</li> <li>• consider developing an internal advisory board</li> <li>• consider appropriateness of applying for restricted access status</li> <li>• explore opportunities for collaboration with other UCF units (e.g., College of Medicine)</li> <li>• work with appropriate units (e.g., alumni relations and dean's office) to improve alumni tracking and program engagement</li> </ul>
<b><i>Legal Studies, B.S.</i></b>		
<ul style="list-style-type: none"> <li>• department leadership</li> <li>• capable and committed faculty members</li> <li>• high-quality students who have received a number of prestigious awards</li> <li>• law school acceptance and matriculation rates</li> <li>• continuing education for paralegals</li> <li>• curriculum recognized as a national model</li> <li>• robust student organizations and alumni chapter</li> <li>• host to regional Moot Court and Mock Trial tournaments</li> <li>• community partnerships and support</li> </ul>	<ul style="list-style-type: none"> <li>• limited number of tenured and tenure-track faculty members</li> <li>• instructional demands limit faculty participation in scholarly activity</li> <li>• limited international components in the curriculum</li> <li>• insufficient data regarding alumni placement and employment other than law school placements</li> </ul>	<ul style="list-style-type: none"> <li>• review and update the unit's strategic plan and assure that it aligns with the college's plan</li> <li>• assure the clear articulation of the unit's goals and priorities, and consider current and future resources in establishing implementation priorities</li> <li>• develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic plan priorities, considers the appropriate faculty mix, and takes into account current and future resources</li> <li>• review the curriculum and adjust it as appropriate</li> <li>• develop a program curriculum map to enhance student learning</li> <li>• consider internationalizing the curriculum</li> <li>• work with appropriate units (e.g., alumni relations and dean's office) to improve the collection of alumni information</li> <li>• explore strategic partnerships for accelerated law programs</li> <li>• explore mutually-beneficial opportunities to support community continuing education needs</li> <li>• explore opportunities for interdisciplinary research and other collaborations (e.g., curricular)</li> </ul>



		<ul style="list-style-type: none"> <li>work with the college's dean's office and academic affairs to determine appropriate next steps regarding the Center for Law and Policy and associated activities (e.g., seek formal approval)</li> </ul>
<b><i>Non-profit Management, M.N.M.</i></b>		
<ul style="list-style-type: none"> <li>school and program leadership</li> <li>collegial and committed faculty members</li> <li>faculty scholarly publications and grant activity</li> <li>national recognition and faculty leadership in professional organization</li> <li>emphasis on community service and engagement</li> <li>student participation in service learning</li> <li>faculty and student diversity</li> <li>Center for Public and Non-profit Management</li> <li>student-learning-outcomes assessment</li> <li>engaged advisory board</li> <li>alumni success</li> </ul>	<ul style="list-style-type: none"> <li>low student retention and graduation rates; limited data about reasons for student attrition</li> <li>number of applicants exceeds the program's capacity</li> <li>limited student financial support for master's-level graduate students</li> <li>course unavailability and sequencing</li> <li>insufficient data regarding alumni employment and engagement</li> </ul>	<ul style="list-style-type: none"> <li>review and update the unit's and program's strategic plans, and assure that those plans align with the college's plan</li> <li>assure the clear articulation of the unit's and program's priorities and goals, including the target student mix, and consider current and future resources in establishing implementation priorities</li> <li>develop and implement a plan to address current and anticipated human-resource needs that considers current and future resources and aligns with strategic plan priorities</li> <li>work with appropriate offices (e.g., Institutional Knowledge Management) to identify reasons for student attrition, and then develop and implement a retention plan</li> <li>explore internal and external opportunities to enhance student financial support (e.g., paid internships, scholarship funding)</li> <li>review the curriculum and adjust it as appropriate</li> <li>consider expanding the program's curricular focus (e.g., cross-sector)</li> <li>review the program's curriculum map and refine it as appropriate</li> <li>continue to refine the competency-based curriculum and evaluation mechanisms</li> <li>assure the reasonable availability of courses to all student populations</li> <li>review the multi-year course schedule, and make sure it represents a realistic picture</li> <li>assure high-quality student advising</li> <li>increase faculty scholarship in non-profit management</li> <li>enhance program visibility within the non-profit management community</li> <li>explore opportunities for internal and external partnerships, including opportunities beyond the local market</li> </ul>



