

# **Board of Trustees Educational Programs Committee** July 25, 2013 10:00 a.m. - 10:45 a.m. Live Oak Center Conference call-in phone #800-442-5794, passcode 463796

# **AGENDA**

II.	ROLL CALL	Susan Foisy Senior Administrative Assistant to the Executive Vice Provost
III.	NEW BUSINESS	Chair Garvy
	• Conferral of Degrees (approval) (EPC-1)	Tony Waldrop, Provost and Executive Vice President
•	<ul> <li>2011-12 Academic Program Review Recommendation Implementation Status (INFO-1)</li> <li>Civil Engineering, B.S.C.E., M.S.C.E., M.S., Pl</li> <li>Construction Engineering, B.S.Con.E.</li> <li>Environmental Engineering, B.S.V.E., M.S.V.E.</li> <li>Computer Science, B.S., M.S., Ph.D.</li> <li>Digital Forensics, M.S.</li> <li>Information Technology, B.S.</li> <li>Computer Engineering, B.S.Cp.E., M.S.Cp.E., Pl</li> <li>Electrical Engineering, B.S.L.E., M.S.L.E., Ph</li> <li>Industrial Engineering, B.S.A.E., M.S.A.E.</li> <li>Materials Science and Engineering, M.S.M.E., M.S.M.E.,</li> </ul>	E., M.S., Ph.D. Ph.D. D. , Ph.D. Ph.D.
	• Annual external research funding update	M. J. Soileau, Vice President for the Office of

• Provost's update

Tony Waldrop

Research and Commercialization

Robert Garvy

Chair, Educational Programs Committee

**IV. OTHER BUSINESS** 

I.

**CALL TO ORDER** 



# Board of Trustees **Educational Programs Committee** May 23, 2013 Live Oak Center Conference call-in #800-442-5794, passcode 463796

## MINUTES

## **CALL TO ORDER**

Trustee Robert Garvy, chair of the Educational Programs Committee, called the meeting to order at 8:45 a.m. Committee members Beverly Seay, Reid Oetjen, and Richard Crotty were present. Committee member Ray Gilley attended via teleconference. Board of Trustees chair Michael Grindstaff was present. Garvy welcomed new committee members Oetjen and Seay.

## MINUTES

The minutes from March 21, 2013, were approved as written.

### NEW BUSINESS

### Equity Accountability Program

Tony Waldrop, Provost and Executive Vice President, presented the university's Florida Equity Report 2013, an annual report that analyzes the effectiveness of selected programs supporting equity in enrollment, gender equity in athletics, and faculty employment. Waldrop reported favorable results in all areas and acknowledged Janet Balanoff, Director of Equal Opportunity and Affirmative Action Programs, for her efforts in preparing the subject report. A motion to recommend the Florida Equity Report 2013 was approved.

### 2012-13 Tenure Recommendations

Waldrop reviewed the promotion and tenure process. During this year's promotion and tenure process, President Hitt and Waldrop reviewed tenure applications and recommended that twenty-four candidates be approved for tenure. Trustee Oetjen abstained from voting on tenure involving a faculty member in his department for whom he had previously submitted a vote. A motion to recommend the 2013 tenure recommendations was approved.

### UCF 2013-14 Work Plan

Paige Borden, Assistant Vice President for Institutional Knowledge Management, reviewed an update of UCF's multi-year Work Plan that will be presented in June to the Florida Board of Governors. Waldrop acknowledged the efforts of Borden and Diane Chase, Executive Vice Provost, in preparing the work plan. With the understanding that additional minor updates or modifications may be made to the plan, a motion to recommend the 2013 University Work Plan to the Board of Trustees was approved.

#### Program Review Policy Revisions

Chase discussed the revision of UCF's Academic Program Review Policies and Procedures 2007-14. Chase stated that the Board of Governor's regulation requires that each university establish and publish clearly defined policies and procedures for reviewing academic degree programs to ensure continuous program improvement. The current document includes the requirements to review baccalaureate program lower-level prerequisites to ensure compliance with common State-approved prerequisites and, when applicable, a review of the program's limited access status to determine if such status is still warranted. The remainder of the policy remains unchanged from its last November 2011 update.

#### College of Medicine Update

Deborah German, Dean for the College of Medicine, presented an update on the College of Medicine including its achieving full accreditation, the matching of charter class members into top residency programs across the nation, and the graduation rate of the college's charter class.

#### Provost's Update

Waldrop updated the committee and announced that the bachelor's degree program in photonic science and engineering is scheduled to start in the Fall 2013 term. Waldrop also reported that the Ph.D. degree program in criminal justice would be presented to the Board of Governors for action at its November 2013 meeting.

Waldrop reported that Michael Georgiopoulos has been selected as the new dean for the College of Engineering and Computer Science, and Jeff Jones has been selected for the position of vice provost for Regional Campuses.

Waldrop acknowledged Ms. Christine Morgan, executive assistant to the provost, who retires at the end of May, and thanked Morgan for her years of service to the university.

Chair Garvy adjourned the Educational Programs Committee meeting at 9:45 a.m.

Respectfully submitted:

boul Yony G. Waldrop

7-11-13

Date

Provost and Executive Vice President

## ITEM: <u>EPC-1</u>

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

**SUBJECT:** Conferral of Degrees

**DATE:** July 25, 2013

## PROPOSED BOARD ACTION

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

### **BACKGROUND INFORMATION**

UCF expects to award the following degrees at the Summer 2013 commencement ceremonies on August 3, 2013:

2,965 baccalaureate degrees
711 master's degrees
145 doctoral and specialist degrees
3,821 Total

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 Summer 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

College	Baccalaur	rreate	Barble of the			Master's				Doctorate	
	Intent to	Projected*	Pre-Order	Head-	Degree	Intent to	Indicated	Pre-Order	Head-	Intent to	Indicated
	graduate	attending	cap/gown	count	award	graduate	attending	cap/gown	count	graduate	attending
Saturday, 8/3, 9:00 a.m.											
College of Arts and Humanities	231	162				26	26			-	+
College of Business Administration	554	388				88	88			4	4
College of Education and Human Performance	138	97				184	184			48	48
College of Graduate Studies	0	0				2	2			0	0
Office of Undergraduate Studies	172	120				0	0			0	0
Rosen College of Hospitality Management	241	169				11	11			0	0
College Totals:	1,336	935				311	311			53	53
Total Students Anticipated in Attendance:	1,299										
Saturday, 8/3, 2:30 p.m.		and the second		1122		10 10 10 10 10 10 10 10 10 10 10 10 10 1					al New Jones
College of Engineering and Computer Science	163	114				87	87			42	42
College of Health and Public Affairs	468	328			10-10	188	188			5	5
College of Medicine	43	30				15	15			1	1
Office of Nursing	276	193				38	38	A STATE	10 = 3	3	3
College of Optics and Photonics	0	0			11 2 2 14	8	8			6	6
College of Sciences	679	475				64	64			32	32
College Totals:	1,629	1,140	No. of States			400	400			92	92
Total Students Anticipated in Attendance:	1,632	ANG SIN									State of the
Degree level ITG totals:	2,965	Contraction of the local division of the loc				711		T BANK		145	
Combined ITG submissions:	3,821										
All ceremony projected* attending:	2,932						THE REAL PROPERTY.				
Anticipated attendance - cap/gown pickup:							ALCONT ST	No. of the State			all
Headcount totals:	Part of the second		The second second	TAL IT	18 N						
Undergraduate degrees awarded:			The second se								

Strengths	Weaknesses	Action Recommendations
Department of Civil, Environmental, and Construction	nental, and Construction Engineering	ing
Civil Engineering, B.S.C.E.	「日本の一本のないのと思いい」のないで	
<ul> <li>dedicated and high-quality</li> </ul>	<ul> <li>inconsistent leadership</li> </ul>	• hire a permanent department chair (partially implemented or in progress)
faculty members, including	<ul> <li>undergraduate student-faculty</li> </ul>	• review and update the department strategic plan within the context of the
adjuncts who are industry	ratio limits student feedback	college strategic plan; assure clear articulation of strategic niche(s), program
experts	and creates office-hour	goals, and target balance between graduate and undergraduate activities;
<ul> <li>industry partnerships</li> </ul>	congestion; instructional	invest current and new resources in accordance with the plan (not started)
<ul> <li>student job placement</li> </ul>	demands threaten faculty	<ul> <li>develop and implement a plan to address program and department human-</li> </ul>
<ul> <li>instructional labs</li> </ul>	retention, particularly for	resource needs that considers current and future resources (not started)
<ul> <li>student teams successful in</li> </ul>	tenure-earning faculty	<ul> <li>assess balance and role of adjunct and full-time faculty-member teaching</li> </ul>
national competitions	members	activity and adjust if appropriate to assure effective delivery of fundamental
<ul> <li>active student organizations</li> </ul>	<ul> <li>insufficient number of graduate</li> </ul>	and practical concepts (completed, requiring sustained attention)
<ul> <li>program advances state</li> </ul>	teaching assistantships	<ul> <li>develop and implement a plan to increase faculty and student gender diversity</li> </ul>
STEM goals	<ul> <li>faculty and student gender</li> </ul>	(partially implemented or in progress)
)	diversity	• review faculty workload policy and adjust as appropriate (not started)
	<ul> <li>capstone effectiveness</li> </ul>	<ul> <li>review curriculum and scope of course offerings in light of available</li> </ul>
	<ul> <li>transfer student preparation for</li> </ul>	resources and adjust if appropriate; consider number of faculty members and
	rigor of major, particularly in	areas of expertise (completed, requiring sustained attention)
	math skills	• review capstone curriculum and its implementation; adjust to improve
	• internship and co-op	integration and effectiveness across applicable majors (completed, requiring
	coordination	sustained attention)
	<ul> <li>insufficient space in the</li> </ul>	<ul> <li>work with the Office of Undergraduate Studies on curricular alignment with</li> </ul>
	structures lab	partner institutions to assure student preparation for program rigor; review
		restricted access requirements and update as appropriate; work with partner
		institutions and UCF advising units to improve student advising on
		identifying a path to success (partially implemented or in progress)
		• implement a "pending majors" category to improve student success rates
		(completed)
		• consider establishing a peer mentoring program (not started)
		• review current internship and co-op coordination and consider options for
		enhancing student and employer access (completed, requiring sustained
		attention)
		• explore options to meet space needs in the structures lab (not started)
		• assure student access to faculty members (completed, requiring sustained
		attors from the

