



UNIVERSITY OF CENTRAL FLORIDA

**Board of Trustees Meeting  
Educational Programs Committee  
September 27, 2018  
9:00 a.m. – 10:30 a.m.  
FAIRWINDS Alumni Center  
Conference call in phone number 800-442-5794, passcode 463796**

**AGENDA**

**I. CALL TO ORDER**

Robert Garvy  
*Chair, Educational Programs Committee*

**II. ROLL CALL**

Gwen Ransom  
*Executive Administrative Assistant to  
Dr. Paige Borden*

**III. MEETING MINUTES**

Robert Garvy

- [Approval of the July 19, 2018,  
Educational Programs Committee  
meeting minutes](#)

**IV. NEW BUSINESS**

- Tenure with Hire ([EPC-1](#))

Elizabeth A. Dooley  
*Interim Provost  
Vice Provost for Teaching and Learning and  
Dean, College of Undergraduate Studies and  
Professor, College of Community Innovation and Education*
- New Degree Programs (EPC-2)
  - Ph.D. in Aerospace Engineering  
([EPC-2a](#))

Elizabeth Klonoff  
*Vice President for Research and  
Dean of Graduate Studies  
Associate Dean, College of Graduate Studies*
  - Bachelor of Science in Materials  
Science and Engineering ([EPC-2b](#))

Keisha Hoerrner  
*Associate Dean, College of Undergraduate Studies*
- Credit Hours Exception Requirement  
Bachelor of Science in Materials

Keisha Hoerrner

Science and Engineering  
([EPC-3](#))

- 2018 SUS Textbook and Instructional Materials Affordability Annual Report  
([EPC-4](#)) Elizabeth A. Dooley
- 2017-18 Academic Program Review Results ([INFO-1](#)) M. Paige Borden  
*Associate Provost, Academic Program Quality*  
*Associate Vice President*  
*Institutional Knowledge Management*
- Provost Update Elizabeth A. Dooley
- Faculty Spotlight  
([INFO-2](#)) Pam Wisniewski  
*Assistant Professor, Computer Science*  
*College of Engineering and Computer Science*

**V. OTHER BUSINESS**



UNIVERSITY OF CENTRAL FLORIDA

**MINUTES**  
**Board of Trustees**  
**Educational Programs Committee**  
**July 19, 2018**  
**Fairwinds Alumni Center**

**CALL TO ORDER**

Trustee Robert Garvy, chair of the Educational Programs Committee, called the meeting to order at 11:05 a.m. Committee members Josh Boloña, Ken Bradley, Beverly Seay, and Bill Self were present. Trustees Joseph Conte, John Lord and William Yeargin were also present.

**MINUTES**

The May 24, 2018, meeting minutes were approved as written.

**NEW BUSINESS**

**2018 Tenure with Hire (EPC-1)**

Jana Jasinski, Vice Provost for Faculty Excellence, presented the list of faculty members suggested for tenure with hire. Each year, faculty members that have been hired with tenure earned at their previous institution; as well as those having tenure as part of the hiring package, are considered for tenure based on UCF's requirements. A motion to recommend tenure with hire received unanimous approval.

**Academic Degree Program Termination – Master of Science in Conservation Biology (EPC-2)**

Paige Borden, Associate Provost for Academic Program Quality and Associate Vice President for Institutional Knowledge Management submitted for approval, the Academic Degree Program Termination for Master of Science in Conservation Biology. The termination of this degree program is based on low enrollment. A motion to recommend termination of the Master of Science in Conservation Biology received unanimous approval.

**Conferral of Degrees (EPC-3)**

Elizabeth Dooley, Interim Provost requested approval for summer 2018 conferral of degrees. A motion to recommend the conferral of degrees received unanimous approval.

**Doctoral Analysis (INFO-1)**

Paige Borden and Elizabeth Klonoff, Vice President for Research and Dean of Graduate Studies presented analysis of UCF's program variety, comparison to other institutions, and the process for how UCF determines what programs to develop.

## **Provost's Update**

- **Faculty Spotlight (INFO-2)**  
Interim Provost Dooley introduced Dr. Megan Nickels, Assistant Professor, STEM Education, College of Community Innovation and Education. Dr. Nickels discussed funding received for her groundbreaking research for hands-on STEM content with robotics and virtual reality for children with critical and terminal illnesses. Nickels also shared information on the Pediatric Interest Group-Education (pig-e) student organization.
- **Valencia College – Notice of Intent – New Baccalaureate Degree - Applied Science (INFO-3)**  
Dooley informed the trustees of a memorandum received by Florida Board of Governors from the Chancellor of the Florida College System, notifying that State College of Florida, Valencia College submitted a Notice of Intent to develop a proposal for offering a new baccalaureate degree program. There were no objections to the proposed degree or alternative proposals for consideration.
- **UCF Updates:**  
Dooley updated the board on the following additional items:
- **Research Funding**  
UCF's growth in research funding made a big step toward reaching its Collective Impact Strategic Plan goal in research funding by 2020.
- **New Academic Colleges and Schools**  
Effective July 2, UCF launched two new colleges and a new school, which will prepare students for the workplace by providing new opportunities for interdisciplinary learning and research: Several programs in the College of Community Innovation and Education, and Nicholson School of Communication and Media will become a part of UCF Downtown when that campus opens in fall of 2019.
- **Civic Literacy**  
The 2017 Florida Legislature amended state statutes to require students initially entering any institution within the State University or Florida College Systems beginning this fall demonstrate competency in civic literacy. Meeting graduation requirements will require students show an understanding of several civil literacy doctrines.

Chairman Garvy adjourned the meeting at 12.02 p.m.

Respectfully submitted: \_\_\_\_\_  
Elizabeth A. Dooley  
Interim Provost

\_\_\_\_\_  
Date

**ITEM: EPC-1**

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

**SUBJECT:** Tenure with Hire

**DATE:** September 27, 2018

---

**PROPOSED BOARD ACTION**

Approval of tenure with hire.

**BACKGROUND INFORMATION**

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

---

**Supporting documentation:** Attachment A: Tenure with Hire Justification

**Prepared by:** Jana L. Jasinski, Vice Provost for Faculty Excellence and  
Pegasus Professor of Sociology

**Submitted by:** Elizabeth A. Dooley, Interim Provost  
Vice Provost for Teaching and Learning  
Dean, College of Undergraduate Studies and  
Professor, College of Community Innovation and Education

**Attachment A**

**Tenure with Hire Justification  
Board of Trustees Meeting  
September 27, 2018**

**RoSusan D. Bartee, Professor  
College of Community Innovation and Education, Department of Educational Leadership  
and Higher Education**

Dr. RoSusan D. Bartee received her Ph.D. in education policy studies at the University of Illinois at Urbana-Champaign. She comes to UCF from the University of Mississippi, where she was a tenured professor of educational leadership. She recently returned from academic administrative leave to serve as Interim Vice President in the Office of Access and Success at the Association of Public and Land-grant Universities in Washington, D.C. Dr. Bartee is a nationally recognized scholar. She is the author or editor of four books, author of a book series, and the author or coauthor of numerous academic publications on educational leadership, cultural and social capital, and educational and social attainment. She has garnered financial awards from major higher education organizations and foundations to support degree completion and institutional advancement efforts and has served as a program evaluator for federal, philanthropic, and related student and school success for K-12 and higher education initiatives totaling nearly \$8 million. Dr. Bartee teaches graduate level courses and has successfully chaired nearly 20 dissertations at the University of Mississippi. The Department of Educational Leadership and Higher Education and the College of Community Innovation and Education support the recommendation for tenure with hire.

**D. Eric Boyd, Associate Professor  
College of Business Administration, Department of Marketing**

Dr. D. Eric Boyd received his Ph.D. in business administration from the University of Virginia. Prior to joining UCF, he was a tenured professor in the Department of Marketing at James Madison University. He also held visiting positions as associate professor of marketing at Hong Kong Polytechnic University and as professor of marketing at Carlos III University of Madrid. Dr. Boyd has developed and maintained an impressive research career in the area of strategy. His research has been published in the premier marketing journals and he has presented at top national and international conferences in his field. He is an associate editor for the *Journal of Business Research* and has appointments on the Editorial Review Boards for the *Journal of the Academy of Marketing Science*, *Journal of Business-to-Business Marketing*, and *European Journal of Management and Business Economics*. Dr. Boyd has taught undergraduate and graduate level courses, and has received several teaching awards, including Outstanding MBA Faculty Teaching Award at James Madison University. The Department of Marketing and College of Business Administration support the recommendation for tenure with hire.

**Jeffrey H. Plochocki, Associate Professor of Medicine  
College of Medicine, Department of Medical Education**

Dr. Jeffrey H. Plochocki received his Ph.D. in anthropology from the University of Missouri, Columbia. He comes to UCF from Arizona College of Osteopathic Medicine, Midwestern University, where he was a tenured associate professor in the Department of Anatomy. Dr. Plochocki's line of research has overlapped in his areas of expertise in anthropology, anatomy and engineering disciplines. He maintains an active research program conducting pre-clinical investigations regarding bone and muscle health, and has secondary research interests in neuromuscular clinical anatomy and anatomy education at the medical school level. His publications range from the muscular architecture of birds to careful reconsiderations of the anatomy of the perineum in humans. He has published in appropriate and impactful journals, including *PLOS One* and *BMC Musculoskeletal Disorders*. Dr. Plochocki has supervised and mentored a number of medical student projects through to peer-review publication. He has received seven teaching awards in the last six years and has served as the course director of medical histology and medical embryology courses. He has served on the Anatomical Terminology Committee for the American Association of Anatomists, and has been an item writer and item referencer on the National Board of Osteopathic Medical Examiners. The Department of Medical Education and College of Medicine support the recommendation for tenure with hire.

ITEM: **EPC-2a**

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

**SUBJECT:** Doctorate in Aerospace Engineering

**DATE:** September 27, 2018

---

**PROPOSED BOARD ACTION**

Approval of New Degree Program: Doctorate in Aerospace Engineering

**BACKGROUND INFORMATION**

The Department of Mechanical and Aerospace Engineering in the College of Engineering and Computer Sciences proposes to establish a Doctorate in Aerospace Engineering.

The aerospace industry is at the forefront of new technologies including virtual prototyping for jet and rocket parts and 3D printing on the International Space Station and for advanced aircraft materials and design. The US space industry, enabled by technological innovation and supported by new commercial capabilities, is undergoing dynamic change driven by growing demand in space communication, imagery, launch services and space transportation. A workforce equipped with scholarship and research capacity at the graduate level must support this leadership in innovation. Developing this workforce is critical as the impact of aerospace innovation on other engineering disciplines and on the economy as a whole is significant. As R&D investment in the Aerospace and Defense sector begin to rise, the growth of researchers and leaders in innovation are essential to the industry that ensures national security, economic strength and global competitiveness.

The proposed Aerospace Engineering Doctorate program supports State University System (SUS) Board of Governors' goals for teaching and learning in the 2025 System Strategic plan. This includes Excellence, Productivity and Strategic Priorities for a Knowledge Economy, which call for increasing student access and success in STEM degrees with Aerospace Engineering as a key program to meet both state and national economic and workforce needs.

The proposed Aerospace Engineering Doctorate program promises advanced graduate education with diversity to support more than 11,600 aerospace-related companies and a growing commercial space industry in Florida. The program will enhance existing collaborations with eight other Florida universities/colleges. UCF College of Engineering and Computer Science enrolls the most Aerospace Engineering undergraduate students in the SUS (growth of 59% since 2005) and has more graduates who are hired by aerospace and defense companies than any other university in the nation. The Aerospace Engineering Doctorate program will provide the much-needed pathway to a doctoral degree.



The Aerospace Engineering Doctorate program will require completion of 72 hours beyond the bachelor's degree or 42 hours beyond the master's degree at the graduate level (that is, at the 5000 level and above) including dissertation hours. This proposal was evaluated and recommended by the school, college, and university Graduate Council Program Review Committee. The College of Graduate Studies recommends this proposal, and it has evaluated all eight program criteria as met with strength. The proposed implementation date is Fall 2019.