		<ul style="list-style-type: none"> <li>• work with appropriate units (e.g., alumni relations and dean's office) to enhance alumni tracking and engagement (e.g., refine Nexus Web site)</li> <li>• collect data on the impact of alumni on the local community</li> <li>• work with College of Graduate Studies to review the admissions process and adjust it if appropriate; consider setting an earlier priority admissions deadline or noting when application reviews will begin if they will commence before the standard deadline</li> <li>• explore the need, feasibility, and sustainability of developing a doctoral program</li> </ul>
<b><i>Public Administration, B.A. &amp; B.S.</i></b>		
<ul style="list-style-type: none"> <li>• school and program leadership</li> <li>• collegial and committed faculty members</li> <li>• faculty scholarly publications and grant activity</li> <li>• national recognition and faculty leadership in professional organization</li> <li>• emphasis on community service and engagement</li> <li>• faculty and student diversity</li> <li>• Center for Public and Non-profit Management</li> <li>• student-learning-outcomes assessment</li> <li>• engaged advisory board</li> <li>• alumni success</li> <li>• associated minors in valuable niche areas (e.g., emergency management)</li> </ul>	<ul style="list-style-type: none"> <li>• low student retention and graduation rates; limited data about reasons for student attrition</li> <li>• limited availability of paid internships and participation in non-paid internship opportunities</li> <li>• insufficient data regarding alumni placement and employment</li> </ul>	<ul style="list-style-type: none"> <li>• review and update the unit's and program's strategic plans and assure that those plans align with the college's plan</li> <li>• assure the clear articulation of the program's goals and priorities, and consider current and future resources in establishing implementation priorities</li> <li>• work with the school's leadership, dean's office, and other appropriate offices (e.g., Institutional Knowledge Management) to identify reasons for student attrition, and then develop and implement a retention plan</li> <li>• develop and implement strategies to increase student internship participation</li> <li>• explore opportunities to increase the availability of paid internships</li> <li>• review the curriculum and adjust it as appropriate</li> <li>• consider expanding the program's curricular focus (e.g., international, cross-sector)</li> <li>• review the program's curriculum map and update it as appropriate</li> <li>• continue to refine the competency-based curriculum and evaluation mechanisms</li> <li>• explore and implement strategies to increase student participation in undergraduate research</li> <li>• explore opportunities for internal and external partnerships (e.g., international institutions)</li> <li>• work with appropriate units (e.g., dean's office and alumni relations) to enhance alumni tracking and engagement</li> </ul>



			<ul style="list-style-type: none"><li>● collect data regarding the impact of alumni on the local community</li></ul>
<b>Public Administration, M.P.A.</b>			
<ul style="list-style-type: none"><li>● school and program leadership</li><li>● collegial and committed faculty members</li><li>● faculty scholarly publications and grant activity</li><li>● national recognition and faculty leadership in professional organization</li><li>● emphasis on community service and engagement</li><li>● faculty and student diversity</li><li>● Center for Public and Non-profit Management</li><li>● student-learning-outcomes assessment</li><li>● engaged advisory board</li><li>● alumni success</li></ul>	<ul style="list-style-type: none"><li>● low student retention and graduation rates, along with limited data about reasons for student attrition</li><li>● limited student financial support for master's-level graduate students</li><li>● limited availability of paid internships</li></ul>	<ul style="list-style-type: none"><li>● review and update the unit's and program's strategic plans and assure that those plans align with the college's plan</li><li>● assure the clear articulation of the unit's and program's priorities and goals, including target student mix, and consider current and future resources in establishing implementation priorities</li><li>● work with appropriate offices (e.g., Institutional Knowledge Management) to identify reasons for student attrition, and then develop and implement a retention plan</li><li>● explore internal and external opportunities to enhance student financial support (e.g., paid internships, scholarship funding, research assistantships)</li><li>● review the curriculum and adjust it as appropriate</li><li>● consider expanding the program's curricular focus (e.g., international , cross-sector)</li><li>● review the program's curriculum map and update it as appropriate</li><li>● continue to refine the competency-based curriculum and evaluation mechanisms</li><li>● explore opportunities for internal and external partnerships (e.g., Center for Non-profit Management's research fellows program, study-abroad, and other partnerships with international institutions)</li><li>● work with appropriate units (e.g., dean's office and alumni relations) to enhance alumni tracking and engagement</li><li>● collect data on the impact of alumni on the local community</li></ul>	
<b>Physical Therapy, D.P.T.</b>			
<ul style="list-style-type: none"><li>● collegial faculty members dedicated to student success</li><li>● scholarly activity among non-tenure track instructors</li><li>● breadth of faculty expertise</li></ul>	<ul style="list-style-type: none"><li>● no permanent program leadership</li><li>● role overlap between clinical director and program director</li></ul>		<ul style="list-style-type: none"><li>● review and update the unit's strategic plan and assure that it aligns with the college's plan</li><li>● assure the clear articulation of the unit's priorities and goals, including target program size, and consider current and future resources in establishing implementation priorities</li></ul>