	R	Conege of Engineering and Computer Science Results Summary
Strengths	Weaknesses	Action Recommendations
		• enhance program visibility (completed, requiring sustained attention)
Civil Engineering, M.S.C.E./M.S.	S.	
<ul> <li>dedicated and high-quality faculty members</li> <li>student quality and commitment</li> <li>strong industry connections</li> <li>equipment</li> <li>program advances state</li> <li>STEM goals</li> </ul>	<ul> <li>inconsistent leadership</li> <li>instructional loads, due to department undergraduate student-faculty ratio, detract from faculty focus on graduate education, as well as scholarly and other activities that promote program reputation; instructional demands threaten faculty retention, particularly for tenure-earning faculty and student diversity insufficient student diversity insufficient space in the structures lab</li> <li>availability and variety of courses</li> <li>breadth of disciplinary knowledge and professionalization levels among some students</li> </ul>	<ul> <li>hire a permanent department chair (<i>partially implemented or in progress</i>)</li> <li>review and update the department strategic plan within the context of the college strategic plan; assure clear articulation of strategic niche(s), program goals, and target balance between graduate and undergraduate activities; invest current and new resources in accordance with the plan (<i>not started</i>)</li> <li>evelop and implement a plan to address program and department human-resource needs that considers current and future resources (<i>not started</i>)</li> <li>evelop and implement a plan to increase faculty and student gender diversity (<i>not started</i>)</li> <li>evelop and implement a plan to increase faculty and student gender diversity (<i>not started</i>)</li> <li>evelop and implement a plan to increase faculty and student gender diversity (<i>not started</i>)</li> <li>explore options for increasing student office space (<i>partially implemented or in progress</i>)</li> <li>explore options for increasing student office space (<i>partially implemented or in progress</i>)</li> <li>explore options for increasing student office space (<i>partially implemented or in progress</i>)</li> <li>explore options for meeting space needs in the structures lab (<i>not started</i>)</li> <li>assure reasonable course availability; review multi-year course schedule and make sure it is realistic; consider adding summer sections (<i>partially implemented or in progress</i>)</li> <li>erview curriculum and adjust infercessary to assure breadth and depth of disciplinary knowledge (<i>partially implemented or in progress</i>)</li> <li>enhance professionalization activities and expectations for all students; collaborate with College of Graduate Studies as appropriate; continue to encourage and expand emplays in <i>plemented or in progress</i>)</li> <li>enhance professionalization activities and expectations for all students (<i>partially implemented or in progress</i>)</li> <li>enhance professionalization activities and expectations for all student stoper (<i>partially implemented or in progress</i></li></ul>

Strengths	Weaknesses	Action Recommendations
Civil Engineering, Ph.D.		
<ul> <li>dedicated and high-quality faculty members</li> <li>student quality and</li> <li>commitment</li> <li>strong industry connections</li> <li>equipment</li> <li>program advances state</li> <li>STEM goals</li> </ul>	<ul> <li>inconsistent leadership</li> <li>instructional loads, due to department undergraduate student-faculty ratio, detract from faculty focus on graduate education, as well as scholarly and other activities that promote program reputation; instructional demands threaten faculty retention, particularly for temure-earning faculty members</li> <li>faculty and student gender diversity</li> <li>insufficient student office space</li> <li>insufficient space in the structures lab</li> <li>availability and variety of courses</li> <li>breadth of disciplinary knowledge and professionalization levels among some students</li> <li>insufficient number of graduate teaching assistantships</li> <li>current university methodology for assigning international student GPAs</li> </ul>	<ul> <li>hire a permanent department chair (partially implemented or in progress)</li> <li>review and update the department strategic plan within the context of the college strategic plan: assure clear articulation of strategic niche(s), program goals, and target balance between graduate and undergraduate activities; invest current and new resources in accordance with the plan (not started) evelop and implement a plan to address program and department human-resource needs that considers current and future resources (not started)</li> <li>develop and implement a plan to increase faculty and student gender diversity (not started)</li> <li>evelop and implement a plan to increase faculty and student gender diversity (not started)</li> <li>explore options for increasing student office space (partially implemented or in progress)</li> <li>explore options for increasing student office space (partially implemented or in progress)</li> <li>explore options for meeting space needs in the structures lab (partially implemented or in progress)</li> <li>explore options for meeting space needs in the structures lab (partially implemented or in progress)</li> <li>explore options for meeting space needs in the structures lab (partially implemented or in progress)</li> <li>explore options for adding summer sections (partially implemented or in progress)</li> <li>explore options for adding summer sections (partially implemented or in progress)</li> <li>erview curriculum and adjust if necessary to assure breadth and disciplinary knowledge (partially implemented or in progress)</li> <li>enview curriculum and adjust if necessary to assure breadth and disciplemented or in progress)</li> <li>enview curriculum and adjust if necessary to assure breadth and disciplemented or in progress)</li> <li>enview curriculum and adjust if necessary to assure breadth and disciplemented or in progress)</li> <li>enview curriculum and adjust if necessary to assure breadth and disciplemented or in progress)</li> <li>enview currin high-quality implemented</li></ul>

	VG	Kesults Summary
Strengths	Weaknesses	Action Recommendations
		• review enrollment and retention trends across all programs; develop and implement an action plan for improvement that is consistent with the department strategic plan ( <i>not started</i> )
Construction Engineering, B.S.Con.E	Con.E	
<ul> <li>dedicated and high-quality</li> </ul>	<ul> <li>inconsistent leadership</li> </ul>	• hire a permanent department chair (partially implemented or in progress)
faculty members, including	• undergraduate student-faculty	• review and update the department strategic plan within the context of the
experts	ratio minuts student rections and creates office-hour	college strategic plan; assure clear articulation of strategic niche(s), program yoals, and farget balance between graduate and undergraduate activities:
<ul> <li>industry partnerships</li> </ul>	congestion; instructional	invest current and new resources in accordance with the plan (not started)
<ul> <li>student job placement</li> </ul>	demands threaten faculty	• develop and implement a plan to address program and department human-
<ul> <li>instructional labs</li> </ul>	retention, particularly for	resource needs that considers current and future resources (not started)
<ul> <li>student teams successful in</li> </ul>	tenure-earning faculty	• develop and implement a plan to increase faculty and student gender diversity
national competitions	members	(partially implemented or in progress)
<ul> <li>active student organizations</li> </ul>	<ul> <li>insufficient number of graduate</li> </ul>	• review faculty workload policy and adjust as appropriate (not started)
<ul> <li>one of the only construction</li> </ul>	teaching assistantships	<ul> <li>assess balance and role of adjunct and full-time faculty-member teaching</li> </ul>
engineering programs	• faculty and student gender	activity and adjust if appropriate to assure effective delivery of fundamental
accredited by the	diversity	and practical concepts (completed, requiring sustained attention)
Accreditation Board for	<ul> <li>capstone effectiveness</li> </ul>	• review curriculum and scope of course offerings in light of available
Engineering and Technology	• transfer student preparation for	resources and adjust if appropriate; consider number of faculty members and
(ABET)	rigor of major, particularly in	areas of expertise (completed, requiring sustained attention)
<ul> <li>all tenured faculty members</li> </ul>	math skills	<ul> <li>review capstone curriculum and its implementation; adjust to improve</li> </ul>
are licensed professional	• internship and co-op	integration and effectiveness across applicable majors (completed, requiring
engineers	coordination	sustained attention)
<ul> <li>program advances state</li> </ul>	<ul> <li>low pass rates on fundamentals</li> </ul>	• work with the Office of Undergraduate Studies on curricular alignment with
STEM goals	in engineering exam	partner institutions to assure student preparation for program rigor; review
	• IIISUILICIEIII Space III UIE etmictures Tab	restricted access requirements and update as appropriate, work with partner institutions and UCE odvising units to immove student advising on
N	311 UCUIT C3 140	identifying a path to success ( <i>partially implemented or in progress</i> )
		• implement a "pending majors" category to improve student success rates
		(completed)
		• consider establishing a peer mentoring program (partially implemented or in
		progress)
		• review current internship and co-op coordination and consider options for
		ennancing student and employer access (completed, requiring sustained

Strengths       Strengths         Environmental Engineering, B.S.V.E.         - dedicated and high-quality faculty members, including adjuncts who are industry experts         - dedicated and high-quality         - dedicated and high-quality         - edeicated and high-quality         - experts         - experts         - student gender diversity         - industry partnerships         - student gender diversity         - instructional labs         - instructional labs         - extive student teams successful in national competitions         - student teams successful in national competitions         - student organizations         - program advances state         - out         - program advances state         - program advances state         - out         - out	Weakne Weakne onsistent lead dergraduate st de limits stude l creates offic ingestion; instr nands threatel action, particu ure-earning fa mbers ulty gender di stone effectiv nsfer student l or of major, p th skills ernship and co or dination idated laborate	College of Engineering and Computer Science         Action Recommendations         Action Recommendations         Action Recommendations         Sets       Action Recommendations         action Stated         actin the Stated <th colspa<="" th=""><th></th></th>	<th></th>	
		partner institutions to assure student preparation for program rigor; review restricted access requirements and update as appropriate; work with partner institutions and UCF advising units to improve student advising on identifying a path to success ( <i>partially implemented or in progress</i> )		