---

**Supporting documentation:** Attachment A: Analysis Summary for New Degree Authorization

**Prepared by:** Elizabeth Klonoff, Vice President for Research and  
Dean of the College of Graduate Studies

**Submitted by:** Elizabeth A. Dooley, Interim Provost  
Vice Provost for Teaching and Learning  
Dean, College of Undergraduate Studies and  
Professor, College of Community Innovation and Education

## Attachment A

**Analysis Summary for New Degree Authorization**  
**Program Name: Aerospace Engineering Ph.D.**

	Criteria	Proposal Response to Criteria
1.	The goals of the program aligns with the university's mission and relate to specific institutional strengths.	<b>Met with Strength</b> <p>The Aerospace Engineering Ph.D. is STEM focused and will incorporate multi-disciplinary research efforts that will attract international collaborations. The department has strong, existing relationships with industry partners. These include the CREOL Townes Laser Institute and Center for Advanced Turbomachinery and Energy Research (CATER), FAA Center of Excellence for Commercial Space Transportation, and the Florida Center of Advanced Aero Propulsion (FCAAP). The bachelor's and master's aerospace engineering programs have a diverse student body both in gender and minority populations. The proposed program combined with strength of the existing student and faculty researchers should lead to increased research productivity.</p>
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	<b>Met with Strength</b> <p>The Program Review Committee suggests that the proposal includes the full review from the external consultants; it was designated Appendix D. The Committee would like the proposal address specifically the consultant's comments and concerns related to course EAS 5211, where the full syllabus was used to justify the course content.</p>
3.	The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor's or master's level programs, evidence is provided that the programs are accredited or a rationale is provided as to the lack of accreditation.	<b>Met with Strength</b> <p>The full list of required courses is outlined clearly. Four new courses were added and some popular elective options will be offered with increased frequency. The Bachelor's program is accredited by the Accreditation Board for Engineering and Technology (ABET).</p>

	Criteria	Proposal Response to Criteria
4.	Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.	<b>Met with Strength</b> The current aerospace engineering department includes 15 full-time tenured or tenure earning faculty. The department hired one new faculty member to begin in fall 2018 and will advertise to hire another new faculty member to begin in fall 2019. The department includes an appropriate mix of senior and junior faculty. Several of the faculty are already advising doctoral students in the existing mechanical engineering doctoral program. The Committee noticed that some of the faculty CV's are missing from the proposal and one cv is outdated. These should be included and updated for the final proposal submission.
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.	<b>Met with Strength</b> With the additional \$15,000 budget allocated to fund needed library resources, the resources will match comparable programs within the field. The Committee suggests that the program consider increases to the budgeted funding to purchase the archived database for conference papers. The Committee noted the need to include the recent library assessment in the proposal. No new lab facilities are required at this time.
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	<b>Met with Strength</b> UCF is the top supplier of baccalaureate graduates in the Aerospace Engineering. This field is currently experiencing growth and projected to continue growing. There is strong industry demand for students with advanced degrees, particularly doctoral degrees, in the field. The Aerospace Engineering industry is strong across the state and especially in the Central Florida region. Students wanting to pursue an Aerospace Engineering doctoral degree are currently enrolling in the Mechanical Engineering program demonstrating a need for the distinction in degree programs.

	Criteria	Proposal Response to Criteria
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	<p><b>Met with Strength</b></p> <p>The outlined budget is mostly a reallocation of resources within the Mechanical and Aerospace Engineering department. The department plans to hire two new faculty (one in 2018 and one in 2019). The department funding is heavily reliant on C&amp;G funds, which have been a reliable and strong source of existing funding for research students.</p>
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	<p><b>Met with Strength</b></p> <p>The proposal noted strong evidence of highly productive faculty within the department. The department has an excellent funding record. The aerospace engineering program has a highly successful record of supporting students with research funding. There is an excellent record of accomplishment of graduates from the Aerospace Engineering Bachelors and Master's programs.</p>

Revised December 8, 2016

## Board of Governors, State University System of Florida

## Request to Offer a New Degree Program

(Please do not revise this proposal format without prior approval from Board staff)

University of Central Florida  
University Submitting Proposal

College of Engineering and Computer  
Science

Name of College(s) or School(s)

Aerospace Engineering  
Academic Specialty or Field

14.0201

Proposed CIP Code

Fall 2019

Proposed Implementation Term

Mechanical and Aerospace  
Engineering

Name of Department(s)/ Division(s)

Ph. D in Aerospace Engineering

Complete Name of Degree

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of  
Trustees

President

Date

Signature of Chair, Board of  
Trustees

Date

Vice-President for Academic  
Affairs

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	10	10
Year 2	12	11
Year 3	15	13.5
Year 4	19	16
Year 5	23	19

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$24,354	\$243,541	\$147,530	\$0	\$391,071
\$18,677	\$354,864	\$397,800	\$0	\$752,664

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

ITEM: EPC-2b

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

**SUBJECT:** Bachelor of Science in Materials Science and Engineering

**DATE:** September 27, 2018

---

**PROPOSED BOARD ACTION**

Approval of New Degree Program: Bachelor of Science in Materials Science and Engineering

**BACKGROUND INFORMATION**

The proposed Bachelor of Science degree in materials science and engineering directly addresses a workforce need in a growing STEM discipline that has garnered significant support from companies and industry associations across the state. The degree program will ensure graduates have a competitive advantage should they choose to enter industry or graduate school, including UCF's successful Master of Science and Doctorate programs in materials science and engineering.

This degree program will be located in the Materials Science and Engineering Department in the College of Engineering and Computer Science. The foci of the discipline is "the study of the raw and processed materials that are used in other engineering disciplines to build and manufacture everything from rockets, turbines, and aircraft to computers, high efficiency solar cells, surgical stents and everything in between." Due to society's dependence on advanced materials, materials science graduates are in high demand, earning a median wage of \$93,310 according to Bureau of Labor Statistics data. That is ~\$47,000 higher than median incomes for all occupations. Local data provide a brighter outlook for graduates: The Orlando metropolitan area is currently the fourth highest paying metro area for materials engineers with an annual media salary of \$114,630.

The degree program will not require additional faculty, and the projected cost per FTE is minimal given the infrastructure and support that exists within the department and the college. The degree program consists of 128 credit hours, which is consistent for other engineering programs in the College of Engineering and Computer Science. The curriculum includes Common Program Prerequisites in chemistry, calculus, and physics; core courses in engineering, statistics, and chemistry; 38 credit hours in upper-division material science and engineering; technical electives; and a capstone sequence (Materials Senior Design I and Materials Senior Design II). There is a proposed equipment fee for the program, which is consistent with other engineering programs.

UCF will be the second public institution in Florida to provide a bachelor's degree in materials science and engineering; the University of Florida has offered an undergraduate program since 1990.

This proposal was evaluated and recommended by the department, college, and university undergraduate curriculum committees. It was also reviewed by the Materials Science and Engineering Industrial Advisory Board, a nine-member board with representatives from local companies such as NanoSpective and national giants such as Siemens Energy and Intel Corporation.

The College of Undergraduate Studies recommends this program, and it has evaluated seven of the eight program criteria as *met with strength* and one as *met*. The proposed implementation date is Fall 2019.

---

**Supporting documentation:** Attachment A: Analysis Summary for New Degree Authorization

**Prepared by:** Keisha Hoerrner, Interim Associate Vice Provost, College of Undergraduate

**Submitted by:** Elizabeth A. Dooley, Interim Provost  
Vice Provost for Teaching and Learning  
Dean, College of Undergraduate Studies and  
Professor, College of Community Innovation and Education

## Attachment A

**Analysis Summary for New Degree Authorization**  
**Program Name: Bachelor of Science in Materials Science and Engineering**

	Criteria	Proposal Response to Criteria
1.	The goals of the program aligns with the university's mission and relate to specific institutional strengths.	<b>Met with Strength.</b> The Bachelor of Science in Materials Science and Engineering furthers the university's commitment to ensuring the State University System reaches its goals to meet the state's professional and workforce needs, build world-class academic programs and research capacity, and promote STEM disciplines as areas of programmatic strategic emphasis. Specifically, the proposed degree program will strengthen UCF's already strong engineering offerings, strengthen partnerships with local, statewide, and national corporations and industry associations, and providing a pipeline of qualified graduates who may be interested in pursuing graduate education within UCF's master's and doctoral programs in materials science and engineering.
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence, that progress has been made in implementing the recommendations from those reviews.	<b>Met.</b> The 2012 Accreditation Board for Engineering and Technology (ABET) accreditation visit included an initial Bachelor of Science in materials science and engineering degree program assessment, but the program is planning to request ABET accreditation following its launch. As per ABET policy, the accreditation will be applied for retroactively following the first student's graduation. The National Resource Council as well as US News & World Report rank the Ph.D. degree program in Materials Science and Engineering as one of the top programs.
3.	The proposal describes an appropriate and sequenced course of study, including expected student learning outcomes, an assessment plan to verify student learning, and, in the case of advanced technology and related disciplines, industry-driven competences. Provided evidence shows, if appropriate, the university anticipates seeking accreditation for the proposed program.	<b>Met with Strength.</b> The curriculum is sequential; ensuring students have the foundations in calculus, chemistry, physics, and engineering before reaching the materials sciences coursework. The two-course capstone sequence allows students to highlight the depth and breadth of their knowledge. There are nine learning outcomes, each with multiple measures, assess accurate learning and application.
4.	Provided evidence shows a critical mass of faculty is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty in later years, based on estimated enrollments.	<b>Met with Strength.</b> The Department of Materials Science and Engineering has 15 faculty and two instructors. The average Materials Science and Engineering department offering undergraduate and graduate programs has 15 faculty. The projected program cost is minimal, and the College of Engineering and Computer Science is committing \$100,000 for equipment purchases and summer salary for the faculty member serving as the Undergraduate Program Coordinator.



	Criteria	Proposal Response to Criteria
5.	Provided evidence shows necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; and appropriate clinical and internship sites are sufficient to initiate the program.	<b>Met with Strength.</b> Given the library's commitment to supporting the M.S. and Ph.D. degree programs in material sciences and engineering, there is no need for additional library resources for the undergraduate program. Space allocations are sufficient as well. Two teaching laboratories will be required in 2020, but there are no space requirements to start the program. Internships are not a part of the proposed curriculum, but students are encouraged to pursue zero-credit internship options to gain industry experience.
6.	Provided evidence shows there is a need for more people to be educated in this program at this level. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program, and indicates steps to follow in achieving a diverse student body.	<b>Met with Strength.</b> The market demands are great, yet the department is realistic in its anticipated headcount. The degree program will be a specialized option within the College of Engineering and Computer Science, annually graduating 15-60 students as it grows. The projected headcount is based on the Photonic Science and Engineering program, approved in 2013. There is a drive to increase diversity within Materials Science and Engineering. The success of the graduate student population, which is not 40% female, will inform the recruitment of undergraduate students.
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, which is comparable to the budgets of similar programs, and which provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	<b>Met with Strength.</b> The proposed budget is a unique example of a department that has the infrastructure to support graduate education, thereby being able develop an efficient undergraduate degree program. The budget is modest because the curriculum draws on existing courses, both within the College of Engineering & Computer Science as well as the College of Science. The current faculty are appropriate for the anticipated headcount, and the department's participation in several of UCF's cluster initiatives provide opportunities for additional faculty participation.
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	<b>Met with Strength.</b> The 15 faculty listed in Appendix A, who will provide the core instruction, are leaders in their fields. They are particularly active in professional societies such as the National Academy of Inventors, American Chemical Society, American Institute of Medical and Biological Engineer, and the American Advancement of Associate of Science. The faculty secured more than \$2.6MM in external contracts and grants in 2016-17.

## Board of Governors, State University System of Florida

## Request to Offer a New Degree Program

University of Central FloridaUniversity Submitting ProposalEngineering and Computer ScienceName of College(s) or School(s)Materials Science and EngineeringAcademic Specialty or Field14.1801Proposed CIP CodeFall 2019Proposed Implementation TermMaterials Science and EngineeringName of Department(s)/ Division(s)Bachelor of Science in MaterialsScience and EngineeringComplete Name of Degree

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees
President
8-29-18  
Date

Signature of Chair, Board of Trustees
Date
Vice President for Academic Affairs
8/21/18  
Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	28	23.1
Year 2	75	61.8
Year 3	127	105.1
Year 4	184	153.2
Year 5	217	186.8

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$2,543	\$58,667	0	0	\$58,667
\$841	\$157,171	0	0	\$157,171

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

ITEM: **EPC-3**

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

**SUBJECT:** Exception to the 120 Credit Hours Requirement for Baccalaureate  
Programs for Bachelor of Science in Materials Science and Engineering

**DATE:** September 27, 2018

---

**PROPOSED BOARD ACTION**

Approval to require curriculum that exceeds 120 hours for the completion of a baccalaureate program in materials science and engineering.

**BACKGROUND INFORMATION**

In a proposal for a baccalaureate program, the total number of credit hours shall not exceed 120, or an exception shall be sought from the Board of Governors in accordance with Board Regulation 8.014. The number of credit hours is recorded in the *State University System Academic Degree Program Inventory*, and used for state-level accountability calculations.

Engineering Programs across the State University System routinely exceed 120 credit hours, the B.S. Mechanical Engineering Program at UCF requests approval for 128 credit hours. The additional credit hours are essential to deliver the course curriculum required to be competitive with Materials Science and Engineering Programs across the country. The course curriculum is designed to be compliant with Accreditation Board for Engineering and Technology (ABET), and while there is no specific credit hour requirement by ABET, the additional credit hours are necessary to incorporate the appropriate level of math, science, and engineering courses; depth in the major; and a senior design experience.

UCF will be the second public institution in Florida to provide a bachelor's degree in materials science and engineering; the University of Florida has offered an undergraduate program since 1990 and also exceeds 120 hours.