<ul style="list-style-type: none"> <li>• strong applicant pool with high enrollment yield</li> <li>• program graduates meet state and national workforce needs</li> <li>• students' preparation for and placement in clinical experiences</li> <li>• high graduation rates</li> <li>• licensure pass rates above state and national averages</li> <li>• strong community agency support</li> </ul>	<ul style="list-style-type: none"> <li>• less than optimal number of faculty members to support instructional demand, including a lack of tenured and tenure-track faculty members</li> <li>• limited depth and breadth of research among the core faculty members</li> <li>• missing formative goals in student-learning-outcomes assessment</li> <li>• lack of input from alumni and employers in program assessment</li> <li>• limited student engagement in professional organizations</li> <li>• little emphasis on inter-professional education</li> </ul>	<ul style="list-style-type: none"> <li>• identify appropriate peer and aspirational peer programs and then benchmark and brand the program accordingly</li> <li>• develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic plan priorities, considers the appropriate faculty mix, and takes into account current and future resources</li> <li>• identify stable program leadership</li> <li>• review the program's funding model and adjust it if appropriate</li> <li>• develop and implement a plan to enhance faculty scholarly activity, as resources permit</li> <li>• review student-learning-outcomes assessment and adjust it as appropriate</li> <li>• collect feedback from alumni and employers to inform the assessment of program effectiveness</li> <li>• review the program's curriculum map and update it if appropriate</li> <li>• develop and implement a plan to enhance student diversity</li> <li>• explore internal and external opportunities to enhance student financial assistance</li> <li>• consider targeted recruiting from groups eligible for special funding (e.g., McNair scholars)</li> <li>• explore opportunities for collaborating with other related disciplines to expand inter-professional education</li> </ul>
<p><b>College of Optics and Photonics</b> <i>Optics, M.S.</i></p> <ul style="list-style-type: none"> <li>• national and international program visibility</li> <li>• faculty member reputation and research productivity</li> <li>• economic development driver as measured by employment of graduates, patents, and start-up companies</li> </ul>	<ul style="list-style-type: none"> <li>• difficulty hiring new or replacement faculty due to ongoing budget reductions</li> <li>• shortage of faculty strengths in applied optics, imaging systems, and biophotonics</li> <li>• limited space for expanding laboratories and faculty offices</li> </ul>	<ul style="list-style-type: none"> <li>• develop and implement a plan to address human-resource needs that considers current and future resources</li> <li>• cultivate industry and alumni relations to support college's research initiatives (e.g., endowed chair funding)</li> <li>• explore options to address current and anticipated space needs</li> <li>• develop and implement a plan to enhance student and faculty ethnic and gender diversity, and consider pursuing grants to bolster this area (e.g., Graduate Assistance in Areas of National Need grants from the U.S.</li> </ul>



<ul style="list-style-type: none"> <li>• caliber of students and graduates enhance program reputation</li> <li>• program quality and rigor</li> <li>• comprehensive curriculum</li> <li>• graduate placement rates</li> </ul>	<ul style="list-style-type: none"> <li>• that inhibits ability to add additional program areas</li> <li>• limited gender and ethnic diversity among students and faculty members</li> <li>• insufficient support for classroom facilities and no dedicated classroom technician</li> <li>• perceived barriers to cross-disciplinary course offerings</li> <li>• quality of student-learning-outcomes assessment</li> </ul>	<p>Department of Education, funding for Research Experiences for Undergraduates)</p> <ul style="list-style-type: none"> <li>• explore options to enhance support for classroom facilities</li> <li>• work with other programs and offices, as appropriate, to review perceived barriers to cross-disciplinary course offerings</li> <li>• enhance the quality of student-learning-outcomes assessment (e.g., embed assessments in courses)</li> <li>• explore mechanisms to reduce time-to-degree</li> <li>• review the curriculum and adjust it as appropriate (e.g., assure proper curricular alignment between theory and lab courses)</li> <li>• develop a program curriculum map to enhance student learning</li> <li>• expand industry partnerships to enhance the applied component of the program</li> <li>• consider expanding business-training options (e.g., entrepreneurship component, professional science master's track or dual-degree program with College of Business Administration)</li> <li>• implement the bachelor's degree program in photonic science and engineering, and assure the curriculum prepares students for acceptance into and success in the optics graduate programs</li> <li>• consider adding an option for master's degree students to complete the program in a reduced timeframe, and market to this target audience</li> <li>• consider expanding involvement of non-thesis students in research</li> </ul>
<p><b>Optics, Ph.D.</b></p> <ul style="list-style-type: none"> <li>• national and international program visibility</li> <li>• faculty member reputation and research productivity</li> <li>• ranked top optics Ph.D. program by the National Research Council</li> </ul>	<ul style="list-style-type: none"> <li>• difficulty hiring new or replacement faculty due to ongoing budget reductions</li> <li>• shortage of faculty strengths in applied optics, imaging systems, and biophotonics</li> <li>• limited space for expanding laboratories and faculty offices,</li> </ul>	<ul style="list-style-type: none"> <li>• develop and implement a plan to address human-resource needs that considers current and future resources</li> <li>• cultivate industry and alumni relations to support center research initiatives (e.g., endowed chair funding)</li> <li>• explore options to address current and anticipated space needs</li> <li>• develop and implement a plan to enhance student and faculty ethnic and gender diversity; consider pursuing grants to bolster this area (e.g., Graduate</li> </ul>