S

Strandthe	Waalmaccac	A dim Bannard Alian
OIL VIIGUIO	VI COMICOSCO	ACCOMPACIAN ACCOMPACING ACCOMPACINA ACCOMPACINA ACCOMPACINA ACCOMPACINA ACCOMPACINA ACCOMPACINA ACCOMPACINA ACCOMP
		<ul> <li>implement a "pending majors" category to improve student success rates (completed)</li> <li>completed)</li> <li>consider establishing a peer mentoring program (not started)</li> <li>evoiew current internship and co-op coordination and consider options for enhancing student and employer access (completed, requiring sustained attention)</li> <li>review and update laboratory equipment as resources become available (partially implemented or in progress)</li> <li>assure student access to faculty members (completed, requiring sustained attention)</li> <li>enhance program visibility (completed, requiring sustained attention)</li> </ul>
Environmental Engineering, M.S.V.E./M.S.	S.V.E./M.S.	
<ul> <li>dedicated and high-quality faculty members</li> <li>strong industry connections</li> <li>student quality and commitment</li> <li>program advances state STEM goals</li> </ul>	<ul> <li>inconsistent leadership</li> <li>instructional loads, due to department undergraduate student-faculty ratio, detract from faculty focus on graduate education, as well as scholarly and other activities that promote program reputation; instructional demands threaten faculty retention, particularly for tenure-earning faculty members</li> <li>insufficient student office space</li> <li>outdated laboratory equipment</li> <li>availability and variety of courses</li> <li>breadth of disciplinary knowledge and professionalization levels among some students</li> </ul>	<ul> <li>hire a permanent department chair (<i>partially implemented or in progress</i>)</li> <li>review and update department strategic plan within the context of the college strategic plan; assure clear articulation of strategic niche(s), program goals, and target balance between graduate and undergraduate activities; invest current and new resources in accordance with the plan (<i>not started</i>)</li> <li>develop and implement a plan to address program and department humanresource needs that considers current and future resources (<i>not started</i>)</li> <li>develop and implement a plan to increase faculty gender diversity (<i>not started</i>)</li> <li>develop and implement a plan to increase faculty gender diversity (<i>not started</i>)</li> <li>develop and implement a plan to increase faculty gender diversity (<i>not started</i>)</li> <li>develop and implement a plan to increase faculty gender diversity (<i>not started</i>)</li> <li>develop and implement a plan to increase faculty gender diversity (<i>not started</i>)</li> <li>develop and implement as plan to increase faculty gender diversity (<i>not started</i>)</li> <li>develop and implement a plan to increase faculty gender diversity (<i>not started</i>)</li> <li>develop and implement as resources become available (<i>completed, requiring sustained attention</i>)</li> <li>assure reasonable course availability; review multi-year course schedule and make sure it is realistic; consider adding summer sections (<i>completed, requiring sustained attention</i>)</li> <li>assure reasonable course availability; review multi-year course schedule and make sure it is realistic; consider adding summer sections (<i>completed, requiring sustained attention</i>)</li> <li>review curriculum and adjust if necessary to assure breadth and depth of disciplinary knowledge (<i>partially implemented or in progres</i>)</li> </ul>

	CORESE OF EARST	Conege of Engineering and Computer Science Results Summary
Strengths	Weaknesses	Action Recommendations
		<ul> <li>enhance professionalization activities and expectations for all students; collaborate with College of Graduate Studies as appropriate; continue to encourage and expand emphasis on student publication (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>explore additional avenues to foster research funding and student support (<i>partially implemented or in progress</i>)</li> <li>assure student access to faculty members (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>enhance program visibility (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>enhance program visibility (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>review enrollment and retention trends across all programs; develop and implement an action plan for improvement consistent with the department strategic plan (<i>not started</i>)</li> </ul>
Environmental Engineering, Ph.D.	h.D.	
<ul> <li>dedicated and high-quality faculty members</li> <li>strong industry connections</li> <li>student quality and commitment</li> <li>program advances state</li> <li>STEM goals</li> </ul>	<ul> <li>inconsistent leadership</li> <li>instructional loads, due to department undergraduate student-faculty ratio, detract from faculty focus on graduate education, as well as scholarly and other activities that promote program reputation; instructional demands threaten faculty retention, particularly for tenure-earning faculty members</li> <li>insufficient student office space</li> <li>outdated laboratory equipment</li> <li>availability and variety of courses</li> <li>breadth of disciplinary knowledge and professionalization levels among some students</li> </ul>	<ul> <li>hire a permanent department chair (<i>partially implemented or in progress</i>)</li> <li>review and update the department strategic plan within the context of the college strategic plan: assure clear articulation of strategic niche(s), program goals, and target balance between graduate and undergraduate activities; invest current and new resources in accordance with the plan (<i>not started</i>)</li> <li>develop and implement a plan to address program and department human-resource needs that considers current and future resources (<i>not started</i>)</li> <li>develop and implement a plan to increase faculty gender diversity (<i>not started</i>)</li> <li>develop and implement a plan to increase faculty gender diversity (<i>not started</i>)</li> <li>evelop and implement a plan to increase faculty gender diversity (<i>not started</i>)</li> <li>evelop and upplement a plan to increase faculty gender diversity (<i>not started</i>)</li> <li>evelop and upplement a plan to increase faculty gender diversity (<i>not started</i>)</li> <li>evelop and upplement a plan to increase faculty gender diversity (<i>not started</i>)</li> <li>erview faculty workload policy and adjust as appropriate (<i>not started</i>)</li> <li>explore options for increasing student office space (<i>partially implemented</i> or <i>in progress</i>)</li> <li>erview and update laboratory equipment as resources become available (<i>completed, requiring sustained attention</i>)</li> <li>assure reasonable course availability; review multi-year course schedule and make sure it is realistic; consider adding summer sections (<i>partially implemented or in progress</i>)</li> <li>review curriculum and adjust if necessary to assure breadth and depth of disciplinary knowledge (<i>partially implemented or in progress</i>)</li> </ul>

~

INFO-1	2011-12 Aci College of Engin <i>Re</i>	2011-12 Academic Program Review College of Engineering and Computer Science <i>Results Summary</i>
Strengths	Weaknesses	Action Recommendations
	• current university methodology for assigning international student GPAs	<ul> <li>enhance professionalization activities and expectations for all students; collaborate with College of Graduate Studies as appropriate; continue to encourage and expand emphasis on student publication (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>develop and implement a plan to recruit high-quality domestic students to help enhance program rankings (<i>not started</i>)</li> <li>work with the College of Graduate Studies to review methodology used to assign GPA to international students (<i>not started</i>)</li> <li>explore additional avenues to foster research funding and student support (<i>partially implemented or in progress</i>)</li> <li>enhance program visibility (<i>completed, requiring sustained attention</i>)</li> <li>review enrollment and retention trends across all programs; develop and implement an action plan for improvement consistent with the department strategic plan (<i>not started</i>)</li> </ul>
Department of Electrical Engineering and Computer Sci	neering and Computer Science – (	ence – Computer Science Division
Computer Science, B.S.		
<ul> <li>faculty members</li> <li>facilities</li> <li>facilities</li> <li>industry board support and engagement</li> <li>leadership</li> <li>leadership</li> <li>leadership</li> <li>successful high school programming contest that serves as strong recruiting tool</li> <li>Research Experience for Undergraduates</li> <li>strong sense of community across divisions</li> <li>students, including national recognition of programing teams</li> </ul>	<ul> <li>undergraduate student-faculty ratio limits student feedback and creates office-hour congestion; instructional demands threaten faculty retention, particularly for tenure-earning faculty members</li> <li>faculty and student gender diversity</li> <li>insufficient number of graduate teaching assistants to support instruction</li> <li>graduate teaching assistants' English communication skills</li> <li>internship and co-op coordination</li> </ul>	<ul> <li>develop a strategic plan within the context of the college strategic plan; assure clear articulation of program goals; invest current and new resources in accordance with the plan (<i>not started</i>)</li> <li>develop and implement a plan to address program and department human-resource needs that considers current and future resources (<i>not started</i>)</li> <li>develop and implement a plan to increase faculty and student gender diversity (<i>partially implemented or in progress</i>)</li> <li>review faculty workload policy and adjust as appropriate (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>review allocation of graduate teaching assistantships and adjust if appropriate (<i>completed, requiring sustained attention</i>)</li> <li>assure teaching assistants assigned to program courses have appropriate communication skills (<i>completed, requiring sustained attention</i>)</li> <li>review current internship and co-op coordination and consider options for enhancing student and employer access (<i>partially implemented or in progress</i>)</li> <li>work with the Office of Undergraduate Studies on curricular alignment with partner institutions to assure student preparation for program rigor; work with</li> </ul>