---

**Supporting documentation:** Attachment A: Exception to the 120 Credit Hours Requirement  
Request Form

**Prepared by:** Keisha Hoerrner, Interim Associate Vice Provost, College of Undergraduate Studies

**Submitted by:** Elizabeth A. Dooley, Interim Provost  
Vice Provost for Teaching and Learning  
Dean, College of Undergraduate Studies and  
Professor, College of Community Innovation and Education

Attachment A

Board of Governors, State University System of Florida  
**EXCEPTION TO THE 120 CREDIT HOURS REQUIREMENT FOR  
 BACCALAUREATE PROGRAMS  
 REQUEST FORM**

In Accordance with BOG Regulation 8.014

UNIVERSITY: University of Central Florida

PROGRAM NAME: Materials Science and Engineering

CIP CODE: 14.1801 (Classification of Instructional Programs)

EFFECTIVE TERM: Fall 2019

*Please use this form to request an exception to the 120 credit hours requirement for a new or existing program.*


*To request changes to the number of credit hours for a program that is already approved for an exception to the 120 credit hours please send a memorandum signed by the provost to the BOG Academic and Student Affairs staff.*

1. List all the majors associated with this program and the desired program length for each one of them. Please see the definition of program major in Regulation 8.011, New Academic Program Authorization.

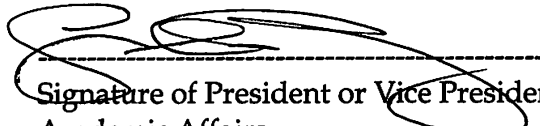
Major Name (add rows as needed)	Current number of credit hours	Requested number of credit hours
Bachelor of Science in Materials Science and Engineering	n/a	128

2. Provide a narrative on why a new exception to 120 credit hours is needed for the major(s) indicated above?

*Engineering Programs across the State University System routinely exceed 120 credit hours, c.f. the B.S. Mechanical Engineering Program at UCF, which is approved for 128 credit hours. The additional credit hours are essential to deliver the course curriculum required to be competitive with Materials Science and Engineering Programs across the Country. Importantly, the course curriculum is designed to be compliant with ABET (Accreditation Board for Engineering and Technology), and while there is no specific credit hour requirement by ABET, the additional credit hours are necessary to efficiently achieve accreditation while maximizing student productivity and learning.*

  
-----  
Signature of Requestor/Initiator

06/19/2018  
Date

  
-----  
Signature of President or Vice President for  
Academic Affairs

8/22/18  
Date

September 27, 2018  
-----  
Date Approved by the  
Board of Trustees

-----  
Signature of the Chair of the  
Board of Trustees

9/27/18  
-----  
Date

References:

- BOG Regulation 8.014, Bachelors' Degree Exceptions to 120 credit Hours Requirement
- Policy Document: Administrative Process for Requesting Changes to Program Length for Baccalaureate Programs Approved to Exceed 120 Credit Hours

**ITEM: EPC-4**

**EDUCATIONAL PROGRAMS COMMITTEE**  
University of Central Florida

**SUBJECT:** Textbook and Instructional Materials Affordability Annual Report

**DATE:** September 27, 2018

---

**PROPOSED BOARD ACTION**

Approval of the Textbook and Instructional Material Affordability Annual Report.

**BACKGROUND INFORMATION**

House Bill 7019 passed during the 2016 Legislative Session and signed into law by Governor Scott on 04/14/2016 (Chapter 2016-236, Laws of Florida). An amendment to Section 1004.085 regarding textbook and instructional materials affordability requires each university to submit an annual report by September 30 of each year, beginning in 2016, to the Chancellor of the State University System. The report addresses the following:

- Required and recommended textbooks and instruction materials for general education courses;
  - Specific initiatives of the university designed to reduce the costs of textbooks and instructional materials; and
  - University policies for the posting of textbooks and instructional materials.
- 

**Supporting documentation:** Attachment A: Textbook and Instructional Materials Affordability Annual Report

**Prepared by:** Elizabeth Dooley, Interim Provost  
Vice Provost for Teaching and Learning  
Dean, College of Undergraduate Studies and  
Professor, College of Community Innovation and Education

**Submitted by:** Elizabeth Dooley, Interim Provost  
Vice Provost for Teaching and Learning  
Dean, College of Undergraduate Studies and  
Professor, College of Community Innovation and Education

**State University System of Florida  
Textbook and Instructional Materials Affordability  
Annual Report  
Statutory Due Date: September 30**

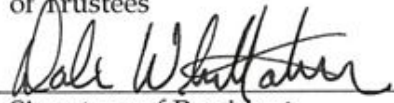
**University of Central Florida**  
University Submitting Report

**Fall 2017 and Spring 2018**  
Semester(s) Reported\*


Date Approved by the University Board  
of Trustees

Signature of Chair, Board of  
Trustees

Date

  
Signature of President

8-30-18  
Date

  
Signature of Vice President  
for Academic Affairs

8/29/18  
Date

\*Report Fall and Spring data separately to allow for Fall to Fall semester comparison and Spring to Spring semester comparison.

*Definitions:*

- *Wide cost variance is defined as a cost per course section of \$200 or more over the median average cost of textbooks and instructional materials for the same course.*
- *High enrollment is defined as the top 10% of courses ordered by headcount enrollment.*

**1) Required and Recommended Textbooks and Instructional Materials for General Education Courses**

- a) Report on the course sections identified as wide cost variance and include the number of course sections within a course (*n*). An explanation may be provided for sections with wide cost variance (e.g. honors course, economics text for two courses).

*Methodology: Identify the median average cost for textbooks and instructional materials for all course sections of a course. Exclude sections with Open Educational Resources (OER) or no required materials from wide cost variance analysis. Course sections with a cost of \$200 or more over the median cost are considered wide cost variance.*

- Required (Req) Textbooks and Instructional Materials
- Recommended (Rec) Textbooks and Instructional Materials

**Response:**

The University of Central Florida analyzed the costs of textbooks and instructional materials for all General Education Program (GEP) course sections for fall 2016, spring 2017, fall 2017, and spring 2018. One course was identified with a wide cost variance (see table on page 2).

*Fall 2016*

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
<b>PHY 2048C</b>	<b>General Physics Using Calculus I</b>	<b>202</b>	<b>22</b>	<b>Req</b>	<b>\$112.89</b>	<b>\$312.03</b>

*Explanation:* PHY 2048C section 202 is part one of a two-semester calculus-based general physics course that includes a lab. The primary audiences for the course are physics and engineering majors and pre-professional students who have the appropriate background in mathematics. The faculty member selected the course materials to best support the learning outcomes of the unique structure of this class.

*Spring 2017*

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
<b>None</b>						

*Explanation:* UCF did not identify any GEP course sections with a wide cost variance.

*Fall 2017*

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
<b>None</b>						

*Explanation:* UCF did not identify any GEP course sections with a wide cost variance.

*Spring 2018*

Prefix and Course Number	Course Title	Section	Total Number of Sections within Course	Req or Rec	Average Cost	Dollar Variance
<b>None</b>						

*Explanation:* UCF did not identify any GEP course sections with a wide cost variance.



- b) **Describe the textbook and instructional materials selection process for general education courses with a wide cost variance among different sections of the same course.**

*Explanation:* UCF did not identify any GEP course sections with a wide cost variance.

- c) **Report the course title(s) and number of section(s) that do not require or recommend the purchase of a textbook(s) and/or instructional material(s).**

**Response:**

See the tables on pages four and five for the GEP courses that did not have required or recommended textbooks or instructional materials.

*Fall 2016*

<b>Course Title</b>	<b>Number of Sections</b>
<b>BSC 2010C:</b> Biology 1	39
<b>CGS 1060C:</b> Introduction to Computers	16
<b>CGS 2100C:</b> Computer Fundamentals for Business	33
<b>CHM 2045C:</b> Chemistry Fundamentals I	20
<b>CHS 1440:</b> Principles of Chemistry	11
<b>COP 3502C:</b> Computer Science I	1
<b>ENC 1102:</b> Composition II	1
<b>FIL 1000:</b> Cinema Survey	2
<b>FIL 2030:</b> History of Motion Pictures	2
<b>MAC 1105C:</b> College Algebra	2
<b>MAC 2311C:</b> Calculus with Analytical Geometry I	3
<b>PHI 2010:</b> Introduction to Philosophy	3
<b>STA 1063C:</b> Basic Statistics Using Microsoft Excel	8
<b>STA 2014C:</b> Principles of Statistics	20
<b>THE 2000:</b> Theatre Survey	1
<b>THE 2020:</b> Survey of Theatre for Majors	1

*Spring 2017*

<b>Course Title</b>	<b>Number of Sections</b>
<b>BSC 2010C:</b> Biology I	32
<b>CGS 1060C:</b> Introduction to Computers	16
<b>CGS 2100C:</b> Computer Fundamentals for Business	35
<b>CHM 2045C:</b> Chemistry Fundamentals I	5
<b>ENC 1102:</b> Composition II	5
<b>ECO 2013:</b> Principles of Macroeconomics	1
<b>FIL 1000:</b> Cinema Survey	1
<b>FIL 2030:</b> History of Motion Pictures	2
<b>FIL 3037:</b> Film History II	1
<b>MAC 2311C:</b> Calculus with Analytical Geometry I	2
<b>PHI 2010:</b> Introduction to Philosophy	1
<b>PHI 2010H:</b> Introduction to Philosophy Honors	1
<b>POS 2041:</b> American National Government	2
<b>STA 1063C:</b> Basic Statistics Using Microsoft Excel	9
<b>STA 2014C:</b> Principles of Statistics	20
<b>PHY 2048C:</b> General Physics Using Calculus I	2

*Fall 2017*

<b>Course Title</b>	<b>Number of Sections</b>
<b>AMH 2010:</b> U.S. History: 1492-1877	1
<b>AST 2002:</b> Astronomy	1
<b>BSC 2010C:</b> Biology I	37
<b>CGS 1060C:</b> Introductions to Computers	11
<b>CGS 2100C:</b> Computer Fundamentals for Business	31
<b>CHM 2045C:</b> Chemistry Fundamentals I	20
<b>FIL 2030:</b> History of Motion Pictures	2
<b>GEO 2370:</b> Resources Geography	1
<b>MAC 1105C:</b> College Algebra	2
<b>MAC 2311C:</b> Calculus with Analytical Geometry	2
<b>PHI 2010:</b> Introduction to Philosophy	3
<b>PHY 2053C:</b> College Physics I	1
<b>STA 2014C:</b> Principles of Statistics	20
<b>THE 2000:</b> Theatre Survey	2
<b>THE 2020:</b> Survey of Theatre for Majors	1

*Spring 2018*

<b>Course Title</b>	<b>Number of Sections</b>
<b>AST 2002:</b> Astronomy	1
<b>BSC 2010C:</b> Biology I	34
<b>CGS 1060C:</b> Introduction to Computers	16
<b>CGS 2100:</b> Computer Fundamentals I	35
<b>ENC 1102:</b> Composition II	7
<b>EUH 2001:</b> Western Civilization II	1
<b>FIL 2030:</b> History of Motion Pictures	2
<b>HUM 2210:</b> Humanistic Tradition I	2
<b>HUM 2230:</b> Humanistic Tradition II	1
<b>MAC 2311C:</b> Calculus with Analytical Geometry I	3
<b>PHI 2010:</b> Introduction to Philosophy	1
<b>PHY 2048C:</b> General Physics Using Calculus I	2
<b>STA 2014C:</b> Principles of Statistics	20
<b>WOH 2012:</b> World Civilization I	1
<b>WHO 2022:</b> World Civilization II	1

- d) **What measures, if any, are being taken by the university to reduce wide cost variance among different sections of the same general education course?**

**Response:**

UCF focuses on providing faculty members with data and options that allow them to make informed decisions when selecting course materials. Using the Barnes & Noble FacultyEnlight system, faculty members can research textbooks and instructional materials and estimate the cost to students. They can make selections that are affordable to students and support learning outcomes.

In an ongoing series of communications, the provost asks faculty members to be deliberate when selecting course materials. The provost reminds them that this is their opportunity to help their students make a college education affordable.

Additionally, UCF and Barnes & Noble work to create innovative pricing options for students, such as the new Price Match Program and tiered rental programs.

- e) **Describe the textbook and instructional materials selection process for general education high enrollment courses.**

*Methodology: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Provide the number of courses (n) reported on.*

**Response:**

In fall 2017, UCF had 91 high enrollment GEP courses and 157 in spring 2018. A faculty committee, course coordinators, or individual faculty members select textbooks and instructional materials for specific GEP course sections.

**2) Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials for General Education Courses**

- a) **Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.**

**Response:**

UCF's bookstore offers several cost saving choices that enable students to select the purchasing options that meet their needs.

**Price Match Program**

Students compare the cost of course materials at off-campus bookstores (e.g., BN.com, Amazon, and local bookstores). If they find course materials at a lower price, UCF's bookstore, Barnes & Noble, will match it. This program is also more convenient for students; they don't need to wait for materials to ship or leave campus to pick them up.

**Rental Program**

This program allows students to rent new or used textbooks. It provides an affordable option and convenience. Students can purchase textbook rentals in-store or online with any form of tender; highlight text and make notes on pages; keep books until finals are over; and return books at the bookstore or through the mail. On average, the cost savings for rental books is 70 to 80 percent.