<ul style="list-style-type: none"> <li>• economic development driver as measured by employment of graduates, patents, and start-up companies</li> <li>• caliber of students and graduates enhances program reputation</li> <li>• program quality and rigor</li> <li>• comprehensive curriculum</li> <li>• graduate placement rates</li> </ul>	<p>which inhibits ability to add additional program areas</p> <ul style="list-style-type: none"> <li>• limited gender and ethnic diversity among students and faculty members</li> <li>• insufficient support for cleanroom facilities; no dedicated cleanroom technician</li> <li>• perceived barriers to cross-disciplinary course offerings</li> <li>• quality of student-learning-outcomes assessment</li> </ul>	<p>Assistance in Areas of National Need grants from the U.S. Department of Education, funding for Research Experiences for Undergraduates)</p> <ul style="list-style-type: none"> <li>• explore options to enhance support for cleanroom facilities</li> <li>• work with other programs and offices, as appropriate, to review perceived barriers to cross-disciplinary course offerings</li> <li>• enhance the quality of student-learning-outcomes assessment (e.g., embed assessments in courses)</li> <li>• explore mechanisms to reduce time-to-degree</li> <li>• review the curriculum and adjust it as appropriate (e.g., assure proper curricular alignment between theory and lab courses)</li> <li>• develop a program curriculum map to enhance student learning</li> <li>• expand industry partnerships to enhance the applied component of the program</li> <li>• consider expanding business training options (e.g., entrepreneurship component, professional science master's track and/or dual degree program with College of Business Administration)</li> <li>• implement the bachelor's degree program in photonic science and engineering, and assure the curriculum prepares students for acceptance into and success in the optics graduate programs</li> </ul>
<p><b>College of Sciences</b></p> <p><b><i>Advertising and Public Relations, B.A.</i></b></p> <ul style="list-style-type: none"> <li>• professional advising center</li> <li>• dedicated and accessible faculty members</li> <li>• school leadership</li> <li>• undergraduate research opportunities within the unit, particularly through the Collaborative Experiential Research Practicum (CERP)</li> <li>• internship placements</li> </ul>	<ul style="list-style-type: none"> <li>• student demand outpaces faculty resources</li> <li>• limited space for faculty member and student offices and collaboration, as well as classrooms, storage, and specialized laboratory and equipment facilities</li> <li>• limited collaboration between Nicholson School of</li> </ul>	<ul style="list-style-type: none"> <li>• develop a unit strategic plan that aligns with the college's strategic plan</li> <li>• assure the clear articulation of strategic niches, goals, and priorities, and consider current and future resources in establishing implementation priorities</li> <li>• explore opportunities in areas of strategic communication, including risk communication, and work toward aligning program activities to support the unit strategic plan and to distinguish UCF's communication programs from those of other institutions</li> <li>• develop and implement a plan to address the unit's human-resource needs that considers current and future resources and aligns with strategic plan priorities</li> </ul>



<ul style="list-style-type: none"> <li>• industry experience among the mass communication faculty members</li> <li>• location in a large media market</li> <li>• industry demand for advertising public relations professionals</li> <li>• time-to-degree and completion rates</li> <li>• co-curricular activities (e.g., debate team and Knightly News), and study-abroad opportunities</li> </ul>	<p>Communication and the university's mass communication outlets and resources (e.g., WUCF-FM and WUCF-TV)</p> <ul style="list-style-type: none"> <li>• insufficient data regarding alumni placement and employment</li> </ul>	<ul style="list-style-type: none"> <li>• review the school's faculty workload policy and assure that it aligns with the school's goals</li> <li>• explore ways of increasing extramural research and funding</li> <li>• work with appropriate units to review opportunities for greater collaboration and integration with the university's mass communication outlets</li> <li>• explore options to address space needs</li> <li>• work with appropriate units to improve the collection of alumni information, including placement information and employer satisfaction (e.g., students' visual design skills)</li> <li>• consider leveraging the department's success in undergraduate research to expand student participation in the university's Honors in the Major program</li> <li>• work toward a better gender balance among the student population</li> <li>• explore opportunities for synergies with other UCF programs (e.g., Spanish, film, and digital media programs)</li> <li>• review the undergraduate curriculum and update it as appropriate (e.g., review redundancy and excessive number of electives)</li> <li>• assure appropriate course sequencing and the integration of visual-design content in the curriculum</li> <li>• develop a program curriculum map to enhance student learning</li> <li>• review and update student-learning-outcomes assessment plans and assure appropriate outcomes and measures are used</li> <li>• explore opportunities to expand student experiential learning opportunities</li> </ul>
<p><b>Human Communication, B.A.</b></p> <ul style="list-style-type: none"> <li>• professional advising center</li> <li>• dedicated and accessible faculty members</li> <li>• school leadership</li> <li>• undergraduate research opportunities within the unit, particularly through the</li> </ul>	<ul style="list-style-type: none"> <li>• student demand outpaces faculty resources</li> <li>• limited space for faculty member and student offices and collaboration, as well as classrooms, storage, and specialized laboratory and equipment facilities</li> </ul>	<ul style="list-style-type: none"> <li>• develop a unit strategic plan that aligns with the college's strategic plan</li> <li>• assure the clear articulation of strategic niches, goals, and priorities, and consider current and future resources in establishing implementation priorities</li> <li>• explore opportunities in areas of strategic communication, including risk communication, and work toward aligning program activities to support the unit's strategic plan and to distinguish UCF's communication programs from those of other institutions</li> </ul>