Chunnellin		ummary
ourenguns	W eaknesses	Action recommendations
• expertise in virtual	• transfer student preparation for	partner institutions and UCF advising units to improve student advising on identifying a path to success (nartially implemented or in progress)
vision. and machine	ngor or major, particularly m math skills	• improve coordination of courses across computer science and electrical and
intelligence		computer engineering divisions (partially implemented or in progress)
<ul> <li>program advances state</li> </ul>		• assure student access to faculty members (completed, requiring sustained
STEM goals		attention)
		<ul> <li>enhance program visibility (partially implemented or in progress)</li> </ul>
Computer Science, M.S.		
• faculty member quality and	<ul> <li>instructional loads, due to</li> </ul>	• develop department strategic plan within the context of the college strategic
scholarly productivity,	department undergraduate	plan; assure clear articulation of program goals and target balance between
including notably strong	student-faculty ratio, detract	graduate and undergraduate activities; invest current and new resources in
recent junior faculty hires	from faculty focus on graduate	accordance with the plan (not started)
<ul> <li>staff member quality</li> </ul>	education, as well as scholarly	<ul> <li>develop and implement a plan to address program and department human-</li> </ul>
<ul> <li>leadership</li> </ul>	and other activities that	resource needs that considers current and future resources (not started)
<ul> <li>expertise in computer vision,</li> </ul>	promote program reputation;	• develop and implement a plan to increase faculty and student gender diversity
machine learning, and virtual	instructional demands threaten	(partially implemented or in progress)
reality	faculty retention, particularly	• review faculty workload policy and adjust as appropriate (completed,
<ul> <li>local industry connections</li> </ul>	for tenure-earning faculty	requiring sustained attention)
and advisory board	members	• work towards engaging center and institute faculty members in department
<ul> <li>high demand for graduates</li> </ul>	• faculty and student gender	instructional activity (not started)
<ul> <li>benchmarking</li> </ul>		• review curriculum, including rigor, and adjust as appropriate (e.g., narrow
<ul> <li>laboratory facilities and</li> </ul>	• diffuse program focus	program focus in light of available resources) (not started)
equipment	• insufficient number of faculty	• assure reasonable availability of courses to facilitate efficient time to
<ul> <li>strong sense of community</li> </ul>	members	graduation; review multi-year course schedule and make sure it is realistic;
across divisions	<ul> <li>elective course availability</li> </ul>	review appropriateness of minimum enrollment to offer course; improve
<ul> <li>program advances state</li> </ul>	<ul> <li>time-to-degree</li> </ul>	coordination of courses across computer science and electrical and computer
STEM goals	<ul> <li>student retention</li> </ul>	engineering divisions (partially implemented or in progress)
	<ul> <li>student recruitment and ability</li> </ul>	• review enrollment and retention trends across all programs; develop and
	to attract higher numbers of	implement an action plan for improvement (not started)
	high-quality students	• develop and implement a recruitment plan to attract greater numbers of high-
	program rigor	quality domestic and international students (partially implemented or in
	• maunity to address mouse y demand in certain areas	• assure student access to faculty members (completed. requiring sustained

2011-12 Academic Program Review College of Engineering and Computer Science *Results Summary* 

INFO-1

	Re	Results Summary
Strengths	Weaknesses	Action Recommendations
		• explore additional avenues to foster research funding and student support (not started)
		<ul> <li>enhance program visibility (<i>partially implemented or in progress</i>)</li> <li>work towards engaging center and institute faculty members in department instructional activity (<i>not started</i>)</li> </ul>
		<ul> <li>work with appropriate units on campus to expand elective course offerings for electrical engineering students (not applicable; pertains to electrical engineering mogram)</li> </ul>
Computer Science, Ph.D.		
• faculty member quality and	• instructional loads, due to	<ul> <li>develop department strategic plan within the context of the college strategic</li> </ul>
scholarly productivity, including notably strong	department undergraduate student-faculty ratio detract	plan; assure clear articulation of program goals and target balance between oradinate and underoradinate activities: invest current and new resources in
junior faculty members with	from faculty focus on graduate	accordance with the plan (not started)
exceptionally strong research	education, as well as scholarly	• develop and implement a plan to address program and department human-
<ul> <li>programs</li> <li>student quality and</li> </ul>	promote program reputation;	<ul> <li>develop and implement a plan to increase faculty and student gender diversity.</li> </ul>
satisfaction	instructional demands threaten	(partially implemented or in progress)
<ul> <li>staff member quality</li> </ul>	faculty retention, particularly	• review faculty workload policy and adjust as appropriate (completed,
• leadership	for tenure-earning faculty	requiring sustained attention)
• expertise in computer vision,	fourth and student rearder	• work towards engaging center and institute faculty members in department
machine learning, and virtual	• lacuity and student gender diversity	instructional activity (not started)
<ul> <li>local industry connections</li> </ul>	diffuse program focus	<ul> <li>review curriculum, including rigor, and adjust as appropriate (e.g., narrow program focus in light of available resources; assure appropriate rigor and</li> </ul>
and advisory board	• insufficient number of faculty	breadth in qualifying process) (not started)
• internal and external	members	• assure reasonable availability of courses to facilitate efficient time to
partnerships	• availability of elective courses	graduation; review multi-year course schedule and make sure it is realistic;
high demand for graduates	IIIIIe-to-degree     student retention	review appropriateness of minimum enrollment to offer course; improve
<ul> <li>Deficition that will be a service of the service of t</li></ul>	decreasing number of Ph.D.	engineering divisions (partially implemented or in progress)
equipment	degrees awarded across college	• review enrollment and retention trends across all programs; develop and
<ul> <li>strong sense of community across divisions</li> </ul>	<ul> <li>student recruitment and ability to attract higher numbers of</li> </ul>	implement an action plan for improvement that is consistent with department strategic plan ( <i>not started</i> )
<ul> <li>program advances state</li> </ul>	high-quality students	• develop and implement a recruitment plan to attract greater numbers of high-
STEM goals		quality domestic and international students (partially implemented or in

INFO-1	2011-12 Ac College of Engin Re	2011-12 Academic Program Review College of Engineering and Computer Science <i>Results Summary</i>
Strengths	Weaknesses	Action Recommendations
	<ul> <li>level of rigor and breadth of knowledge in student qualifying process</li> <li>insufficient number of graduate teaching assistantships; GTA workload detracts from students' own education</li> <li>graduate teaching assistants' English communication skills</li> <li>current university methodology for assigning international student GPAs</li> <li>inability to address industry demand in certain areas</li> </ul>	<ul> <li>assure appropriate rigor in student qualifying process (completed, requiring sustained attention)</li> <li>review allocation of graduate teaching assistantships and adjust if appropriate (completed, requiring sustained attention)</li> <li>assure teaching assistants assigned to undergraduate courses have appropriate communication skills (completed, requiring sustained attention)</li> <li>explore additional avenues to foster research funding and student support (not started)</li> <li>enhance program visibility (partially implemented or in progress)</li> <li>work towards engaging center and institute faculty members in department instructional activity (not started)</li> <li>work with appropriate units on campus to expand elective course offerings for electrical engineering students (not applicable; pertains to electrical engineering students (not applicable; pertains to review methodology used to assign GPA to international students and adjust as appropriate (not started)</li> </ul>
Digital Forensics, M.S.	「日本のない」と	
<ul> <li>program leadership</li> <li>demand for graduates</li> <li>quality and quantity of students</li> <li>computer equipment</li> <li>availability of highly-qualified adjuncts in the area</li> <li>up-to-date curriculum</li> <li>time-to-degree</li> <li>strong sense of community across divisions</li> <li>program advances state STEM goals</li> </ul>	<ul> <li>impending retirement of the program's only full-time faculty member</li> <li>insufficient faculty office space limits capacity for growth</li> <li>faculty and student gender and ethnic diversity</li> <li>frequency of course offerings from partner units</li> <li>quality and rigor of student-learning outcomes</li> <li>lack of integration with other departmental programs</li> </ul>	<ul> <li>develop department strategic plan within the context of the college strategic plan; assure clear articulation of program "fit" and goals; invest current and new resources in accordance with the plan (<i>not started</i>)</li> <li>develop and implement a plan to address program and department human-resources (<i>not started</i>)</li> <li>develop and implement a plan to increase faculty and student gender diversity (<i>partially implemented or in progress</i>)</li> <li>evelve faculty workload policy and adjust as appropriate (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>work with partner units to assure reasonable availability of courses to facilitate efficient time to graduation; review appropriateness of minimum enrollment to offer course (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>review enrollment and retention trends across all programs; develop and implement an action plan for improvement that is consistent with department strategic plan (<i>not started</i>)</li> </ul>

ourenguis	Walnaar	1
	Weaknesses	<ul> <li>Action Recommendations</li> <li>review curriculum, including rigor, and adjust as appropriate (not started)</li> <li>revise programs' target student-learning outcomes; develop formal measures to evaluate the effectiveness of the program; continue to monitor metrics to improve the program (not started)</li> <li>explore options to engage faculty members from other programs (completed, requiring sustained attention)</li> <li>assure student access to faculty members (completed, requiring sustained attention)</li> <li>enhance program visibility (nartially immlemented or in programs (completed, reduction)</li> </ul>
Information Technology, B.S.		
<ul> <li>faculty members</li> <li>faculty members</li> <li>facilities</li> <li>industry board support and</li> <li>cc engagement</li> <li>fading engagement</li> <li>fadingh demand for graduates</li> <li>fadingh demand for</li></ul>	<ul> <li>only non-accredited bachelor's degree program in the college</li> <li>courses taught mainly by non-tenure track faculty members faculty and student gender diversity</li> <li>insufficient number of graduate teaching assistants to support instruction</li> <li>disconnect between student expectations and program delivery</li> </ul>	<ul> <li>develop a strategic plan within the context of the college strategic plan; assure clear articulation of program vision and goals; consider appropriateness of pursuing accreditation by the ABET and resources necessary to assure program viability to meet demand for majors; invest current and new resources in accordance with the plan (<i>not started</i>)</li> <li>develop and implement a plan to address program and department human-resource needs that considers current and future resources (<i>not started</i>)</li> <li>develop and implement a plan to increase faculty and student gender diversity (<i>partially implemented or in progress</i>)</li> <li>review faculty workload policy and adjust as appropriate (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>review allocation of graduate teaching assistantships and adjust if appropriate (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>assure steps to assure prospective majors are adequately apprised of program focus (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>assure steps to assure prospective majors are adequately apprised of program focus (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>assure steps to assure prospective majors are adequately apprised of program focus (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>assure student access to faculty members (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>assure program visibility (<i>partially implemented or in progress</i>)</li> </ul>
Department of Electrical Engineering and Computer Science – Computer Engineering, B.S.Cp.E.		Electrical and Computer Engineering
<ul> <li>faculty members</li> <li>industry board support and</li> <li>rs</li> <li>engagement</li> </ul>	<ul> <li>undergraduate student-faculty ratio limits student feedback and creates office-hour</li> </ul>	• develop a strategic plan within the context of the college strategic plan; assure clear articulation of program goals; invest current and new resources in accordance with the plan ( <i>partially implemented or in progress</i> )