**Used Course Materials Option**

Students also have the option to purchase used textbooks through UCF's Cash for Books program. At the end of each semester, students can sell their books back to Barnes & Noble for cash. Depending on the condition, students can receive up to 50 percent of the new textbook price. The bookstore closely reviews course information to identify those materials that may be used again. The bookstore then notifies students who have purchased those titles that their books can be sold back to the store. As a result, next year's students are able to purchase these used books at a discounted price, giving all students the opportunity to save money through used textbooks. Eighty-five percent of all titles are available for purchase at all of UCF's campuses.

**Digital Option**

Digital textbooks allow students to save up to 60 percent and stay on the cutting-edge when it comes to digital learning materials. The bookstore's digital offerings were also designed with convenience in mind, allowing students to purchase using any form of tender and access these materials immediately following their purchase or digital rental. To optimize the digital experience, the bookstore offers the newly released Yuzu™ Web, iOS® and Android™ apps. Nearly forty percent of textbooks are currently offered in a digital format.

- b) With implementation of the initiatives, has there been any reduction in cost of textbooks and instructional materials to the students? If there has been a reduction in cost, what is the average cost savings? Describe the average cost savings comparing fall semester to fall semester and spring semester to spring semester.

**Response:**

Through price match, textbook rentals, used course materials, and digital options, student savings are as follows:

Term	Savings Amount	Savings Percentage
Fall 2016	\$2,256,922	16.7 percent
Fall 2017	\$2,685,439	19 percent
Spring 2017	\$2,496,922	18.5 percent
Spring 2018	\$2,450,784	17.8 percent

In fall 2017, textbook rentals were available for 79 percent of textbook titles; 80.1 percent were available in fall 2016. The rental availability for spring 2018 was 78.9 percent and 81 percent in spring 2017.

In fall 2017, a digital option was available for 41.2 percent of titles, 40.1 percent in fall 2016. In spring 2018, 38.7 percent of textbook titles were available digitally, 39.1 percent in spring 2017.

- c) With implementation of the initiatives, describe any reduction in cost variance among different sections of the same general education course. Describe the reduction in cost variance comparing fall semester to fall semester and spring semester to spring semester.

**Response:**

UCF saw a \$312.03 reduction in cost variance in General Physics Using Calculus I (PHY 2048C, section 202) from fall 2016 to fall 2017. There were no wide cost variances in spring 2017, fall 2017, and spring 2018.

### 3) University Policies for the Posting of Textbooks and Instructional Materials

- a) Describe policies implemented to ensure the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class. For course sections that require or recommend textbooks and/or instructional materials based on student individual needs (e.g. audition/performance, directed independent study,

**research topic) that may miss the posting date, please reference these as exceptions in 3(d).**

**Response:**

UCF's Regulation 2.032 Textbook Adoption was amended on July 15, 2016, to align with the amended Section 1004.085 of the Florida Statute requiring textbooks or instructional materials to be posted on the bookstore's website 45 days before the first day of class for each term. In support of this regulation, UCF has implemented a Textbook and Instructional Materials Affordability communication timeline (refer to Appendix A), which ensures a timely process for the adoption of textbooks and instructional materials.

In addition, a website allows students to search for required textbooks and instructional materials and makes them aware of the Price Match Program, rental options, and other affordable choices. The website link is:

<https://ucf.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=16552>

- b) Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?

**Response:**

Since the implementation of the Textbook and Instructional Materials Affordability communication timeline, UCF has seen a significant improvement in the adoption of textbook and instructional materials by the 45-day deadline.

Semester	Adoption Rate
Fall 2016	76 percent
Fall 2017	85 percent
Spring 2017	89 percent
Spring 2018	97 percent

- c) Report the number of course sections and the total percentage of course sections that were able to meet the textbook and instructional materials posting deadline for the academic year. Note: A course section is in compliance if all textbooks and instructional materials in the course section have been entered by the deadline.

**Response:**

Year	Date		# of Courses	Percent
2017	Fall			
	Total			
	1 <sup>st</sup> Day	08/21/2017	5557	91 percent
	45-Day	07/07/2017	5153	85 percent
2018	Spring			
	Total			
	1 <sup>st</sup> Day	01/08/2018	5721	98 percent
	45-Day	11/24/2017	5702	97 percent



- d) Report the number of course sections and the total percentage course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year. Provide an explanation as to why the course sections were not able to meet the posting deadline. Note: A course section is not considered in compliance if all textbooks and instructional materials in the course section were not entered by the deadline.

**Response:**

Year	Date		# of Courses	Percent
2017	Fall			
	Total			
	1 <sup>st</sup> Day	08/21/2017	564	9 percent
	45-Day	07/07/2017	968	15 percent
2018	Spring			
	Total			
	1 <sup>st</sup> Day	01/08/2018	129	2 percent
	45-Day	11/24/2017	146	3 percent

- e) Report the number of courses that received an exception to the reporting deadline. Provide a description of the exception(s).

**Response:**

**Fall 2017**

- **CLP 3143-0M50: Abnormal Psychology**  
*Reason: The adjunct faculty member was hired after the deadline.*
- **CLP 3143-0W62: Abnormal Psychology**  
*Reason: The adjunct faculty member was hired after the deadline.*
- **SYO 4400-0W58: Medical Sociology**  
*Reason: The book used for this course had a newer edition published after the deadline. The contents of the newer edition better supported the course's learning outcomes.*
- **SYP 3530-0001: Juvenile Delinquency**  
*Reason: The adjunct faculty member was hired after the deadline.*
- **SYD 3700-0001: Race and Ethnicity**  
*Reason: The faculty member was hired after the deadline.*

- **SYG 2000H-201: Honors Introduction to Sociology**  
*Reason: The faculty member for this course was changed after the deadline.*
- **SYG 2010-0003: Social Problems**  
*Reason: The adjunct faculty member was hired after the deadline.*
- **SYO 3410-0001: Patterns of Mental Health in Society**  
*Reason: The adjunct faculty member was hired after the deadline.*
- **SYP 3520-0001: Criminology**  
*Reason: The adjunct faculty member was hired after the deadline.*
- **SYA 6315-0001: Qualitative Research Methods**  
*Reason: The book used for this course had a newer edition published after the deadline. The contents of the newer edition better supported the course's learning outcomes.*

### **Spring 2018**

- **GEB 4104: Small Business Development**  
*Reason: The faculty member was not aware of the policy. The faculty member has since been made aware of this policy and the need to work with their department to submit the necessary information by the deadline.*



## Appendix A

### Textbook and Instructional Materials Affordability Communication Timeline

Timing prior to start of semester	Audience	Action
105 days	Academic Departments/Schools	<b>Communication 1:</b> Barnes & Noble communicates deadlines and available resources
	College Points of Contact (POCs)  <i>College- and department-level contacts and faculty ambassadors</i>	<b>Communication 2:</b> Textbook coordinator communicates deadlines, resources and other relevant information
100 days	POCs	<b>Communication 3:</b> Vice provost for Teaching and Learning sends reminder email and the courses without books (CWOB) list
75 days	POCs	<b>Communication 4:</b> Vice provost for Teaching and Learning sends reminder email and CWOB list
	All Faculty	<b>Communication 5:</b> Provost sends reminder communication
	POCs and All Faculty	<b>Workshop:</b> Review textbook adoption requirements, critical deadlines, adoption platform (FacultyEnlight) tutorials, opportunity for faculty to submit textbook adoptions
75 - 60 days	Academic Departments/Schools POCs with high CWOB	Textbook coordinator will communicate department-specific courses with outstanding textbook adoptions
60 days	Deans & POCs	<b>Communication 7:</b> Vice provost for Teaching and Learning sends reminder email and CWOB list
60-50 days	Academic Departments/Schools POCs with high CWOB	Textbook coordinator will communicate department-specific courses with outstanding textbook adoptions
<b>50-Day Institutional Deadline</b>		
50-45 days	Academic Departments/Schools POCs and Director/Chair with high CWOB	Textbook coordinator will communicate department-specific courses with outstanding textbook adoptions
<b>45-Day State Mandated Deadline</b>		
45 days	Provost, Deans, POCs	<b>Communication 8:</b> Vice provost for Teaching and Learning shares textbook adoption results

ITEM: **INFO-1**

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

**SUBJECT:** 2017-18 Academic Program Review Results

**DATE:** September 27, 2018

---

For information only.



The 2017-18 Academic Program Review cycle included four colleges, 14 departments, and 48 programs. Attachment A consolidates the strengths, weaknesses, and recommendations for each program.

---

**Supporting documentation:** Attachment A: 2017-18 Academic Program Review Results

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

**Submitted by:** Elizabeth A. Dooley, Interim Provost  
Vice Provost for Teaching and Learning  
Dean, College of Undergraduate Studies and  
Professor, College of Community Innovation and Education

Attachment A



## 2017-18 Academic Program Review Results

### College of Arts and Humanities

#### English Programs

##### Department-level Recommendations

- assure the department's strategic plan aligns with the college's and university's strategic goals and that the plan reflects a clear vision and priorities for the unit and its programs
- review and update the department website to reflect accurate information and current faculty profiles
- explore ways to increase faculty visibility and participation in campus-wide research scholarship, and grant initiatives by identifying faculty fellowships and related funding opportunities
- move the B.A. and M.A. tracks in technical communication from the department of English to Writing and Rhetoric to capitalize on disciplinary synergies

##### English, B.A. (23.0101)

###### Major Changes

- added two new interdisciplinary minors: Digital Humanities and Florida Studies
- reduced credit-hour requirement in five minors (Creative Writing, Linguistics, Literature, Technical Communication, and Medieval and Renaissance Studies) to help students complete a minor with less chance of excess-credit hour charges
- expanded UCF Online offerings (English B.A. program and the minors in Creative Writing, Literature, and Technical Communication)
- added 21 new courses to respond to student demand and diversify the curriculum
- revised prerequisites for over 43 courses across tracks to eliminate obstacles to degree progression

###### Strengths

- engaged, dedicated faculty with a breadth of disciplinary expertise, especially in global literatures, editing, and digital areas
- student satisfaction with the programs
- steady increase in headcount enrollments and degrees awarded
- diverse curriculum across the tracks offering innovative, global, and diversity-focused courses
- multiple opportunities for students to engage in high-impact practices through *The Florida Review* and the *Cypress Dome* as well as local small presses
- online availability of popular technical communication track

###### Weaknesses

- lack of a well-formulated strategic plan
- insufficient recruitment efforts
- insufficient data on alumni placement and employment

Attachment A

Recommendations

- develop a strategic plan that is aligned with college and university goals
- develop an enhanced recruitment plan in consultation with CAH's marketing team
- work with appropriate units to improve collection of alumni data including information on job placement and employer satisfaction

**English, M.A. (23.0101)**

Major Changes

- instituted the annual English Department Symposium, a graduate student conference for English and other graduate students held every spring
- expanded the list of technical communication restricted electives in response to faculty expertise and student interest
- hired new tenure-track graduate faculty in both the Literary, Cultural and Textual Studies and Technical Communication tracks

Strengths

- dedicated faculty committed to student success
- annual English Symposium offers students an opportunity for professionalization through academic conference presentations and scholarly publication
- Technical Communication track is available entirely online—the only such program in Florida
- Technical Communication track's ties with local industry and the Society for Technical Communication that provides internship and employment opportunities for current students and graduates

Weaknesses

- Number of assistantships and stipend amounts are low compared to other peer programs in the state and beyond
- Department website needs to reflect more accurately the program's structure and course content
- Weak recruitment efforts and lagging enrollments

Recommendations

- Explore options to expand graduate student funding opportunities (e.g., external funding through philanthropy and grants to support assistantships)
- Revisit the identity and name of the literary, cultural, and textual studies track following formulation of a strategic plan
- Develop and deploy recruitment strategies to increase graduate headcount

**Creative Writing, M.F.A. (23.1302)**

Major Changes

- established an annual reunion/reception at the Association of Writers and Writing Programs national conference

## Attachment A

- designed new course: “Professional Development for Creative Writers” to focus on four key areas of income sources for program graduates
- replaced the graduate writing workshop with the advanced graduate workshop which better meets student needs
- added a total of four, three-credit hour internships per semester in *The Florida Review* (previously offered two), which allows more graduate students to gain experience in one or two aspects of editing the journal
- offered one three-credit hour per semester internship to a graduate student to gain experience supervising the operations of *The Cypress Dome*, the in-house student literary magazine

### Strengths

- professional development opportunities for students provided through curriculum and internship opportunities with the *Florida Review*, the *Cypress Dome*, and the Literary Arts Partnership
- dedicated faculty members with diverse and creative research interests
- connections with the literary community in Orlando
- student satisfaction with the overall program quality

### Weaknesses

- perceived lack of assistantship support and stipend amounts
- insufficient data on alumni placement and employment
- decreased enrollment of Latinx students