<p>Collaborative Experiential Research Practicum (CERP)</p> <ul style="list-style-type: none"> <li>• internship placements</li> <li>• co-curricular activities (e.g., debate and speech teams)</li> <li>• study-abroad opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• insufficient data regarding alumni placement and employment</li> </ul>	<ul style="list-style-type: none"> <li>• develop and implement a plan to address the unit's human-resource needs that considers current and future resources and aligns with strategic plan priorities</li> <li>• review the school's faculty workload policy and assure that it aligns with the school's goals</li> <li>• explore ways of increasing extramural research and funding</li> <li>• explore options to address space needs</li> <li>• work with appropriate units to improve the collection of alumni information, including placement information and employer satisfaction</li> <li>• consider leveraging the department's success in undergraduate research to expand student participation in the university's Honors in the Major program</li> <li>• work toward a better gender balance among the student population</li> <li>• explore opportunities for synergies with other UCF programs (e.g., Spanish programs)</li> <li>• review the undergraduate curriculum and update it as appropriate (e.g., review redundancy and limited number of electives)</li> <li>• assure appropriate course sequencing</li> <li>• develop a program curriculum map to enhance student learning</li> <li>• review and update student-learning-outcomes assessment plans, and assure appropriate outcomes and measures are used</li> <li>• explore opportunities to expand student experiential learning opportunities</li> <li>• work with appropriate parties to review the appropriate role of oral communication in undergraduate education</li> </ul>
<b><i>Journalism, B.A.</i></b>		
<ul style="list-style-type: none"> <li>• professional advising center</li> <li>• dedicated and accessible faculty members</li> <li>• school leadership</li> <li>• undergraduate research opportunities within the unit, particularly through the</li> </ul>	<ul style="list-style-type: none"> <li>• student demand outpaces faculty resources</li> <li>• limited space for faculty member and student offices and collaboration, as well as classrooms, storage, and specialized laboratory and equipment facilities</li> </ul>	<ul style="list-style-type: none"> <li>• develop a unit strategic plan that aligns with the college's strategic plan</li> <li>• assure the clear articulation of strategic niches, goals, and priorities, and consider current and future resources in establishing implementation priorities</li> <li>• explore opportunities in areas of strategic communication including risk communication, and work toward aligning program activities to support the unit's strategic plan and to distinguish UCF's communication programs from those of other institutions</li> </ul>



<p>Collaborative Experiential Research Practicum (CERP)</p> <ul style="list-style-type: none"> <li>• internship placements</li> <li>• industry experience among the mass communication faculty members</li> <li>• location in a large media market</li> <li>• co-curricular activities (e.g., debate team, Knightly News, Centric magazine)</li> <li>• study-abroad opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• limited collaboration between Nicholson School of Communication and the university's mass communication outlets and resources (e.g., WUCF-FM and WUCF-TV)</li> <li>• insufficient data regarding alumni placement and employment</li> </ul>	<ul style="list-style-type: none"> <li>• develop and implement a plan to address the unit's human-resource needs that considers current and future resources and aligns with strategic plan priorities</li> <li>• review the school's faculty workload policy and assure that it aligns with the school's goals</li> <li>• explore ways of increasing extramural research and funding</li> <li>• work with appropriate units to review opportunities for greater collaboration and integration with the university's mass communication outlets</li> <li>• explore options to address space needs</li> <li>• work with appropriate units to improve the collection of alumni information, including placement information and employer satisfaction</li> <li>• consider leveraging the department's success in undergraduate research to expand student participation in the university's Honors in the Major program</li> <li>• work toward a better gender balance among the student population</li> <li>• explore opportunities for synergies with other UCF programs (e.g., Spanish programs)</li> <li>• review the undergraduate curriculum and update it as appropriate (e.g., review redundancy and number of electives)</li> <li>• assure appropriate course sequencing</li> <li>• develop a program curriculum map to enhance student learning</li> <li>• continue to work towards converging the curriculum of the journalism program with the radio and TV programs</li> <li>• review and update student-learning-outcomes assessment plans and assure appropriate outcomes and measures are used</li> <li>• explore opportunities to expand student experiential learning opportunities; for instance, consider producing an instructor-led print or online student newspaper</li> </ul>
<b><i>Radio and Television, B.A.</i></b>		
<ul style="list-style-type: none"> <li>• professional advising center</li> <li>• dedicated and accessible faculty members</li> <li>• school leadership</li> </ul>	<ul style="list-style-type: none"> <li>• student demand outpaces faculty resources</li> <li>• limited space for faculty member and student offices and</li> </ul>	<ul style="list-style-type: none"> <li>• develop a unit strategic plan that aligns with the college's strategic plan</li> <li>• assure the clear articulation of strategic niches, goals, and priorities, and consider current and future resources in establishing implementation priorities</li> <li>• explore opportunities in areas of strategic communication, including risk</li> </ul>