2011-12 Academic Program Review College of Engineering and Computer Scienc <i>Results Summary</i>	IndicinationMeanuesand for graduatescongestion; instructional demands threaten faculty retention, particularly for tenure-earning faculty membersExperience for luatescongestion; instructional demands threaten faculty 	••••	<ul> <li>faculty member quality and scholarly productivity, including notably strong treent junior faculty hires</li> <li>einstructional loads, due to scholarly productivity, including notably strong to the college strategic plan within the context of the college strategic plan, such and new resources in graduate and undergraduate activities; invest current and new resources in throm faculty focus on graduate enduate quality and other activities that plan (<i>partially implemented or in program</i> and department human-leadership promote program reputation; instructional demands threaten doring plan, teach and wisory board for enduate the plan (<i>partially implemented or in program</i> and department human-leadership promote program reputation; instructional demands threaten doring plan, teacen plan (<i>partially implemented or in program</i> and department human-leadership promote program reputation; instructional demands threaten doring planet a plan to increase faculty and ender doring to increase faculty and ender diversity (<i>not started</i>)</li> </ul>	re for munity trate mg, M.S.Cp. dlity and ity, trong y hires y	2011-12 Ac College of Engin R. Weaknesses minimis faculty particularly for threaten faculty particularly for threaten faculty particularly for assistants to support on teaching assistants' communication skills pand co-op tion ity of elective courses pand co-op tion ity of elective courses pand co-op tion ity of elective courses pand co-op tion ity of elective courses pand co-op tion ity of elective courses reactive that assulty ratio, detract ulty focus on graduate aculty ratio, detract ulty focus on graduate n, as well as scholarly program reputation; program reputation;	<ul> <li>ademic Program Review eering and Computer Science saulis Summary Action Recommendations eering and Computer Science saulis Summary Action Recommendations e develop and implement a plan to address program and department human- resource meds that considers current and future resources (partially implemented or in progress) e develop and implement a plan to increase faculty and student gender diversity (not started) erview faculty workload policy and adjust as appropriate (completed, requiring sustained attention) review faculty workload policy and adjust as appropriate (completed, requiring sustained attention) review allocation of graduate teaching assistantships and adjust if appropriate (partially implemented or in progress) enview current internship and co-op coordination and consider options for enhancing student and employer access (partially implemented or in progress) i evolew current internship and co-op coordination and consider options for enhancing student and employer access (partially implemented or in progress) i enhancing student and make sure it represents a realistic picture of available offerings; computer engineering divisions (partially implemented or in progress) i improve coordination of courses across computer science and electrical and computer engineering divisions (partially implemented or in progress) i implement a "pending majors" category to improve student success rates (completed) e submarked or in progress) i implement a staregic plan within the context of the college strategic partially implemented or in progress) e evelop department strategic plan within the context of the college strategic partially implemented or in progress) e evelop department strategic plan within the context of the college strategic partially implemented or in progress) e evelop department strategic plan within the context of the college strategic partially</li></ul>
---------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

StrengthsWeaknesses• strong sense of community across divisionsFaculty retention, parti for tenure-earning fac members• program advances state STEM goalsfaculty and student ge diversity• program advances state STEM goals• faculty and student ge diversity• program advances state student ge availability• faculty and student ge diversity• program advances state student send required c availability• faculty and student ge diversity• program advances state student retention • student retention• faculty and student send focus	Walmana	
	vv cakinesses	Action Recommendations
• inability to demand in	faculty retention, particularly for tenure-earning faculty members faculty and student gender diversity diversity elffuse program focus insufficient number of faculty members elective and required course availability time-to-degree student retention student retention student retention of high-quality students program rigor inability to address industry demand in certain areas	<ul> <li>review faculty workload policy and adjust as appropriate (completed, requiring sustained attention)</li> <li>work towards engaging center and institute faculty members in department instructional activity (partially implemented or in progress)</li> <li>work towards engaging center and institute faculty members in department instructional activity (partially implemented or in progress)</li> <li>review curriculum, including rigor, and adjust as appropriate (e.g., narrow program focus in light of available resources) (completed, requiring sustained attention)</li> <li>assuer casonable availability of courses to facilitate efficient time to graduation; review multi-year course schedule and make sure it represents a realistic picture; review appropriateness of minimum enrollment to offer course; improve coordination of courses across computer science and electrical and computer engineering divisions (completed, requiring sustained attention)</li> <li>review enrollment and retention trends across all programs; develop and implement an action plan for improvement that is consistent with department strategic plan (completed, requiring sustained attention)</li> <li>evelop and implement a recruitment plan to attract greater numbers of high-quality domestic and international students (not started)</li> <li>assure student access to faculty members (partially implemented or in progress)</li> <li>explore additional avenues to foster research funding and student support (partially implemented or in progress)</li> </ul>
Computer Engineering, Ph.D.		
•	<ul> <li>instructional loads, due to department undergraduate student-faculty ratio, detract from faculty focus on graduate education, as well as scholarly and other activities that promote program reputation; instructional demands threaten faculty retention, particularly for tenure-earning faculty members</li> </ul>	<ul> <li>develop department strategic plan within the context of the college strategic plan; assure clear articulation of program goals and target balance between graduate and undergraduate activities; invest current and new resources in accordance with the plan (<i>partially implemented or in progress</i>)</li> <li>develop and implement a plan to address program and department human-resource needs that considers current and future resources (<i>partially implemented or in progress</i>)</li> <li>develop and implement a plan to increase faculty and student gender diversity (<i>not started</i>)</li> <li>review faculty workload policy and adjust as appropriate (<i>completed</i>, <i>requiring sustained attention</i>)</li> </ul>

Strengths	Weaknesses	Action Recommendations
• strong sense of community	• faculty and student gender	• work towards engaging center and institute faculty members in department
across divisions		instructional activity (partially implemented or in progress)
• program advances state	• diffuse program focus	• review curriculum, including rigor, and adjust as appropriate (e.g., narrow
SIEM goals	• insufficient number of faculty	program focus in light of available resources; assure appropriate rigor and
	members	
	• elective and required course	• assure reasonable availability of courses to facilitate efficient time to
		graduation, review mutu-year course schedule and make sure it represents a
	• time-to-degree	realistic picture; review appropriateness of minimum enrollment to offer
	<ul> <li>student retention</li> </ul>	course; improve coordination of courses across computer science and
	<ul> <li>decreasing number of Ph.D.</li> </ul>	electrical and computer engineering divisions (completed, requiring
	degrees awarded across college	sustained attention)
	<ul> <li>student recruitment and ability</li> </ul>	<ul> <li>review enrollment and retention trends across all programs; develop and</li> </ul>
	to attract higher numbers of	implement an action plan for improvement that is consistent with department
	high-quality students	strategic plan (completed, requiring sustained attention)
	level of rigor and breadth of	<ul> <li>develop and implement a recruitment plan to attract greater numbers of high-</li> </ul>
	knowledge in student	quality domestic and international students (not started)
	qualifying process	• assure appropriate rigor in student qualifying process (partially implemented
	• insufficient number of graduate	or in progress)
	teaching assistantships; GTA	<ul> <li>review allocation of graduate teaching assistantships and adjust if appropriate</li> </ul>
	workload detracts from	(completed, requiring sustained attention)
	students own education	<ul> <li>assure teaching assistants assigned to undergraduate courses have appropriate</li> </ul>
	<ul> <li>graduate teaching assistants'</li> </ul>	communication skills (completed, requiring sustained attention)
	English communication skills	<ul> <li>explore additional avenues to foster research funding and student support</li> </ul>
	<ul> <li>current university methodology</li> </ul>	(partially implemented or in progress)
	for assigning international	<ul> <li>work with the College of Graduate Studies to review methodology used to</li> </ul>
	student GPAs	assign GPA to international students (not started)
	<ul> <li>inability to address industry</li> </ul>	• enhance program visibility (partially implemented or in progress)
	demand in certain areas	
Electrical Engineering, B.S.E.I	E.	
<ul> <li>faculty members</li> <li>facilities</li> </ul>	<ul> <li>undergraduate student-faculty ratio limits student feedback</li> </ul>	• develop a strategic plan within the context of the college strategic plan; assure
<ul> <li>inductive boond cumont and</li> </ul>	and creates office-hour	accordance with the plan (nantially implemented on in measured)
• IIIUUSU y DUAIU SUPPOIL AIIU	congestion: instructional	- development implement a plan to address more and development in progress)
engagement	demands threaten faculty	• develop and implement a plan to address program and department human- resonance needs that considers current and future resonances (nontially
- icaucionity	retention, particularly for	implemented or in progress)