### Recommendations

- explore options to expand graduate student funding opportunities (e.g., external funding through philanthropy and grants to support assistantships)
- assess the viability of extending the M.F.A. program from a two-year degree to a three-year degree, keeping in mind UCF performance metrics to improve graduation rates
- develop and deploy recruitment strategies to increase graduate headcount and student diversity in the program
- investigate developing graduate certificates in editing and publishing and in creative writing and social justice to further enhance the professional development of M.F.A. students

## Florida Interactive Entertainment Academy (FIEA)

### **Unit-level Recommendations**

- expand FIEA’s mission to include research and innovative scholarship
- engage in benchmarking exercises to identify peer institutions with strong research initiatives in serious gaming scholarship and emerging industries
- develop and implement a strategic hiring plan to support research, scholarship, and diversity goals

### **Interactive Entertainment, M.S. (50.0102)**

#### Major Changes

- created lab and specialization opportunities in technical art and production

## Attachment A

- increased research and commercial participation in emerging markets of simulation and medical training
- formalized specializations by creating separate course sequences for each area

### Strengths

- faculty deeply committed to teaching
- nationally recognized program
- collegiality among faculty members, staff members, and students
- strong student placement rate
- strong alumni base

### Weaknesses

- absence of visible research and scholarship component
- lack of tenured or tenure-earning faculty
- missing presence at nationally recognized research-focused gaming conferences

### Recommendations

- expand FIEA's mission to include research and innovative scholarship
- engage in benchmarking exercises to identify peer institutions with a strong research mission in serious gaming scholarship and emerging industries
- develop a strategic plan that responds to UCF's Collective Impact plan and other performance metrics
- establish an expanded industry advisory board to inform decision-making and to enhance program visibility and reputation
- increase gender diversity among faculty and students
- engage FIEA faculty in school and university mentoring programs to enhance engagement with the university
- leverage FIEA's inclusion in the new Nicholson School of Communication and Media to develop mutually beneficial internal and external partnerships and collaborations
- review program scope and consider impacts of emerging innovation outside of commercial gaming
- align with and increase participation in activities and initiatives that are central to UCF's mission

## History Programs

### **Department-level Recommendations**

- assure the department's strategic plan aligns with the college's and university's strategic goals and that the plan reflects a clear vision and priorities for the unit and its programs
- develop a community advisory board
- expand public history activity digitally and in the community to provide students and faculty members with increased research opportunities, applied practices, and creative activities
- prioritize human resource needs and develop a plan that considers hires in strategic areas, including African American history, history of the African diaspora, digital humanities, and museum and archival studies



Attachment A

- work with the college to assess and address space and facility needs, particularly lab space for public and digital history courses
- work with the college, the UCF Foundation, and community partners on funding and other opportunities to professionalize the major (e.g., student research and travel)
- explore additional grant writing opportunities and support for extending these pursuits
- provide clear incentives for faculty members to write, prepare, and submit grant proposals for external revenue
- develop and support promotion pathways from associate to full professor
- increase the presence of the department within the Center for Humanities and Digital Research
- build faculty research profiles by increased visibility at high-profile national and international conferences

**History, B.A. (54.0101)**

Major Changes

- hired director of public history program
- recruited four new faculty members in public history and one staff member to support the program
- fully available online in partnership with UCF Online
- expanded partnerships inside and outside UCF (e.g., Veterans History Program)
- expanded number of internships
- introduced professionalization course for history majors and added regular workshops and events promoting careers in history
- developed RICHES Mosaic Interface, an interactive digital collection of Florida's history, to fully operational status

Strengths

- strong undergraduate program that serves its students well
- dedicated teachers committed to UCF's mission
- undergraduate students engage in research and other high-impact practices (e.g., digital projects, public history efforts, and independent research)
- provide a number of opportunities for students to engage in historical methods and techniques in real-world settings
- excellent time to degree in the program and positive student perceptions regarding the department (e.g., instruction, mentoring, learning outside the classroom)
- the online major is rigorous and highly ranked
- exceptional reputational ranking of UCF's undergraduate public history program
- number of majors has remained constant despite national trend downward in the discipline

## Attachment A

### Weaknesses

- the program's only required course, history and historians, is inadequate to serve the needs of the majors
- assess learning outcomes for professionalizing history majors course and its value in introducing students to historical research methods; consider adding as a required course
- faculty difficulty balancing teaching demands for general education program courses and the major
- limited course offerings in African American history and history of the African diaspora
- class sizes at all levels are too large

### Recommendations

- revisit assessment guidelines for general education program core (e.g., U.S. History: 1877-Present)
- revise the curriculum to implement a two-course sequence, one at the start of the major and one as a capstone, to enhance high-impact practices and professionalization within the field
- increase emphasis and coordination of signature experience opportunities (internships, experiential learning, research-intensive activities, study abroad) so that every graduating student has a high-impact experience
- integrate the curricular and cocurricular activities of Africana Studies and Judaic Studies into the history major
- decrease the reliance on adjuncts and increase full-time faculty participation and visibility in general education program or "gateway" courses

## **History, M.A. (54.0101)**

### Major Changes

- hired director of public history program
- recruited four new faculty members in public history and one staff member to support the program
- expanded partnerships inside and outside UCF (e.g., Veterans History Program)
- expanded number of internships
- developed RICHES Mosaic Interface, an interactive digital collection of Florida's history, to fully operational status
- added courses in public history and partnered with an interdisciplinary certificate in geographic information systems
- revised advising and mentoring system

### Strengths

- strong focus on public and digital history, Florida history, and local and community history
- committed graduate faculty dedicated to student mentoring

Attachment A

- variety of opportunities for experiential learning in classes, through internships, and on faculty-led research projects
- integrated courses into the GIS graduate certificate program
- rigorous program that successfully prepares students for doctoral programs and jobs in public history fields

Weaknesses

- lack of student funding through research and teaching assistantships and tuition waivers
- time to degree is too long
- no clear path for those seeking careers in teaching at the secondary or community-college levels
- lack of courses in museum studies and archival techniques
- diversity of students in the program does not align with the diversity of UCF's overall student population

Recommendations

- consider revising skill-oriented graduate courses to split-level offerings for both graduate and undergraduate students
- examine and revise program mission and curriculum in light of strategic planning outcomes
- build on ties with Texts and Technology and other cognate degree programs to coordinate or cross-list courses
- pursue partnerships with other institutions to improve internship and skill development opportunities; build networks for future student employment opportunities, and encourage a more diverse applicant pool

Modern Languages and Literatures Programs

**Department-level Recommendations**

- create a departmental strategic plan that aligns with the university and college mission and goals
- develop and implement strategic recruitment and alumni tracking plans for each program
- create a strategic hiring plan to support research, scholarship, and diversity goals
- develop and implement a faculty workload plan and incentives that addresses college and departmental needs and goals
- explore partnerships with other appropriate units on campus to maximize available resources and synergies
- explore new industry and community partnerships
- pursue National Endowment for the Humanities summer institute funding
- clarify mentoring process to articulate best practices for and expectations of mentors
- work with appropriate units (e.g., alumni relations, college dean's office) to improve systematic collection of alumni information, including information on job placement and employer satisfaction

Attachment A

**French, B.A. (16.0901)**

Major Changes

- hired one lecturer and three visiting instructors/lecturers
- added a course in linguistics

Strengths

- program objectives align with university mission
- dedicated faculty poised to update program offerings, particularly Francophone studies and linguistics
- solid number of majors in spite of national trends to the contrary

Weaknesses

- insufficient data regarding alumni placement and employment
- no placement exam currently to address students with varying levels of competency
- lack of ongoing program recruitment
- limited engagement between faculty and students outside the classroom
- insufficient opportunities for student undergraduate research and student–faculty collaboration on research activities

Recommendations

- establish appropriate enrollment targets; develop and implement a recruitment plan to achieve enrollment targets
- cultivate sense of community among students and between students and faculty by increasing opportunities for interaction outside the classroom
- increase focus on Creole and Francophone studies through strategic hires and curricular modifications
- develop signature experiences for majors
- explore ways to incentivize undergraduate research and faculty–student research collaboration
- implement placement exam to better align students with appropriate courses
- require exit interviews for all majors and update existing exit exam to make it a more meaningful reflection of student outcomes
- continue to develop certificate programs in French and Francophone studies

**Latin American Studies, B.A. (05.0107)**

Major Changes

- not applicable—new program as of 2011

Strengths

- dedicated, accessible faculty members

Attachment A

- program is well positioned to support departmental and UCF goals, especially in light of the university's recent designation as a Hispanic-Serving Institution
- recent migration of program into Modern Languages and Literatures is mutually beneficial
- major and minor are offered fully online

Weaknesses

- insufficient data on alumni placement and employment
- lack of ongoing program recruitment
- absence of permanent, full-time program coordinator
- insufficient involvement with the local community, including lack of community-based internships
- advisory committee missing representation from departments in which electives are offered

Recommendations

- establish appropriate enrollment targets; develop and implement a recruitment plan to achieve enrollment targets
- identify and appoint a full-time program coordinator
- hire an additional tenure-track faculty member to support the program and expand community engagement (possibly a joint hire with the social sciences)
- re-activate a formal Latin American studies advisory board
- expand the scope of the program to include Francophone studies, African diaspora studies, and Caribbean studies, as well as Latinx studies

**Spanish, B.A. (16.0905)**

Major Changes

- hired two tenure-track faculty members with specialties in linguistics and Latin American literature
- expanded offerings in linguistics
- new spring break immersion experience in Cuba, which includes for-credit course during semester
- revised translation/interpretation certificate to include internship
- developed new certificates in Spanish for the legal world and Spanish for health professionals, both with a service-learning component

Strengths

- dedicated faculty with necessary range of disciplines and strong research profiles
- strong sense of community among students and faculty
- certificate offerings that connect student learning to a range of professions

Weaknesses

- insufficient data on alumni placement and employment

## Attachment A

- lack of ongoing program recruitment
- insufficient community engagement
- minimal interdisciplinary activity
- limited study abroad program, focusing on Spain
- no placement exam currently to address students with varying levels of competency

### Recommendations

- establish appropriate enrollment targets; develop and implement a recruitment plan to achieve enrollment goals
- seek community engagement opportunities
- increase interdisciplinary collaboration within department, college, and university
- explore study abroad opportunities in the Spanish Caribbean, Mexico, and Central and South America
- implement placement exam to better align students with appropriate courses
- explore the feasibility of establishing a 4+1 B.A. to M.A. program and consider a combination B.A. with Latin American studies majors
- establish an accelerated track for native speakers
- consider developing cultural-content courses to be taught in English for the major and minor

## **Spanish, M.A. (16.0905)**

### Major Changes

- hired two tenure-track faculty members with specializations in linguistics and Latin American literature to enhance the two distinct tracks within the program

### Strengths

- dedicated, collegial faculty
- high level of student satisfaction with the program
- comprehensive offerings in Spanish linguistics, literature, and culture

### Weaknesses

- insufficient data on alumni placement and employment
- lack of ongoing program recruitment
- curriculum does not fully align with stated program goals
- limited international opportunities for graduate students
- lack of alignment for smooth transition from the Spanish B.A. into M.A.
- limited funding for graduate students

### Recommendations

- establish appropriate enrollment targets; develop and implement a recruitment plan to achieve enrollment targets
- align curriculum to stated goals, taking greater advantage of faculty expertise in U.S. Hispanic studies

Attachment A

- pursue international opportunities for graduate students such as short-term study abroad programs
- explore the feasibility of establishing a 4+1 B.A. to M.A. program
- seek additional funding for graduate student support
- develop a strategic hiring plan for faculty to teach in both TESOL and Spanish M.A. programs
- consider establishing an online or hybrid Spanish M.A.