<ul style="list-style-type: none"> <li>• undergraduate research opportunities within the unit, particularly through the Collaborative Experiential Research Practicum (CERP)</li> <li>• internship placements</li> <li>• industry experience among the mass communication faculty members</li> <li>• location in a large media market</li> <li>• time-to-degree and completion rates</li> <li>• co-curricular activities (e.g., debate team and Knightly News)</li> <li>• study-abroad opportunities</li> </ul>	<p>collaborations, as well as classrooms, storage, and specialized laboratory and equipment facilities</p> <ul style="list-style-type: none"> <li>• limited collaboration between Nicholson School of Communication and the university's mass communication outlets and resources (e.g., WUCF-FM and WUCF-TV)</li> <li>• insufficient data regarding alumni placement and employment</li> </ul>	<p>communication, and work toward aligning program activities to support the unit strategic plan and to distinguish UCF's communication programs from those of other institutions</p> <ul style="list-style-type: none"> <li>• develop and implement a plan to address the unit's human-resource needs that considers current and future resources and aligns with strategic plan priorities</li> <li>• review the school's faculty workload policy and assure that it aligns with the school's goals</li> <li>• explore ways of increasing extramural research and funding</li> <li>• work with appropriate units to review opportunities for greater collaboration and integration with the university's mass communication outlets</li> <li>• explore options to address space needs</li> <li>• work with appropriate units to improve the collection of alumni information, including placement information and employer satisfaction</li> <li>• consider leveraging the department's success in undergraduate research to expand student participation in the university's Honors in the Major program</li> <li>• work toward a better gender balance among the student population</li> <li>• explore opportunities for synergies with other UCF programs (e.g., Spanish, film, and digital media programs)</li> <li>• review the undergraduate curriculum and update it as appropriate (e.g., review redundancy and number of electives)</li> <li>• assure appropriate course sequencing</li> <li>• develop a program curriculum map to enhance student learning</li> <li>• continue to work towards converging the curriculum of the journalism program with the radio and TV programs</li> <li>• review and update student-learning-outcomes assessment plans and assure appropriate outcomes and measures are used</li> <li>• explore opportunities to expand student experiential learning opportunities</li> </ul>
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***Communication, M.A.***

<ul style="list-style-type: none"> <li>• professional advising center</li> <li>• dedicated and accessible faculty members</li> <li>• school leadership</li> <li>• internship placements</li> <li>• industry experience among the mass communication faculty members</li> <li>• location in a large media market industry supports the demand for advertising public relations professionals</li> <li>• co-curricular activities (e.g., Knightly News, Centric magazine)</li> <li>• study-abroad opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• student demand outpaces faculty resources; undergraduate teaching demands detract from faculty engagement in activities that promote program reputation (e.g., research and grant writing)</li> <li>• limited extramural funding and faculty publications in high caliber scholarly outlets</li> <li>• limited space for faculty member and student offices and collaborations well as classrooms, storage, and specialized laboratory and equipment facilities</li> <li>• limited collaboration between Nicholson School of Communication and the university's mass communication outlets and resources (e.g., WUCF-FM and WUCF-TV)</li> <li>• non-thesis students may not participate in a culminating experience that synthesizes the knowledge and skills acquired in the program</li> <li>• insufficient data regarding alumni placement and employment</li> </ul>	<ul style="list-style-type: none"> <li>• develop a unit strategic plan that aligns with the college's strategic plan</li> <li>• assure the clear articulation of strategic niches, goals, and priorities, and consider current and future resources in establishing implementation priorities</li> <li>• explore opportunities in areas of strategic communication, including risk communication, and work toward aligning program activities to support the unit strategic plan and to distinguish UCF's communication programs from those of other institutions</li> <li>• develop and implement a plan to address the unit's human-resource needs that considers current and future resources and aligns with strategic plan priorities</li> <li>• review the school's faculty workload policy and assure that it aligns with the school's goals</li> <li>• work with appropriate units to review opportunities for greater collaboration and integration with the university's mass communication outlets</li> <li>• explore options to address space needs</li> <li>• work with appropriate units (e.g., alumni relations and dean's office) to improve the collection of alumni information, including placement information and employer satisfaction</li> <li>• work toward a better gender balance among the student population</li> <li>• continue to work with the college's and other units to develop the school's research program</li> <li>• explore opportunities for synergies with other UCF programs in areas of program strengths (e.g., crisis and health communication)</li> <li>• review the master's program's admissions standards and assure alignment with the program's goals (e.g., interest in research)</li> <li>• work with appropriate units to explore options of further integrating mass communication faculty members into appropriate roles in graduate education</li> <li>• work with the college's, graduate studies, and academic affairs to explore options for professional education</li> <li>• review the curriculum and consider modifying it to capitalize on the department's strengths and student interests</li> </ul>
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		<ul style="list-style-type: none"> <li>• develop a program curriculum map to enhance student learning</li> <li>• review and update student-learning-outcomes assessment plans; assure appropriate outcomes and measures are used</li> <li>• explore opportunities to expand student experiential learning opportunities</li> <li>• work with appropriate units to explore faculty exchange opportunities with partner institutions</li> <li>• assure all master's program students undertake a culminating experience (e.g., thesis, project, internship) that synthesizes the knowledge and skills acquired throughout their program</li> </ul>
<b><i>International and Global Studies, B.A.</i></b>		
<ul style="list-style-type: none"> <li>• research-active faculty members with a strong commitment to undergraduate teaching</li> <li>• faculty commitment to student-learning-outcomes assessment and the scholarship of teaching and learning</li> <li>• department leadership</li> <li>• affiliations with Lou Frey Institute and the Office of Global Perspectives</li> <li>• student access to courses online and at regional campuses</li> <li>• independent global and international studies major in addition to the track in the political science B.A. degree program</li> </ul>	<ul style="list-style-type: none"> <li>• lack of discipline- specific international engagement activities for students outside the classroom</li> <li>• limited course writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>• review and refine the department's strategic plan and assure that it aligns with the college's strategic plan</li> <li>• assure the clear articulation of strategic niches (e.g., security studies), goals, and priorities, and consider current and future resources in establishing implementation priorities</li> <li>• develop and implement a plan to address the department's human-resource needs that considers current and future resources and aligns with the unit's strategic plan (e.g., targeted tenure-track faculty lines, graduate assistants)</li> <li>• develop and implement a plan to increase faculty member gender and ethnic diversity</li> <li>• work with regional campuses' administration to maximize potential for success among tenure-earning faculty members funded by and primarily based at the regional campuses</li> <li>• enhance opportunities for student engagement in international activities outside the classroom (e.g., study abroad)</li> <li>• review the curriculum and adjust it as appropriate</li> <li>• develop a program curriculum map to enhance student learning</li> <li>• consider promoting student minors in a modern language</li> <li>• explore and implement options for expanding undergraduate student opportunities to enhance the quality of their writing</li> </ul>