2011-12 Academic Program Review College of Engineering and Computer Science

INFO-1	2011-12 Ac College of Engin <i>R</i>	2011-12 Academic Program Review College of Engineering and Computer Science <i>Results Summary</i>
Strengths	Weaknesses	Action Recommendations
<ul> <li>strong sense of community across divisions</li> <li>program advances state STEM goals</li> </ul>	<ul> <li>faculty and student gender diversity</li> <li>diffuse program focus</li> <li>insufficient number of faculty members</li> <li>availability of elective courses</li> <li>availability of elective courses</li> <li>time-to-degree</li> <li>student retention</li> <li>student retention</li> <li>atudent retention</li> <li>program rigor</li> <li>program rigor</li> <li>inability to address industry demand in certain areas</li> </ul>	<ul> <li>work towards engaging center and institute faculty members in department instructional activity (<i>partially implemented or in progress</i>)</li> <li>work with appropriate units on campus to expand elective course offerings for electrical engineering students (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>review curriculum, including rigor, and adjust as appropriate (e.g., narrow program focus in light of available resources) (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>assure reasonable availability of courses to facilitate efficient time to graduation; review appropriateness of minimum enrollment to offer course; improve coordination of courses across computer science and electrical and computer engineering divisions (<i>partially implemented or in progress</i>)</li> <li>review enrollment and retention trends across all programs; develop and implement an action plan for improvement that is consistent with department strategic plan (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>evelop and implement a recruitment plan to attract greater numbers of high-quality domestic and international students (<i>not started</i>)</li> <li>explore additional students (<i>not started</i>)</li> <li>explore additional avenues to foster research funding and student support (<i>partially implemented or in progress</i>)</li> <li>enhance program visibility (<i>partially implemented or in progress</i>)</li> </ul>
Electrical Engineering, Ph.D.		
<ul> <li>faculty member quality and scholarly productivity, including notably strong recent junior faculty hires</li> <li>staff member quality</li> <li>leadership</li> <li>leadership</li> <li>local industry connections and advisory board</li> <li>high demand for graduates</li> <li>benchmarking</li> <li>facilities</li> </ul>	• instructional loads, due to department undergraduate student-faculty ratio, detract from faculty focus on graduate education, as well as scholarly and other activities that promote program reputation; instructional demands threaten faculty retention, particularly for tenure-earning faculty members	<ul> <li>develop department strategic plan within the context of the college strategic plan; assure clear articulation of program goals and target balance between graduate and undergraduate activities; invest current and new resources in accordance with the plan (<i>partially implemented or in progress</i>)</li> <li>develop and implement a plan to address program and department human-resource needs that considers current and future resources (<i>partially implemented or in progress</i>)</li> <li>develop and implement a plan to increase faculty and student gender diversity (<i>partially implemented or in progress</i>)</li> <li>review faculty workload policy and adjust as appropriate (<i>completed</i>, <i>requiring sustained attention</i>)</li> </ul>

		Results Summary
Strengths	Weaknesses	Action Recommendations
• strong sense of community	• faculty and student gender	• work towards engaging center and institute faculty members in department
across divisions	diversity	instructional activity (partially implemented or in progress)
<ul> <li>program advances state</li> </ul>	<ul> <li>diffuse program focus</li> </ul>	• review curriculum, including rigor, and adjust as appropriate (e.g., narrow
STEM goals	<ul> <li>insufficient number of faculty</li> </ul>	program focus in light of available resources; assure appropriate rigor and
	members	breadth in qualifying process) (partially implemented or in progress)
2	<ul> <li>availability of elective courses</li> </ul>	• assure reasonable availability of courses to facilitate efficient time to
14	<ul> <li>time-to-degree</li> </ul>	graduation; review multi-year course schedule and make sure it represents a
	<ul> <li>student retention</li> </ul>	realistic picture; review appropriateness of minimum enrollment to offer
	<ul> <li>decreasing number of Ph.D.</li> </ul>	course; improve coordination of courses across computer science and
	degrees awarded across college	electrical and computer engineering divisions (completed, requiring
	<ul> <li>student recruitment and ability</li> </ul>	sustained attention)
	to attract higher numbers of	• review enrollment and retention trends across all programs; develop and
	high-quality students	implement an action plan for improvement that is consistent with department
	<ul> <li>level of rigor and breadth of</li> </ul>	strategic plan (completed, requiring sustained attention)
	knowledge in student	• develop and implement a recruitment plan to attract greater numbers of high-
	qualifying process	quality domestic and international students (not started)
	<ul> <li>insufficient number of graduate</li> </ul>	• assure appropriate rigor in student qualifying process (partially implemented
	teaching assistantships; GTA	or in progress)
	workload detracts from	<ul> <li>review allocation of graduate teaching assistantships and adjust if appropriate</li> </ul>
	students' own education	(completed, requiring sustained attention)
	<ul> <li>graduate teaching assistants'</li> </ul>	<ul> <li>assure teaching assistants assigned to undergraduate courses have appropriate</li> </ul>
	English communication skills	communication skills (completed, requiring sustained attention)
	<ul> <li>current university methodology</li> </ul>	<ul> <li>explore additional avenues to foster research funding and student support</li> </ul>
	for assigning international	(partially implemented or in progress)
	student GPAs	<ul> <li>enhance program visibility (partially implemented or in progress)</li> </ul>
	• inability to address industry	• work with the College of Graduate Studies to review methodology used to
		• work with annowrists units on commute to even a appropriate (not started)
		electrical envineering students ( <i>nortially imnlomonted or in monece</i> )
		• review enrollment and retention trends across all programs and develop an
		action plan for improvement that is consistent with department strategic plan
		(completed, requiring sustained attention)

2011-12 Academic Program Review College of Engineering and Computer Science

INFO-1

INFO-1	2011-12 AG College of Engi R	2011-12 Academic Program Keview College of Engineering and Computer Science Results Summary
Strengths	Weaknesses	Action Recommendations
Industrial Engineering and Management Systems	anagement Systems	
Industrial Engineering, B.S.I.E.		
<ul> <li>industry relations</li> <li>facilities and equipment</li> <li>alumni engagement through department advisory board</li> <li>accelerated B.S. to M.S. degree program</li> <li>program advances state STEM goals</li> </ul>	<ul> <li>program coordinator nearing retirement</li> <li>internship and co-op coordination</li> <li>no linear algebra requirement</li> <li>required course availability</li> <li>transfer student preparation for rigor of major, particularly in math skills</li> </ul>	<ul> <li>review and update the department strategic plan within the context of the college strategic plan; assure clear articulation of program goals; distribute current and new resources in accordance with the plan (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>develop and implement a plan to assure a smooth transition following program coordinator's impending retirement (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>develop and implement and employer access(<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>review current internship and co-op coordination and consider options for enhancing student and employer access(<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>assure teaching assistants assigned to B.S.I.F. courses have appropriate communication skills (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>assure teaching assistants assigned to B.S.I.F. courses have appropriate communication skills (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>review curriculum and course scheduling and adjust as appropriate (e.g., consider adding a linear algebra requirement; assure appropriate (e.g., consider adding a linear algebra requirement; assure appropriate (e.g., consider adding a linear algebra requirement; assure appropriate (e.g., consider adding a linear algebra requirement; assure appropriate (e.g., consider adding a linear algebra requirement; assure appropriate (e.g., consider adding a linear algebra requirement; assure appropriate (vich partner institutions and UCF advising units to improve student avoiling on intentifying a path to success (<i>partially implemented or in progress</i>)</li> <li>assure student access to faculty members (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>assure student access to faculty members (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>assure student access to faculty members (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>assure student access to faculty members (<i>completed</i>, <i>requiring sustained attention</i>)</li></ul>
Industrial Engineering, M.S./M.S.I.E.	1.S.I.E.	
<ul> <li>industry relations</li> <li>facilities and equipment</li> <li>alumni engagement through advisory board</li> <li>accelerated B.S. to M.S. degree program</li> </ul>	<ul> <li>program focus</li> <li>overlap between bachelor's and master's program courses</li> <li>availability of elective courses</li> </ul>	• review and update the department strategic plan within the context of the college strategic plan; assure clear articulation of program goals, strategic niche, and target balance between full-time and part-time students, as well as allocation of resources between master's and Ph.D. degree programs; invest current and new resources in accordance with the plan ( <i>partially implemented or in progress</i> )
)		19

2011-12 Academic Program Review College of Engineering and Computer Science <i>Results Summary</i>	a start a	<ul> <li>review curriculum and a program focus; streamlir between bachelor's and j availability of elective co</li> <li>increase recruitment of h program reputation (<i>pari</i> program reputation (<i>pari</i> review faculty workload implemented or in program student access to attention)</li> <li>explore additional avenu (<i>partially implemented</i> or invisibili</li> </ul>		<ul> <li>review and update the department strategic plan within the context of the college strategic plan; assure clear articulation of program goals, strategic niche, and target balance between full-time and part-time students, as well as educeen inche, and target balance between master's and Ph.D. degree programs; invest allocation of resources between master's and Ph.D. degree programs; invest current and new resources in accordance with the plan (<i>partially implemented or in progress</i>)</li> <li>eveiew curriculum and adjust as appropriate (e.g., reduce and narrow areas of program focus; streamline curriculum); assure appropriate availability of elective courses (<i>completed, requiring sustained attention</i>)</li> <li>encrease recruitment of high-quality, full-time domestic students to enhance program reputation (<i>partially implemented or in progress</i>)</li> <li>encrease recruitment of faculty research productivity (<i>partially implemented or in progress</i>)</li> <li>encodences of faculty research productivity (<i>partially implemented or in progress</i>)</li> <li>envork with the College of Graduate Studies to review methodology used to assign GPA to international students (<i>not started</i>)</li> <li>erview faculty workload policy and adjust as appropriate (<i>partially implemented or in progress</i>)</li> <li>enview faculty workload policy and adjust as appropriate (<i>partially implemented or in progress</i>)</li> <li>enview faculty workload policy and adjust as appropriate (<i>partially implemented or in progress</i>)</li> <li>enview faculty workload policy and adjust as appropriate (<i>partially implemented or in progress</i>)</li> <li>enview faculty workload policy and adjust as appropriate (<i>partially implemented or in progress</i>)</li> <li>enview faculty workload policy and adjust as appropriate (<i>partially implemented or in progress</i>)</li> <li>enview faculty workload policy and adjust as appropriate (<i>partially implemented or in progress</i>)</li> </ul>	prugrossy
Coll	Weaknesses	• resource imbalance between master's and Ph.D. degree programs		<ul> <li>program focus</li> <li>availability of elective courses</li> <li>resource imbalance between master's and Ph.D. degree programs</li> <li>uneven faculty research productivity</li> <li>current university methodology for assigning international student GPAs</li> </ul>	
INFO-1	Strengths	• program advances state STEM goals	Industrial Engineering, Ph.D.	<ul> <li>industry relations</li> <li>facilities and equipment</li> <li>alumni engagement through advisory board</li> <li>program advances state</li> <li>STEM goals</li> </ul>	