**Teaching English to Speakers of Other Languages, M.A. (13.1401)**

Major Changes

- hired one tenure-track faculty member
- additional graduate courses added to curriculum

Strengths

- dedicated, collegial faculty members with strong range of disciplinary expertise
- high level of student satisfaction with the program
- productive collaboration with Ph.D. in Education TESOL track in the College of Community Innovation and Education
- number of students is healthy and enrollment is stable

Weaknesses

- insufficient data on alumni placement and employment
- lack of ongoing program recruitment
- faculty does not have a strong enough presence on campus and are not sufficiently aware of all available opportunities and support systems

Recommendations

- establish appropriate enrollment targets; develop and implement a recruitment plan to achieve enrollment goals
- increase faculty activity in developing strategic partnerships within the university and in the community
- develop a strategic hiring plan for faculty members to teach in both TESOL and Spanish M.A. programs
- coordinate with the English Language Institute to consider establishing an MOU under which the institute would fund GTAs to teach
- evaluate the feasibility of creating an applied linguistics track

**Philosophy Programs**

**Department-level Recommendations**

- assure the department's strategic plan aligns with the college's and university's strategic directions and priorities and that it includes a clear mission and goals for the unit and its programs

Attachment A

- prioritize human resource needs and develop a hiring plan that considers priorities as well as the appropriate faculty mix (e.g., full-time versus part-time; tenure track versus non-tenure track; academic versus professional preparation; areas of specialization; faculty–student ratio)
- improve visibility and reputation by investigating renaming the department, potentially adding the department name to its current building, establishing an online recruitment presence through website and social media, and increasing visibility through interdisciplinary teaching and research
- develop and implement a faculty workload plan and incentives that address college and department needs and goals; consider demands and aspirations for instruction and scholarly and creative activity
- assess the current advising structure, determine needs, and adjust as appropriate to enhance student success
- implement high-impact practices, specifically signature experiences, through internships and/or community partnerships

**Humanities and Cultural Studies, B.A. (24.0103)**

Major Changes

- name changed to Humanities and Cultural Studies, which required increasing advanced level requirements, eliminating restricted electives, and designating the senior research seminar as a capstone course
- core requirements were restructured in response to state-wide changes in the general education program
- hired three faculty members

Strengths

- faculty commitment to teaching excellence and innovative pedagogies
- global focus of courses and curriculum
- nontraditional approach to the humanities
- commitment to interdisciplinarity
- curriculum emphasis on critical thinking and analysis
- student satisfaction

Weaknesses

- unclear program goals and objectives
- minimal offering of upper-level humanities courses
- number of dwindling majors
- inadequate student advising
- connecting skills in classroom to employment
- faculty research profile
- lack of faculty members dedicated to the program and its majors

Recommendations

- evaluate the viability of continuing the program
- address student perceptions that faculty are inaccessible outside of the classroom



Attachment A

- assess the current advising structure, determine needs, and adjust as appropriate to enhance student success
- work with marketing to allocate resources to advertising the program, if determined viable
- explore the development of a committee to investigate the creation of an interdisciplinary graduate program

**Philosophy, B.A. (38.0101)**

Major Changes

- hired three tenure-track faculty members; one was a new joint appointment with the College of Medicine; one was a new joint appointment with texts & technology; and the third was a replacement position in philosophy and cognitive sciences
- restructured the basic level of the major due to changes in the general education program
- developed a three-year pathway to align with the 3+3 UCF-FSU Law School program
- revised department faculty advising to focus on different areas of emphasis (e.g., ethics, preparing for graduate study or law school) and conjoining studies (e.g., a minor in cognitive sciences)

Strengths

- dedicated and talented faculty members committed to teaching excellence
- ethics and cognitive sciences emphases
- successful Ethics Bowl is an effective recruitment tool

Weaknesses

- inadequate student advising
- continued decline of the major numbers
- limited ethnic diversity

Recommendations

- address dwindling number of majors and develop plan to reverse the trend
- increase undergraduate research opportunities for majors
- promote and continue to build on Ethics Bowl success
- explore the development of a certificate in bioethics and STEM ethics
- capitalize on potential to contribute to planned M.A. in cognitive sciences

**Religion and Cultural Studies, B.A. (38.0201)**

Major Changes

- major name was changed to religion and cultural studies
- program now available fully online
- restructured the basic level core requirements in response to state-wide changes in the general education program
- hired three faculty members

## Attachment A

### Strengths

- dedicated and talented faculty members committed to teaching excellence
- coherent, streamlined major that prepares students for graduate or divinity school
- extensive number of online courses
- active religious studies student organization

### Weaknesses

- lack of focus on undergraduate research experiences
- inadequate student advising
- inadequate program and faculty visibility
- poor placement rates for graduates relative to disciplinary trends at other public research universities
- insufficient alumni tracking and alumni relations
- limited student professional development opportunities

### Recommendations

- use new religion studies club as a vehicle for increased interaction with external religion programs
- increase research and professional development opportunities for students
- develop a plan to improve student advising services
- evaluate methods to improve placement rates for graduates

## Texts and Technology Program

### **Unit-level Recommendations**

- not applicable- program housed in the dean's office

### **Texts and Technology, Ph.D. (23.1303)**

#### Major Changes

- program relocated from an individual department to the College of Arts & Humanities' Dean's Office to ensure the program's interdisciplinary trajectory
- five areas of specialization have been defined to assist students in focusing their research, as well as assisting employers in understanding the nature of a terminal interdisciplinary degree in texts and technology
- faculty now includes an additional 20 core faculty members from other departments beyond English and writing and rhetoric, including philosophy, history, and the School of Visual Arts and Design and the School of Communication and Media.
- program has implemented requirements for students to publish and to engage in other professional activity (conferences, grants, internships, etc.) before graduation
- program hired its first dedicated full time faculty member and three dedicated half-time faculty members

## Attachment A

### Strengths

- strong interdisciplinary focus
- collegial and dedicated faculty members
- dedicated alumni base

### Weaknesses

- name not well understood by established disciplines
- low enrollment in elective courses impacts efficient use of instructional resources
- lack of summer funding for students

### Recommendations

- align program's strategic plan with college and university goals (e.g., Collective Impact, Challenge 2020, state performance metrics)
- continue to develop and implement recruitment and enrollment strategies to meet the program's Challenge 2020 goals
- address administrative and support structures
- review curriculum and schedules, including internship and technology requirements, and make appropriate adjustments
- actively support students and faculty members in developing grant proposals, and engage in collaborative projects through the Center for Humanities and Digital Research
- benchmark competitive program funding models and make recommendations for consideration
- develop approval process for alternative dissertations
- continue efforts to build relationships with scholars at institutions outside the United States to increase our profile and enrollment of international students

## Writing and Rhetoric Programs

### **Department-level Recommendations**

- continue to develop a departmental plan that aligns with the college's and university's strategic directions and priorities and includes a clear vision and goals for the unit and its programs
- develop a plan to address space, equipment, and facilities needs, specifically technology-rich teaching or lab spaces
- revise Annual Evaluation Standards and Practices (AESP) to better connect with promotion and tenure guidelines
- develop and support promotion pathways from associate to full professor and revise department criteria for promotion from associate to full professor
- review appropriateness of the M.A. program's current CIP designation
- move the B.A. and M.A. in technical communication tracks from English to Writing and Rhetoric to capitalize on disciplinary synergies

### **Writing and Rhetoric, B.A. (23.1304)**

#### Major Changes

- not applicable- new program as of 2014

Attachment A

Strengths

- dedicated and collegial administrative team
- successful student ambassadors supports undergraduate majors
- high-impact opportunities through Knights Write Showcase, an annual showcase of first-year composition student writing, and the DWR Symposium, an annual showcase of upper-division student writing and research, internships, service-learning courses, etc.
- growing number of graduates in this relatively new program

Weaknesses

- lack of technology-rich classroom and lab space
- tension between demand for general education program (GEP) classes and growing demand for courses supporting the B.A.
- not enough tenure-line faculty members teaching GEP classes regularly
- class size at all levels is larger than national standards

Recommendations

- investigate technology fee proposal for technology to support B.A. classes
- develop course rotation plan for B.A. classes
- rotate additional tenure-line faculty into GEP teaching
- increase efforts to support high-impact opportunities and the student ambassador program

**Rhetoric and Composition, M.A. (23.0101)**

Major Changes

- not applicable- new program as of 2011

Strengths

- strong commitment to mentoring and supporting graduate students
- small class size allows for deep focus on writing and learning
- theses are well researched and well written and contribute to the field
- strengths in social justice advocacy, civic and community engagement, and digital writing and rhetoric

Weaknesses

- lack of technology-rich classroom and lab space
- curriculum lacks cohesion, needs updating, and fails to reflect department values
- stagnant enrollment numbers
- lack of guidance and support for students around thesis requirements
- curriculum mainly serves audience of students seeking Ph.D. programs rather than a local audience of current teachers

Attachment A

Recommendations

- investigate technology fee proposal to support M.A. classes' technology needs
- update curriculum, entrance requirements, and exit requirements
- create additional professionalization opportunities for M.A. students, particularly the local teacher population
- redesign marketing materials, including department website, flyers, and brochures
- increase efforts to market to prospective students, particularly local populations

## Attachment A



## 2017-18 Academic Program Review Results

### College of Nursing

#### College-level Recommendations

- develop and implement a plan to address current and anticipated human resource needs that aligns with strategic planning priorities, considers the appropriate faculty mix, and takes into account current and future resources
- explore options to meet space needs and support evolving collaborative research with the goal of space at the Health Science Campus at Lake Nona
- consider opportunities for offering postdoctoral experiences
- explore ways of increasing funding sources for additional endowed chair positions
- increase national and international profile of health care simulation programs (e.g., potential creation of health care simulation center)
- improve national exposure of nursing leadership and management options at both master's (M.S.N.) and doctoral (D.N.P.) levels

#### Nursing, B.S.N. (51.3801)

##### Major Changes

- incorporated additional simulation and cutting-edge technology into the prelicensure curriculum
- updated clinical advisory board membership for all campuses
- revised community and public health content in the undergraduate curricula according to the students' level in the program and reduced redundancy/overlap in content.
- developed partnership with local hospital to increase student enrollment in the R.N. to B.S.N. post-licensure program
- added interprofessional education (IPE) curricular components with medicine, social work, physical therapy, and nursing

##### Strengths

- pass rates for prelicensure students taking the National Council Licensure Examination (NCLEX)
- High rate of Honors in the Major participation among prelicensure students
- first time in college (FTIC) first year retention
- service-learning courses
- concurrent, dual enrollment program in partnership with state colleges

##### Weaknesses

- competition for students interested in post-licensure programs
- student demand outpaces faculty and space resources
- insufficient opportunities for interprofessional education

Attachment A

Recommendations

- develop a strategy to differentiate and market program from potential competitors (e.g., enhancing the post-licensure RN-BSN course work)
- continue to work with administration to identify opportunities for increasing classroom and laboratory space
- increase the number of study abroad or other international/global activities to enhance student understanding of global health
- identify innovative strategies and partnerships to facilitate clinical teaching needs
- identify opportunities for expansion of interprofessional education across disciplines

**Nursing, M.S.N. (51.3801)**

Major Changes

- developed and implemented a new track in Nursing and Healthcare Simulation
- discontinued the Clinical Nurse Leader track
- moved the nurse practitioner track to the Doctor of Nursing Practice (D.N.P.) degree program
- incorporated standardized patient experiences into education of those in the M.S.N. and D.N.P. nurse practitioner tracks to increase skill level

Strengths

- program tracks are offered in well-established, online delivery mode
- new online track in health care simulation is one of only a few offered nationwide
- the nursing leadership and management program meets local and regional demand
- student access to certified content experts

Weaknesses

- competition for students in the region
- insufficient number of faculty members to support the growing leadership and management track

Recommendations

- continue to monitor enrollment trends, including student demographics
- market signature programs, such as health care simulation and leadership and management
- recruit faculty members with expertise in leadership and management
- collect data from clinical partners to determine their needs and whether curricular changes should be made (e.g., survey)
- encourage industry leaders serving on clinical advisory boards to support the program's various needs (e.g., tuition assistance for students)

**Nursing, Ph.D. (51.3808)**

Major Changes

- revised curriculum plan to enhance research training and facilitate timely completion of degrees

## Attachment A

- changed to online delivery of courses with regular synchronous classes and face-to-face intensives held twice per year
- developed a curriculum plan for a B.S.N. to Ph.D. option
- changed progression policy requiring a tighter timetable from candidacy to dissertation defense

### Strengths

- Nurse Faculty Loan Program and Jonas Scholars Program have helped students finance their education and raise the overall profile of the program
- well-qualified and engaged faculty members
- benchmarks in the annual student evaluation process facilitate timely program completion
- course availability and modality

### Weaknesses

- junior faculty are unprepared to mentor doctoral students through dissertation completion
- competition for students in the region/state
- not all students have been successful on the first attempt candidacy examination

### Recommendations

- develop a faculty mentoring process to train newer faculty members to guide students through dissertation process
- explore internal and external opportunities to enhance student financial support (e.g., scholarship funding) to encourage full-time enrollment
- construct a curricular crosswalk for content that coincides with consistently weak performance on candidacy exams, and revise curriculum content or delivery as appropriate
- continue to highlight and broaden health care simulation as a research area and recruitment tool for new students

## **Nursing Practice, D.N.P. (51.3818)**

### Major Changes

- added Nurse Executive Post M.S.N. D.N.P. using an online model with twice yearly intensives on campus
- implemented Adult-Gerontology Acute Care Nurse Practitioner D.N.P. track
- revised B.S.N. to D.N.P. curricula for nurse practitioner preparation and removed M.S.N. “along the way” option

### Strengths

- standardized patient experiences for nurse practitioner preparation have been imbedded into the curriculum to enhance student learning
- a full-time clinical placement coordinator assists with clinical placements for primary care nurse practitioner courses
- diverse geographic student backgrounds
- strong placement rates for graduates
- course availability and modality



Attachment A

Weaknesses

- limited interprofessional experiences
- insufficient laboratory and classroom space
- increased faculty demand to mentor Doctor of Nursing Practice student projects

Recommendations

- investigate innovative and creative options for enhancing interprofessional education, such as collaboration with undergraduate experiences in community sites
- continue to monitor clinical placement needs
- explore options to meet space needs; work with the facilities scheduler across departments to ensure scheduling of clinical laboratory experiences
- refine student advising for the growing number of students with project guidance needs; encourage clinical sites to establish a list of ongoing project needs the students can select from for their projects
- work with college marketing personnel to develop content for the website; leverage the visibility of advisory board members to assist in explaining differences between the PhD and DNP in the university community
- identify strategies for recognizing and rewarding clinical preceptors
- promote options for completion of a DNP to PhD