<ul style="list-style-type: none"> <li>internship program</li> </ul>		<ul style="list-style-type: none"> <li>explore additional opportunities for strategic partnerships with other academic programs for supplemental academic options (e.g., study-abroad partnerships; promote minors in modern languages and literatures, anthropology, or other targeted areas)</li> </ul>
<b><i>Political Science, B.A.</i></b>		
<ul style="list-style-type: none"> <li>research-active faculty members with a strong commitment to undergraduate teaching</li> <li>faculty commitment to student-learning-outcomes assessment and the scholarship of teaching and learning</li> <li>department leadership</li> <li>affiliations with Lou Frey Institute and the Office of Global Perspectives</li> <li>student access to courses online and at regional campuses</li> <li>independent global and international studies major in addition to the track in the political science B.A. degree program</li> <li>internship program</li> </ul>	<ul style="list-style-type: none"> <li>concern that remote offices for tenure-track faculty members funded by and primarily based at the regional campuses limit the faculty members' full integration in the department</li> <li>lack of discipline-specific international engagement activities outside the classroom for students in the international relations and comparative politics specialization</li> <li>limited course writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>review and refine the department's strategic plan and assure that it aligns with the college's strategic plan</li> <li>assure the clear articulation of strategic niches (e.g., security studies), goals, and priorities, and consider current and future resources in establishing implementation priorities</li> <li>develop and implement a plan to address the department's human-resource needs that considers current and future resources and aligns with the unit's strategic plan (e.g., targeted tenure-track faculty lines, graduate assistants)</li> <li>develop and implement a plan to increase faculty member gender and ethnic diversity</li> <li>work with regional campuses' administration to maximize the potential for success among tenure-earning faculty members funded by and primarily based at regional campuses</li> <li>enhance opportunities for student engagement in international activities outside the classroom (e.g., study abroad), particularly for students in the international relations and comparative politics specialization</li> <li>review the curriculum and adjust it as appropriate</li> <li>develop a program curriculum map to enhance student learning</li> <li>consider promoting student minors in a modern language</li> <li>explore and implement options for expanding undergraduate student opportunities to enhance the quality of their writing</li> <li>explore additional opportunities for strategic partnerships with other academic programs for supplemental academic options (e.g., study-abroad partnerships; encourage students to pursue minors in modern languages and literatures, anthropology, or other targeted areas)</li> </ul>



***Political Science, M.A.***

<ul style="list-style-type: none"> <li>• research-active faculty members with a strong vision of building a strong graduate program</li> <li>• faculty commitment to student-learning-outcomes assessment</li> <li>• department leadership</li> <li>• affiliations with Lou Frey Institute and the Office of Global Perspectives</li> <li>• graduate student placement and performance in high-quality Ph.D. programs</li> </ul>	<ul style="list-style-type: none"> <li>• department undergraduate student-faculty ratio detracts from graduate program activities and faculty engagement in activities that promote program reputation (e.g., research and grant writing)</li> <li>• limited external funding and grantsmanship</li> <li>• concern that remote offices for tenure-track faculty members funded by and primarily based at regional campuses limit their full integration in the department</li> <li>• no graduate research assistantships and limited number of graduate assistantship waivers</li> <li>• low student retention and extended time-to-degree completion</li> </ul>	<ul style="list-style-type: none"> <li>• review and refine the department's strategic plan and assure it aligns with the college's strategic plan</li> <li>• assure the clear articulation of strategic niche(s) (e.g., security studies), goals, and priorities, and consider current and future resources in establishing implementation priorities</li> <li>• develop and implement a plan to address the department's human-resource needs that considers current and future resources and aligns with the unit strategic plan (e.g., targeted tenure-track faculty lines, graduate assistants)</li> <li>• develop and implement a plan to increase faculty member gender and ethnic diversity</li> <li>• increase faculty publications in top journals and the number of successful faculty external grant applications</li> <li>• develop and implement a plan to build a culture of grant writing</li> <li>• align promotion and tenure standards to expectations for a Ph.D. granting department</li> <li>• work with the Office of Research and Commercialization to assure that funded activities are appropriately credited to the department and university</li> <li>• work with regional campuses' administration to maximize potential for success among tenure-earning faculty members funded by and primarily based at regional campuses</li> <li>• explore options for increasing graduate assistantships and waivers</li> <li>• review the curriculum and adjust it as appropriate (e.g., strategically align master's and Ph.D. curriculum; assure appropriate course sequencing)</li> <li>• develop a program curriculum map to enhance student learning</li> <li>• review the thesis requirement within the context of the master's program retention and time-to-degree factors, as well as Ph.D. program demands (e.g., consider terminal non-thesis M.A. option)</li> <li>• assure appropriate student preparation in research methods and design</li> </ul>
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### Office of Undergraduate Studies