Strengths	Reaknesses Re	Results Summary Action Recommendations
		<ul> <li>explore additional avenues to foster research funding and student support (<i>partially implemented or in progress</i>)</li> <li>enhance program visibility (<i>partially implemented or in progress</i>)</li> </ul>
Department of Mechanical, M	Department of Mechanical, Materials, and Aerospace Engineering	ßu
Aerospace Engineering, B.S.A.E.		
<ul> <li>faculty members, including adjunct faculty members</li> <li>student research opportunities</li> <li>access to internships</li> </ul>	ratio limits student feedback and creates office-hour congestion; instructional demands threaten faculty retention, particularly for tenure-earning faculty	<ul> <li>College strategic plan; assure clear articulation of program goals; invest college strategic plan; assure clear articulation of program goals; invest current and new resources in accordance with the plan (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>develop and implement a human resource plan to address program and department needs that considers current and future resources, as well as appropriate mix of full-time versus adjunct faculty members to assure</li> </ul>
<ul> <li>student job placement</li> <li>active professional student organizations</li> <li>integration with mechanical engineering program provides broad student</li> <li>provides broad student</li> <li>experience</li> <li>program advances state</li> <li>STEM goals</li> </ul>	<ul> <li>members</li> <li>facilities and lack of technical staff support</li> <li>student gender diversity</li> <li>student gender diversity</li> <li>classroom space</li> <li>insufficient number of graduate teaching assistantships</li> <li>high reliance on adjunct faculty members</li> <li>availability of aerospace-focused elective courses</li> <li>internship and co-op coordination</li> <li>transfer student preparation for rigor of major, particularly math skills</li> </ul>	<ul> <li>program quality and sustainability (<i>partially implemented or in progress</i>)</li> <li>develop and implement a plan to increase student gender diversity (<i>not started</i>)</li> <li>review faculty workload policy and adjust as appropriate (<i>partially implemented or in progress</i>)</li> <li>review instructional laboratory equipment and update as resources permit (<i>partially implemented or in progress</i>)</li> <li>review instructional laboratory equipment and update as resources permit (<i>partially implemented or in progress</i>)</li> <li>evolop and implement a plan to increase student diversity (<i>not started</i>)</li> <li>explore options to meet space needs (<i>partially implemented or in progress</i>)</li> <li>evoluew curriculum and adjust as appropriate; assure appropriate elective course offerings (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>review current internship and co-op coordination and consider options for enhancing student and employer access (<i>partially implemented or in progress</i>)</li> <li>work with the Office of Undergraduate Studies on curricular alignment with partner institutions to assure student preparation for program rigor; review restricted access requirements and update as appropriate; work with partner institutions and UCF advising units to improve student advising on identifying a path to success (<i>partially implemented or in progress</i>)</li> <li>enhance program visibility (<i>partially implemented or in progress</i>)</li> </ul>

1		Results Summary
Strengths	Weaknesses	Action Recommendations
Aerospace Engineering, M.S.A.E.	E.	
<ul> <li>student satisfaction and advising support structure</li> <li>faculty member quality and scholarly productivity</li> <li>leadership</li> </ul>	<ul> <li>insufficient number of aerospace engineering faculty members</li> <li>instructional loads, due to department undergraduate</li> </ul>	• review and update the department strategic plan within the context of the college strategic plan; assure clear articulation of program goals and target balance between graduate and undergraduate activities; invest current and new resources in accordance with the plan (completed, requiring sustained attention)
<ul> <li>student research</li> <li>opportunities</li> <li>student job placement</li> <li>industry partnerships</li> <li>research program quality</li> <li>B.S. to M.S. degree program</li> </ul>	student-faculty ratio, detract from faculty focus on graduate education, as well as scholarly and other activities that promote program reputation; instructional demands threaten faculty retention, particularly	<ul> <li>develop and implement a plan to address program and department human- resource needs that considers current and future resources (<i>partially</i> <i>implemented or in progress</i>)</li> <li>develop and implement a plan to increase student gender diversity (<i>partially</i> <i>implemented or in progress</i>)</li> <li>review faculty workload policy and adjust as appropriate (<i>partially</i> <i>implemented or in neores</i>)</li> </ul>
industry needs program advances state STEM goals	for tenure-earning faculty members • insufficient technical support for research laboratories • frequency and currency of course offerings • student gender diversity • space availability • no Ph.D. degree program in aerospace engineering	<ul> <li>assure appropriate elective course offerings and frequency of offerings; review curriculum and multi-year course schedule; update as necessary (completed, requiring sustained attention)</li> <li>explore additional avenues to foster research funding and student support (partially implemented or in progress)</li> <li>develop and implement a plan to increase student diversity (partially implemented or in progress)</li> <li>explore options to meet space needs (partially implemented or in progress)</li> <li>assure student access to faculty members (completed, requiring sustained attention)</li> </ul>
	<ul> <li>perceived inequities across</li> <li>programs</li> </ul>	<ul> <li>enhance program visibility (<i>partially implemented or in progress</i>)</li> <li>review demand for a Ph.D. degree program in aerospace engineering (<i>not started</i>)</li> <li>review perceived inequities across programs and take appropriate steps to resolve (<i>completed</i>)</li> </ul>
Materials Science & Engineering, M.S.M.S	ng, M.S.M.S.	
<ul> <li>student satisfaction and advising support structure</li> <li>faculty member quality and scholarly productivity</li> </ul>	<ul> <li>disconnect between program goals and curriculum</li> <li>frequency and currency of elective course offerings</li> </ul>	• review and update the department strategic plan within the context of the college strategic plan; assure clear articulation of program goals and target balance between graduate and undergraduate activities; invest current and new resources in accordance with the plan ( <i>not started</i> )

		Results Summary
Strengths	Weaknesses	Action Recommendations
<ul> <li>student quality, satisfaction, and motivation</li> <li>research program quality, including facilities and equipment</li> <li>student research opportunities</li> <li>student job placement</li> <li>industry partnerships</li> <li>program advances state STEM goals</li> </ul>	<ul> <li>student and faculty gender diversity</li> <li>space availability</li> <li>perceived inequities across programs</li> </ul>	<ul> <li>develop and implement a plan to address program and department human- resource needs that considers current and future resources (<i>partially</i> <i>implemented or in progress</i>)</li> <li>develop and implement a plan to increase student and faculty gender diversity (<i>not started</i>)</li> <li>review faculty workload policy and adjust as appropriate (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>assure curriculum aligns with program goals and make sure that elective courses are offered with appropriate frequency; review curriculum as well as multi-year course schedule and update each as necessary (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>explore options to meet space needs (<i>partially implemented or in progress</i>)</li> <li>develop and implement a plan to increase student diversity (<i>not started</i>)</li> <li>develop and implement a plan to increase student diversity (<i>not started</i>)</li> <li>develop and implement a plan to recruit high-quality domestic students to enhance program reputation (<i>partially implemented or in progress</i>)</li> <li>develop and implement a student retention plan (<i>not started</i>)</li> <li>assure student access to faculty members (<i>partially implemented or in progress</i>)</li> <li>explore additional avenues to foster research funding and student support (<i>partially implemented or in progress</i>)</li> <li>explore additional avenues to foster research funding and student support (<i>partially implemented or in progress</i>)</li> <li>enhance program visibility (<i>partially implemented or in progress</i>)</li> <li>erview perceived inequities across programs and take appropriate steps to resolve (<i>completed</i>)</li> </ul>
Materials Science and Engineering, Ph.D	ring, Ph.D.	
<ul> <li>interdisciplinary</li> <li>faculty member quality and scholarly productivity</li> <li>student quality, satisfaction, and motivation</li> <li>research program quality, including facilities and equipment</li> <li>student research opportunities</li> <li>student job placement</li> </ul>	<ul> <li>frequency and currency of elective course offerings</li> <li>student and faculty gender diversity</li> <li>space availability</li> <li>limited numbers of domestic students</li> <li>perceived inequities across programs</li> </ul>	<ul> <li>review and update the department strategic plan within the context of the college strategic plan; assure clear articulation of program goals and target balance between graduate and undergraduate activities; invest current and new resources in accordance with the plan (<i>not started</i>)</li> <li>develop and implement a plan to address program and department human-resource needs that considers current and future resources (<i>partially implemented or in progress</i>)</li> <li>develop and implement a plan to increase faculty and student gender diversity (<i>not started</i>)</li> <li>distribute current and new resources in accordance with department strategic plan (<i>not started</i>)</li> </ul>