Attachment A



## 2017-18 Academic Program Review Results

### College of Sciences

### Anthropology Programs

#### Department-level Recommendations

- develop new departmental strategic plan that includes new doctoral program
- explore options to meet space needs (research and teaching labs, faculty offices, student space and private graduate teaching assistant and associate offices)
- develop a leadership succession plan at the administrative and program coordination levels
- develop and implement a plan to address current and anticipated human resource needs that aligns with strategic planning priorities, considers the appropriate faculty mix, and takes into account current and future resources

#### Anthropology, B.A. (45.0201)

##### Major Changes

- created a fully online major
- increased the number of options for minors and certificates
- hired seven new tenure-earning faculty members, which have significantly strengthened program specializations in medical anthropology, archaeology, geographical information systems, and geographic focus in Latin America
- developed an anthropological sciences track with a focus on methods, high-impact learning, and preparation for graduate school

##### Strengths

- well-defined areas of faculty and curricular focus
- strong and varied opportunities for students to engage in and present on research
- online offering of the degree makes it more accessible to students
- students' perception of an overall experience in the major are very positive

##### Weaknesses

- inadequate space in teaching laboratory impacts student progress to degree

##### Recommendations

- develop a plan for teaching laboratory needs
- develop a strategy to continue to grow undergraduate enrollment, particularly in light of the Ph.D. program
- work with appropriate units to improve the collection of alumni information, including placement information and employer satisfaction

Attachment A

**Anthropology, M.A. (45.0201)**

Major Changes

- added an annual semester long writing workshop each fall for M.A. students
- added course in quantitative research
- suspended the Maya certificate in response to faculty changes
- created faculty M.A. program advisory committee
- hired seven new tenure-earning faculty, strengthening sub-discipline areas of medical anthropology, archaeology, geographical information systems, and geographic focus in Latin America
- modified of annual M.A. assessment tool significantly to elucidate granular data
- supported development of Graduate Anthropology Association
- increase in faculty external funding led to greater number of funded graduate research assistantships
- secured dedicated anthropology teaching classroom for graduate labs
- increased graduate stipends substantially
- reduced tenured/tenure-earning faculty teaching load to 2-2 to allow for greater research productivity

Strengths

- time to degree average of seven semesters
- high level of peer-to-peer learning
- high-quality faculty mentoring

Weaknesses

- diversity of student body
- space limitations (only one departmental teaching lab) could hinder course availability, and the ability to expand local library collections and introduce new specialized courses

Recommendations

- evaluate the relationship between M.A. and new Ph.D. to avoid duplication in course work
- emphasize hiring diverse faculty to provide role models for students
- develop plan for additional instructional space utilization, should it become available

**Nicholson School of Communication Programs**

**School-level Recommendations**

- identify and pursue additional opportunities for interdisciplinary faculty collaborations in teaching, research, and service
- explore ways of increasing extramural research and funding
- develop and implement a plan to address current and anticipated human resource needs that aligns with strategic planning priorities, considers the appropriate faculty mix, and takes into account current and future resources

Attachment A

- consider establishing a community liaison position to facilitate faculty connections with the local community and businesses and to identify high-impact experiences in niche areas for students in each major
- update strategic plan in the context of the new school
- consider revisions to and alignment of academic programs to suit the new urban context it will now share with the Orlando community
- work with central administration to ensure all school programs are promoted at the main campus to help avoid enrollment declines due to move

**Advertising/Public Relations, B.A. (09.0903)**

Major Changes

- changed core requirements to make visual communication a required course
- formalized advertising-public relations advisory board
- hired several high impact faculty members which have enhanced the curriculum

Strengths

- diverse student population with highly employable skill set
- robust alumni network and program advisory board that supports student opportunities with programming, internships, and job placement
- one hundred percent student pass rate of student Accreditation in Public Relations (APR) certification through April 2015

Weaknesses

- insufficient full-time faculty to support student, program, and industry need
- unclear sequencing of course requirements
- limited student engagement in and opportunities for undergraduate research
- insufficient opportunities for students to develop skills in data analytics and video/immersive storytelling
- unable to meet student program and course demand

Recommendations

- map curriculum and consider revising program to address course mix, availability, and content (e.g., data analytics and video/immersive storytelling); integrate immersive learning experiences
- explore and include additional opportunities for research and experiential learning in the major
- develop a plan that identifies resources needed to increase student capacity
- ensure students regularly have an opportunity to sit for advertising/public relations student certification
- explore the possibility and benefit of pursuing accreditation by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)
- develop a program specific plan to increase number of tenured/tenure-earning faculty with industry experience

Attachment A

**Communication and Conflict, B.A. (09.0101)**

Major Changes

- not applicable— new program as of 2015

Strengths

- program responds to community needs
- niche program area desirable to employers
- online degree offering makes it more accessible to students

Weaknesses

- student demand outpaces faculty resources

Recommendations

- develop a plan to promote program and gain recognition to compete regionally and nationally
- monitor first student cohort groups with attention to graduation rates, learning outcomes, and assessment
- review and assess curriculum for possible revisions

**Human Communication, B.A. (09.0101)**

Major Changes

- the interpersonal/organizational communication name was changed to human communication to conform with other programs in the discipline
- course in exploring human communication was added to the core curriculum to provide students with an overview of the discipline and exposure to instructors in the program
- revised leadership through oral communication and argumentation and debate courses with an emphasis on public speaking and National Communication Association core competencies

Strengths

- sufficient faculty to support student demand
- diverse student population
- relevant, experiential, and research-based courses
- student access to high-impact learning experiences including undergraduate research, Honors in the Major, debate (including competitive speech), and global activities (including study abroad and student exchange)

Weaknesses

- concerns that the move downtown will reduce the number of majors and produce unmet staffing needs
- lack of culminating applied and tangible student work products

Recommendations

- identify appropriate high-impact learning experiences with corresponding work products required of all majors
- consider additional ways to increase global communication and intercultural initiatives

Attachment A

- explore instituting well-defined tracks to organize areas of emphasis

**Journalism, B.A. (09.0401)**

Major Changes

- merged print journalism and broadcast journalism with a single multi-media core of courses
- created NSM Today (Nicholson Student Media) and the print-based capstone course
- added a graduation portfolio for broadcast journalism students
- infused a greater emphasis on diversity throughout the curriculum (e.g., creation of Hispanic/Latino Media certificate)

Strengths

- faculty with industry and professional experience and connections
- Knightly Latino, Nicholson Student Media Today, Knightly News, and other media initiatives provide immersive experience and skills that employers seek

Weaknesses

- student demand outpaces faculty resources
- cultural diversity and global context of discipline are not represented in program learning goals
- limited student engagement in and opportunities for undergraduate research

Recommendations

- map core curriculum and consider streamlining program to address additional foci of cultural diversity and global context in learning goals; ensure basic content is delivered (e.g., newsgathering, writing, law and ethics, and history, with foundational instruction in media and digital literacy)
- explore and include additional opportunities for research and experiential learning in the major
- develop and implement a plan to improve program profile and reputation, including incentivizing ongoing professional development for faculty
- explore the possibility and benefit of pursuing Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) accreditation

**Radio/Television, B.A. (09.0701)**

Major Changes

- established a curriculum advisory board to collaborate with industry professionals on upcoming curriculum re-design
- re-structured mass media research methods and incorporated a student portfolio component
- created collaboration opportunities between the film department and radio/TV program
- developed a more formalized communication path between program and alumni relations to ensure data sharing

Strengths

- students benefit from major media market placement via internships, speakers, and programming

Attachment A

- intense student involvement in hands-on learning experiences via Knightly News and other student-run media

Weaknesses

- potentially limited curricular focus on technical skills as opposed to higher-order critical thinking about media literacy, management, messaging, storytelling, ethics, etc.
- cultural diversity and global context of discipline are not represented in program learning goals
- limited student engagement in and opportunities for undergraduate research

Recommendations

- map core curriculum to ensure critical thinking and interdisciplinarity are addressed; consider streamlining program to address additional foci of cultural diversity and global context in learning goals
- explore and include additional opportunities for research, service-learning, and experiential learning in the major
- develop a financial plan to address the costs of sustaining technology, equipment, and facilities
- revise assessment outcomes given the removal of the broadcast journalism track
- develop and implement a plan to improve program profile and reputation, including incentivizing ongoing professional development for faculty
- explore the possibility and benefit of pursuing accreditation by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)

**Communication, M.A. (09.0102)**

Major Changes

- revised student plan of study so that courses are taken in a specific sequence
- created an equitable load policy for assigning courses based on research productivity
- developed a new procedure for the comprehensive examination culminating experience and a proposal for a professional project as a third alternative for a culminating experience

Strengths

- faculty are well qualified and dedicated to student success and mentoring
- faculty use ongoing self-assessment and experiences to guide curricular changes
- student diversity
- students receive high-quality training and mentorship in teaching and research

Weaknesses

- student recruitment and consistently attracting high-quality applications
- ongoing concern that graduate faculty members should seek more external funding and support for research
- inconsistent scheduling of necessary courses

Recommendations

- encourage faculty members to attend grant-writing workshops held at regional or national communication conventions to increase potential for securing grant funding

Attachment A

- consider relationship between M.A. and proposed Ph.D. to ensure number of faculty and foci of faculty research areas continues to be sufficient
- continue to refine recruitment strategy for new students
- communicate course offerings and changes to students as early as possible

## **Political Science Programs**

### **Department-level Recommendations**

- develop and implement a plan to address current and anticipated human resource needs that aligns with strategic planning priorities, considers the appropriate faculty mix, considers advising ratios, and takes into account current and future resources
- explore options to meet space needs
- explore potential funding opportunities from private foundations especially for centers, institutes, and programs housed in the department
- investigate the appropriateness of a school designation

### **International and Global Studies, B.A. (30.2001)**

#### Major Changes

- removed the macroeconomics requirement, which allows the major to be offered online
- developed semester-long study abroad opportunities in Germany, Austria, Australia, Netherlands, and the United Kingdom
- expanded the number of minor options, including intelligence and national security and modern language minors
- hired several faculty members in the area of international relations and comparative politics; as a result, increased the number of elective courses in these areas, especially with a focus on security issues

#### Strengths

- security studies Ph.D. program strengthens curriculum
- provides a niche area of study in preparation for both graduate education and employment
- strong and stable program with balanced curriculum
- extracurricular opportunities available from global and international centers and programs housed in the department (e.g., Prince Mohammed Bin Fahd Program, India Center)

#### Weaknesses

- heavy load for program academic advisers
- regional offerings especially in Latin American and Caribbean politics weak for a soon-to-be Hispanic-Serving Institution

#### Recommendations

- include need for professional advising staff in departmental hiring plan
- identify additional minors that are available online and support the minor requirement of the major



Attachment A

- work with units on campus (e.g., UCF Global) to identify additional sources of financial support for students to engage in study abroad opportunities
- develop high-impact and signature experiences that are both meaningful and scalable

**Political Science, B.A. (45.1001)**

Major Changes

- revised curriculum to allow students more flexibility in area of emphasis, regardless of track
- developed semester-long study abroad opportunities in Germany, Austria, Australia, Netherlands, and the United Kingdom
- moved pre-law track online so the entire major (all three tracks) is available online
- supported a joint hire with legal studies to strengthen the pre-law program

Strengths

- highly quality and accessible program with fully online option
- tracks allow for breadth and depth across fields and provide students with a flexible curriculum
- diverse student population
- high student satisfaction

Weaknesses

- heavy load for program academic advisers
- uneven distribution of faculty teaching assignments across modalities

Recommendations

- review curriculum and scheduling of courses
  - ensure appropriate course offerings of courses per track
  - streamline or eliminate courses that are not regularly offered to align reality of offerings with catalog listing
  - consider revising curriculum to align with faculty strengths and program objectives
- reassess full-time and part-time faculty assignments in face-to-face and online courses
- develop high-impact and signature experiences that are both meaningful and scalable
- include need for professional advising staff in departmental hiring plan

**Political Science, M.A. (45.1001)**

Major Changes

- added non-thesis option
- revised required core curriculum by adding a second required research methods course and allowing students a choice within the required core
- expanded online offerings
- replaced three specialized tracks with unified, but flexible curriculum
- revised research methods comprehensive exams and format
- aligned curriculum to prepare students to pursue Ph.D. (additional research methods course; unified curriculum rather than 3 separate tracks; non-thesis option)

Attachment A

Strengths

- developed unique graduate certificates in areas of high student demand
- improved time to degree

Weaknesses

- insufficient student space
- limited access to needed statistical software
- enrollment decline
- inconsistent course offerings in some areas

Recommendations

- evaluate connection between the master's and doctoral degree programs
- determine options to ensure student access to technical needs
- explore options for redefining program curriculum to make it more relevant and viable in the long term
- determine the feasibility of a dedicated program director
- develop plan to identify space for faculty members and students