#### *Applied Science, B.A.S.*

<ul style="list-style-type: none"> <li>● program is flexible and responsive to local and regional needs; tracks can be easily added or deleted</li> <li>● partnerships with community and state college's facilitate seamless 2+2 programming</li> <li>● advising support</li> <li>● industry advisory board supporting software development track</li> <li>● time-to-degree</li> <li>● inexpensive program to administer</li> </ul>	<ul style="list-style-type: none"> <li>● lack of a coordinated program vision</li> <li>● challenges associated with shared program ownership across college's</li> <li>● course offerings are dependent upon college's scheduling priorities</li> <li>● no fully dedicated program coordinator</li> <li>● insufficient data regarding alumni placement and employment</li> </ul>	<ul style="list-style-type: none"> <li>● involve appropriate constituents to develop a strategic plan that articulates a clear program vision and goals</li> <li>● review and update program enrollment targets, and develop an action plan that supports the targets</li> <li>● continue to monitor and assess need for the program and adjust tracks as appropriate</li> <li>● identify a program coordinator who is involved in overseeing program administration in addition to curriculum</li> <li>● establish a faculty advisory committee that includes faculty representatives from each track</li> <li>● consider adding curricular components to enhance student learning (e.g., A.S. to B.A.S. bridge experience, capstone)</li> <li>● work with appropriate units (e.g., alumni relations) to improve the collection of alumni information</li> </ul>
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***Interdisciplinary Studies, B.A. & B.S.***

<ul style="list-style-type: none"> <li>● program leadership</li> <li>● enthusiasm among students, faculty members, and advising staff members</li> <li>● integration of three disciplines provides a unique opportunity for students to create new knowledge</li> <li>● individualized student work plans</li> <li>● program visibility and student enrollment</li> <li>● provides an alternative pathway to student success</li> </ul>	<ul style="list-style-type: none"> <li>● limited number of faculty members available to teach cornerstone and capstone courses results in larger than optimal class sizes</li> <li>● small number of advisors for program size</li> <li>● limited opportunities for students to interact outside of class</li> <li>● limited office and meeting space</li> <li>● limited scope of current advisory board (which is in place for the environmental science track only)</li> <li>● insufficient data regarding alumni placement and employment</li> </ul>	<ul style="list-style-type: none"> <li>● review and update the unit's strategic plan</li> <li>● assure the clear articulation of the program's vision, goals, and priorities, and consider current and future resources in establishing implementation priorities</li> <li>● develop and implement a plan to address the unit's human-resource needs that considers current and future resources and aligns with strategic plan priorities</li> <li>● develop and implement a plan to establish a stronger sense of community among students</li> <li>● explore options for addressing space needs</li> <li>● consider establishing appropriate advisory board to enhance program stewardship (e.g., faculty members who contribute to the program and its tracks; industry representatives)</li> <li>● work with appropriate units (e.g., alumni relations and dean's office) to improve the collection of alumni information</li> <li>● explore opportunities to partner with the Burnett Honor's College</li> <li>● develop a program curriculum map to enhance student learning</li> </ul>
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## College of Graduate Studies

*Interdisciplinary Studies, M.A. & M.S.*

<ul style="list-style-type: none"> <li>• program leadership</li> <li>• flexible curriculum with broad options for students</li> <li>• individualized student work plans</li> <li>• quality of student theses</li> <li>• quality of advising</li> <li>• integration of multiple disciplines provides a unique opportunity for students to create new knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• unclear program vision</li> <li>• low enrollment</li> <li>• no budget allocation; impacts recruitment, as well as staffing (faculty members and advisors) and other administrative costs</li> <li>• missing direct measures in student-learning-outcomes assessment</li> <li>• limited opportunities for students to interact outside of class</li> <li>• no program advisory committee</li> <li>• insufficient data regarding alumni placement and employment</li> </ul>	<ul style="list-style-type: none"> <li>• review and update the unit's strategic plan and consider historical demand and areas of need for this type of program</li> <li>• assure the clear articulation of the program's vision, goals, and priorities, and consider current and future resources in establishing implementation priorities</li> <li>• establish enrollment targets for a sustainable program, and develop and implement a recruitment and marketing plan</li> <li>• develop and implement a plan to address the unit's human-resource needs that considers current and future resources and aligns with strategic plan priorities</li> <li>• work with appropriate units to review the program's organizational, budget, and reporting structure, and work toward maximizing its effectiveness</li> <li>• review the curriculum and adjust it as appropriate to advance the refined program vision and goals</li> <li>• consider adding a non-thesis option</li> <li>• develop a program curriculum map to enhance student learning</li> <li>• review target student-learning-outcomes and direct measures, and adjust them as appropriate (e.g., add quantitative measures)</li> <li>• develop and implement a plan to establish a stronger sense of community among students</li> <li>• consider establishing appropriate advisory boards to enhance program stewardship (e.g., faculty members who contribute to the program and its tracks; industry representatives)</li> <li>• work with appropriate units (e.g., alumni relations and dean's office) to improve the collection of alumni information</li> </ul>
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