2011-12 Academic Program Review College of Engineering and Computer Science <i>Results Summary</i>	Action Recommendations	<ul> <li>review faculty workload policy and adjust as appropriate (completed, requiring sustained attention)</li> <li>assure appropriate elective course offerings and frequency of offerings; review curriculum and multi-year course schedule; update as necessary (completed, requiring sustained attention)</li> <li>assure options to meet space needs (partially implemented or in progress)</li> <li>explore options to meet space needs (partially implemented or in progress)</li> <li>explore additional avenues to foster research funding and student support (partially implemented or in progress)</li> <li>explore additional avenues to foster research funding and student support (partially implemented or in progress)</li> <li>explore additional avenues to foster research funding and student support (partially implemented or in progress)</li> <li>explore additional avenues to foster research funding and student support (partially implemented or in progress)</li> <li>explore additional avenues to enhance program reputation (partially inghaguality domestic students to enhance program reputation (partially inghemented or in progress)</li> <li>work with the College of Graduate Studies to review methodology used to assign GPA to international students (not started)</li> <li>enhance program visibility (partially implemented or in progress)</li> <li>review perceived inequities across programs and take appropriate steps to review perceived inequities across programs and take appropriate steps to review perceived inequities across programs and take appropriate steps to review perceived inequities across programs and take appropriate steps to review perceived inequities across programs and take appropriate steps to review perceived inequities across programs and take appropriate steps to review perceived inequities across programs and take appropriate steps to review perceived inequities across programs and take appropriate steps to review perceived inequities across programs and take appropriate steps to perceived in the detained pe</li></ul>		<ul> <li>review and update the department strategic plan within the context of the college strategic plan; assure clear articulation of program goals; invest current and new resources in accordance with the plan (<i>completed</i>, <i>requiring sustained attention</i>)</li> <li>develop and implement a plan to address program and department human-resource needs that considers current and future resources (<i>partially implemented or in progress</i>)</li> <li>develop and implement a plan to increase student gender diversity (<i>not started</i>)</li> <li>review faculty workload policy and adjust as appropriate (<i>partially implemented or in progress</i>)</li> <li>review faculty workload policy and adjust as appropriate (<i>partially implemented or in progress</i>)</li> <li>review instructional laboratory equipment and update as resources permit (<i>partially implemented or in progress</i>)</li> <li>review one options to meet space needs (<i>partially implemented or in progress</i>)</li> <li>explore options to meet space needs (<i>partially implemented or in progress</i>)</li> <li>explore options to meet space needs (<i>partially implemented or in progress</i>)</li> <li>explore options to meet space needs (<i>partially implemented or in progress</i>)</li> <li>explore options to meet space needs (<i>partially implemented or in progress</i>)</li> <li>explore options to meet space needs (<i>partially implemented or in progress</i>)</li> <li>explore options to meet space needs (<i>partially implemented or in progress</i>)</li> <li>explore options to meet space needs (<i>partially implemented or in progress</i>)</li> <li>explore options to meet space needs (<i>partially implemented or in progress</i>)</li> <li>explore options to meet space needs (<i>partially implemented or in progress</i>)</li> <li>explore options to meet space needs (<i>partially implemented or in progress</i>)</li> <li>explore options to meet space needs (<i>partially implemented or in progress</i>)</li> <li>explore options (<i>completed, requiring sustained attention</i>)</li> </ul>
2011-12 A College of Engi	Weaknesses	• current university methodology for assigning international student GPAs	M.E.	<ul> <li>undergraduate student-faculty ratio limits student feedback and creates office-hour congestion; instructional demands threaten faculty retention, particularly for tenure-earning faculty members</li> <li>instructional laboratory facilities and lack of technical staff support</li> <li>student gender diversity</li> <li>availability of elective courses</li> <li>classroom space</li> <li>insufficient number of graduate teaching assistantships</li> <li>internship and co-op coordination</li> </ul>
INFO-1	Strengths	<ul> <li>industry partnerships</li> <li>program advances state STEM goals</li> </ul>	Mechanical Engineering, B.S.M.E	<ul> <li>student advising support structure</li> <li>faculty members, including adjunct faculty members</li> <li>student research opportunities</li> <li>access to internships</li> <li>student job placement</li> <li>active professional student organizations</li> <li>program advances state</li> <li>STEM goals</li> </ul>

T-DINI	College of Engine Re	College of Engineering and Computer Science Results Summary
Strengths	Weaknesses	Action Recommendations
	• transfer student preparation for rigor of major, particularly in math skills	<ul> <li>enhancing student and employer access (<i>partially implemented or in progress</i>)</li> <li>assure student access to faculty members (<i>completed, requiring sustained attention</i>)</li> <li>enhance program visibility (<i>partially implemented or in progress</i>)</li> </ul>
Mechanical Engineering, M.S.M.E	M.E.	
<ul> <li>student satisfaction and advising support structure</li> <li>faculty member quality and scholarly productivity</li> <li>leadership</li> <li>student research</li> <li>opportunities</li> <li>student job placement</li> <li>industry partnerships</li> <li>research program quality</li> <li>B.S. to M.S. degree program</li> <li>non-thesis option meets local industry needs</li> <li>program advances state</li> <li>STEM goals</li> </ul>	<ul> <li>instructional loads, due to department undergraduate student-faculty ratio, detract from focus on graduate education, as well as scholarly and other activities that promote program reputation; instructional demands threaten faculty retention, particularly for tenure-earning faculty members</li> <li>diffuse program offerings (e.g., number of tracks and certificate programs)</li> <li>frequency and currency of course offerings</li> <li>no available student support for those being groomed for Ph.D. degree program</li> <li>space availability</li> <li>perceived inequities across programs</li> </ul>	<ul> <li>review and update the department strategic plan within the context of the college strategic plan; assure clear articulation of program goals and target balance between graduate and undergraduate activities; invest current and new resources in accordance with the plan (completed, requiring sustained attention)</li> <li>develop and implement a plan to address program and department human-resource needs that considers current and future resources (partially implemented or in progress)</li> <li>develop and implement a plan to increase student gender diversity (partially implemented or in progress)</li> <li>review faculty workload policy and adjust as appropriate (partially implemented or in progress)</li> <li>narrow program focus and assure appropriate elective course offerings; review curriculum and multi-year course schedule; update as necessary (completed)</li> <li>explore additional avenues to foster research funding and student support (partially implemented or in progress)</li> <li>explore additional avenues to foster research funding and student support (partially implemented or in progress)</li> <li>explore options to meet space needs (partially implemented or in progress)</li> <li>explore options to meet space student diversity (partially implemented or in progress)</li> <li>explore options to meet space student diversity (partially implemented or in progress)</li> <li>explore options to meet space student diversity (partially implemented or in progress)</li> <li>explore options to meet space strongent diversity (partially implemented or in progress)</li> <li>explore options to meet space student diversity (partially implemented or in progress)</li> <li>explore options to meet space student diversity (partially implemented or in progress)</li> <li>explore options to meet space student diversity (partially implemented or in progress)</li> <li>explore options to meet space strongent diversity (partially implemented or in progress)</li> <li>explore options to meet space stronger (completed, requiring</li></ul>

Weaknesses         Ph.D.         Ph.D. <ul> <li>instructional loads, due to department undergraduate student-faculty ratio, detract from focus on graduate education, as well as scholarl and other activities that promote program reputation; instructional demands threate faculty retention, particularly for tenure-earning faculty members</li> <li>insufficient technical support for research laboratories</li> <li>frequency and currency of elective course offerings</li> <li>space availability</li> <li>insufficient number of gradua teaching assistantships</li> <li>endents</li> <li>endents</li> <li>endents</li> <li>endent technical support for research laboratories</li> <li>frequency and currency of elective course offerings</li> <li>space availability</li> <li>insufficient number of gradua teaching assistantships</li> <li>endents</li> <li>endents</li> <li>endent gender diversity</li> <li>perceived inequities across programs</li> <li>current university methodolo for assigning international student GPAs</li> </ul>	Weaknesses Action Recommendations		tct larly on; eaten	<ul> <li>for termine rearring faculty members</li> <li>insufficient technical support for termered or in progress)</li> <li>insufficient technical support for research laboratories</li> <li>frequency and currency of elective course offerings and frequency of offerings; review faculty workload policy and adjust as appropriate (<i>partially implemented or in progress</i>)</li> <li>erveiwe faculty monther of graduate elective course offerings and frequency of offerings; review curriculum and multi-year course schedule; update as necessary terve curriculum and multi-year course schedule; update as necessary (<i>completed</i>)</li> <li>erveiwe terriculum and multi-year course schedule; update as necessary (<i>completed</i>)</li> <li>erveiwe terriculum and multi-year course schedule; update as necessary (<i>completed</i>)</li> <li>erveiwe terriculum and multi-year course schedule; update as necessary (<i>completed</i>)</li> <li>erveiwe terriculum and multi-year course schedule; update as necessary (<i>completed</i>)</li> <li>erveiwe terriculum and multi-year course schedule; update as necessary (<i>completed</i>)</li> <li>erveiwe terriculum and multi-year course schedule; update as necessary (<i>completed</i>)</li> <li>erveiwe terriculum and multi-year course schedule; update as necessary (<i>completed</i>)</li> <li>erveiwe terriculum and multi-year course student giversity and recruit high-terding assistantships</li> <li>erveiop and implemented or in progress)</li> <li>erveiop and implemented or in programs</li> <li>erveited inequities across program reputation (<i>partially implemented</i> or in progress)</li> <li>erveiwe perceived inequities across programs and take appropriate steps to review methodology used to review nectored inequities across programs and take appropriate steps to review methodology used to review nectored inequities across programs and take appropriate steps to review methodology used to review nectored inequities across programs and take appropriate steps to review methodol</li></ul>
		).	• instructional loads, due to department undergraduate student-faculty ratio, detra from focus on graduate education, as well as scho and other activities that promote program reputati instructional demands thre	<ul> <li>for tenure-earning faculty members</li> <li>insufficient technical suppo for research laboratories</li> <li>frequency and currency of elective course offerings</li> <li>space availability</li> <li>insufficient number of grad teaching assistantships</li> <li>student gender diversity</li> <li>limited numbers of domesti students</li> <li>perceived inequities across programs</li> <li>current university methodo for assigning international student GPAs</li> </ul>