**Security Studies, Ph.D. (45.1001)**

Major Changes

- not applicable— new program as of 2013

Strengths

- graduate director
- professionalization activities for students (e.g., presenting at academic conferences, publication)
- research methods training

Weaknesses

- dissertations are unevenly chaired by more junior faculty members
- insufficient dedicated space for doctoral students
- timing of comprehensive exams not effective for students

Recommendations

- develop plan to engage more senior faculty members as dissertation supervisors
- evaluate the efficacy of the current timing for comprehensive exams
- explore options to meet space needs
- consider pursuing additional funding opportunities to provide support for fourth year for students interested in academic careers
- consider revising the professional development course to prepare students for nonacademic careers in addition to US intelligence employment

Attachment A

## **Psychology Programs**

### **Department-level Recommendations**

- develop a department strategic plan within the context of the college and university strategic plans; assure clear articulation of program goals and target balance between graduate and undergraduate activities; invest current and new resources in accordance with the plan
- identify and implement ways to better establish a sense of departmental community
- explore options to meet space needs
- update tenure and promotion guidelines to clarify and specify expectations related to service, external funding at each rank, and specific subdiscipline criteria, as appropriate
- work with the college to communicate and implement opportunities for improved faculty mentoring

### **Psychology, B.S. (42.0101)**

#### Major Changes

- fully online option
- created six program tracks (i.e., clinical, experimental, general, human factors, industrial-organizational, and neuroscience)
- added three new courses to facilitate students' career planning (career readiness I & II and a capstone)

#### Strengths

- student advising
- curriculum and programming focused on meeting student academic needs and career readiness
- 85% of graduates are employed or continuing their education

#### Weaknesses

- weak program-level student learning outcomes
- time to degree for transfer students

#### Recommendations

- review and update the program's learning outcomes to include overall goals and objectives and, where appropriate, outcomes for assessment by track
- review program curriculum and examine timing of core course offerings; identify active learning instructional/course opportunities and high-impact learning experiences in each niche area
- strengthen program, student opportunities, and faculty collaborations by better integrating senior and graduate faculty members into the undergraduate experience
- review data and outreach opportunities related to transfer student population; develop and implement a plan to improve graduation rates
- work with appropriate units to improve the collection of alumni information, including information on job placement and employer satisfaction

Attachment A

**Clinical Psychology, M.A. (42.2801)**

Major Changes

- relocated the program from the Daytona Beach Campus to the Sanford/Lake Mary

Strengths

- program meets need for local practitioner market

Weaknesses

- unclear program goals; inconsistent faculty opinions about quality and purpose of program (e.g., practitioner training versus Ph.D. training)
- program location off main campus

Recommendations

- examine program goals to determine appropriate role in the department and the university as a whole; engage faculty members in determining future direction of the program
- explore opportunities to leverage program location

**Industrial and Organizational Psychology, M.S. (42.2804)**

Major Changes

- developed a student-run consulting firm (currently pro-bono, but implementing a fee-for-service)
- established a developmental assessment center experience for undergraduate students
- updated curriculum in response to hiring organizations' needs
- mobilized Ph.D. faculty to become more engaged in the M.S. program
- established an industrial and organizational psychology community advisory board

Strengths

- faculty expertise
- well-trained students

Weaknesses

- insufficient space may limit number of students enrolled
- students lack practical experience to provide better foundation for successful career

Recommendations

- explore the feasibility of having an on-campus consulting center to provide practical experience to students
- explore options to meet space needs

Attachment A

**Psychology: Human Factors and Cognitive Psychology Track, Ph.D. (42.0101)**

Major Changes

- changed the name of the program to Human Factors and Cognitive Psychology
- significant curriculum revisions including: reducing the required courses from 93 credit hours to 75 credit hours; replacing the internship competency with a practicum course; and developing and implementing a concentration in cognitive neuroscience
- developed and implemented a formal process for a first-year research project

Strengths

- strong placement rates in academic positions
- high student satisfaction
- well-connected to employment opportunities

Weaknesses

- recent hires have not been in traditional human factors area and could lead to different focus for program
- limited extramural funding
- student demand outpaces faculty resources

Recommendations

- consider developing a stand-alone master's program
- develop a strategic hiring plan to develop strength in particular areas
- explore ways of increasing extramural research and funding

**Psychology: Clinical Track, Ph.D. (42.0101)**

Major Changes

- revised curriculum in response to the changes in American Psychological Association accreditation standards
- hired several high impact faculty members which have enhanced the curriculum and extramural research and funding

Strengths

- research mentorship and opportunities for students
- faculty research collaborations

Weaknesses

- uneven faculty productivity and junior faculty mentoring
- limited cross-lab collaborations
- imbalance of in-unit service responsibilities (especially between associate professors and professors)
- insufficient outreach and external relations

## Attachment A

### Recommendations

- consider developing an advisory board
- develop a plan to expand outreach efforts
- clarify expectations for mid-career faculty
- work toward improving collaborative efforts among faculty to reduce student uncertainty

## **Psychology: Industrial and Organizational Track, Ph.D. (42.0101)**

### Major Changes

- shift in faculty hires strengthened the program's specialization in occupational health psychology

### Strengths

- strategic hires occupational health provide opportunity for unique high-quality training
- student preparation
- significant national visibility due to faculty strengths

### Weaknesses

- assistantships are not nationally competitive
- unclear expectations for faculty promotion to professor

### Recommendations

- clarify expectations for mid-career faculty
- identify resources to raise student stipend level
- continue to promote national visibility
- sustain efforts to develop core strength of faculty

## Sociology Programs

### **Department-level Recommendations**

- develop a plan to identify space needs, particularly for graduate students, teaching laboratories and faculty research
- develop a departmental hiring plan focusing on recruiting an academic adviser in support of the undergraduate programs as well as improving faculty member diversity and increasing the number of tenure/tenure-earning and grant getting faculty members in a niche or area of specialization
- review and reassess the faculty annual evaluation criteria to highlight efforts to improve departmental prominence, including encouraging faculty publication in top-tier outlets (e.g., journals, conferences, etc.)
- explore and expand interdisciplinary research collaborations, including capitalizing on the expanding health emphasis

Attachment A

**Sociology, B.A. (45.1101)**

Major Changes

- program available fully online
- designated data analysis as a capstone course
- implemented a course sequence for the program
- all students complete a two-semester research project and produce a conference style poster to present their work

Strengths

- a research, methodological and analysis focused degree that culminates in an applied research project
- diverse student body who report satisfaction with the degree experience, including rigor, access to advising and information, and environment
- access to research, applied experiences, and other high impact experiences
- students meet and exceed program learning outcomes

Weaknesses

- student demand outpaces faculty resources

Recommendations

- continue to support the research focus of the degree by recruiting additional faculty in support of the program goals

**Social Sciences, B.S. (45.0101)**

Major Changes

- established social sciences advisory board
- program available fully online
- created minors women's & gender studies and global sociology

Strengths

- diverse program offerings
- strong graduation rate
- academically strong and diverse student body

Weaknesses

- program lacks a culminating experience that reinforces the research methodology component of the core
- inability to depend on course offerings of participating departments to stabilize time to degree
- inadequate major advising communications

Recommendations

- review the program curriculum and consider developing a capstone requirement that is a culminating research paper or project

Attachment A

- consider expanding internship or other high impact experiences as a part of the degree requirements
- consider establishing an MOU or with participating departments that identifies a schedule and commitment to course offerings
- Consider shifting administrative responsibility for the program to the college level
- Develop an outreach and communication plan with majors

**Applied Sociology, M.A. (45.1101)**

Major Changes

- increased stipends for students
- added the applied project as a non-thesis option
- hired new faculty and added courses as part of the GIS cluster initiative
- improved professional development opportunities for students (e.g., seminars and funding)

Strengths

- strong applied sociological and research methodological skills that support local and state employment needs
- supportive academic environment that meets student needs; students report satisfaction with their experience
- student diversity

Weaknesses

- low stipend makes recruiting top students a challenge
- uneven student mentoring
- program competes with doctoral degree for funding resources

Recommendations

- develop new or revise departmental professional seminar to provide uniformity in mentoring
- develop strategy to make students more aware of job opportunities
- consider restructuring program to develop into a self-sustaining program specifically targeted to serve students interested in terminal degree focused on obtaining research and applied sociology skills
- explore additional funding opportunities for students

**Sociology, Ph.D. (45.1101)**

Major Changes

- increased stipends for doctoral students
- added major area of study in health, families, and communities
- revised the qualifying exam
- added a required theory course
- hired new faculty and added courses as part of the GIS cluster initiative
- improved professional development opportunities for students (e.g., seminars and funding)



Attachment A

Strengths

- program offers a course focused on being an effective instructor
- strong research methods, statistics, and GIS training
- opportunity to complete applied research through the Institute of Social and Behavioral Sciences

Weaknesses

- schedule of course offerings may hinder time-to-degree
- lack of federal funding and limited publications in highly visible journals
- enrollment is primarily from the local region

Recommendations

- evaluate the course rotation to ensure that courses are offered in a timely manner
- investigate opportunities connected to cluster hires
- increase national visibility by publishing in highly visible journals and increasing federal funding
- consider restructuring program to admit directly from the Bachelor's degree concurrently with restructuring master's program to be a terminal and primarily online degree program

Attachment A



## 2017-18 Academic Program Review Results

### Rosen College of Hospitality Management

#### College-level Recommendations

- develop and implement a plan to address program and department human resource needs that considers current and future resources
- review and update the college strategic plan within the context of the university strategic plan
- review the college's faculty workload policy and assure that it aligns with the college's goals; identify appropriate peer and aspirational peer programs and benchmark workload expectations accordingly
- develop a formal, incentivized faculty mentoring program as a tool to promote faculty collaboration and collegiality at the national and international levels; explore opportunities to participate in university-level programs
- evaluate the college's current organizational structure and adjust as appropriate to ensure cohesiveness and efficient administration of the academic programs
- develop a marketing plan that promotes the college's brand nationally and globally
- explore options to meet space needs

#### Hospitality Management, B.S. (52.0901)

##### Major Changes

- academic learning compacts updated for curriculum
- hospitality minor revisions
- student degree progression plan was developed to increase graduation rate and reduce time to graduate
- program advisory board established

##### Strengths

- quality and availability of program curriculum
- advising and career services
- support from the local industry and advisory board
- quality of the enrolled students

##### Weaknesses

- insufficient participation in undergraduate research
- student demand outpaces faculty resources
- lack of national and international representation on advisory board
- low enrollment from ethnic minorities and out-of-state and international students

##### Recommendations

- review the curriculum and consider modifying it to capitalize on areas of strength and better prepare students for the workforce

Attachment A

- explore ways of increasing student and faculty engagement in undergraduate research
- recruit national and international industry partners for the program advisory board
- develop and implement a plan to enhance student diversity

**Restaurant and Foodservice Management, B.S. (52.0905)**

Major Changes

- more specific goals and outcomes developed for required courses
- articulation agreement was established with Valencia College
- industry and community partnerships were strengthened through faculty networking

Strengths

- quality of program curriculum and availability of courses
- workforce demand
- support from local industry

Weaknesses

- low student enrollment
- lack of national and international representation on advisory board

Recommendations

- review the curriculum and consider modifying it to capitalize on areas of strength and make the program more marketable to potential students (e.g., explore possible synergies with other academic programs in the college)
- identify and recruit national and international industry partners to serve on a degree program advisory board

**Event Management, B.S. (52.0907)**

Major Changes

- revised annual assessment of degree program quality

Strengths

- quality and availability of program curriculum
- program administration, including student support services
- support from local industry
- diverse and accomplished faculty members
- largest event management program in the world
- diverse cocurricular opportunities offered to students

Weaknesses

- insufficient participation in undergraduate research
- student demand outpaces faculty resources; high reliance on adjunct faculty members
- low enrollment from ethnic minorities and out-of-state and international students

Attachment A

- high burden on faculty to deliver events for the college and students (e.g., career fairs, galas)

Recommendations

- review the curriculum and consider modifying it to capitalize on areas of strength and better prepare students for the workforce
- explore ways of increasing student and faculty engagement in undergraduate research
- develop and implement a plan to enhance student diversity
- continue to expand industry partnerships

**Hospitality and Tourism Management, M.S. (52.0901)**

Major Changes

- expanded the modalities offered so that students are able to complete the 33-credit program fully online, face-to-face, mixed mode, or a combination of all three
- launched two innovative nine-credit graduate certificate programs
- collaborated with international partners to launch two dual degree programs

Strengths

- current and relevant program curriculum; elective offerings
- quality and diversity of professional experience among enrolled students
- high level of student satisfaction upon graduation
- strong placement rates

Weaknesses

- advising burden on program director due to high enrollment
- limited student engagement in research
- limited attraction of international students

Recommendations

- review and update the program strategic plan and ensure that it aligns with the college and university plans; ensure that administrative needs of operating the program are considered
- develop a recruitment plan that considers student diversity and raising the overall profile of the program (e.g., engage UCF Global)
- explore ways of increasing student engagement in research (e.g., thesis option)

**Hospitality Management, Ph.D. (52.0901)**

Major Changes

- not applicable— new program as of 2012

Strengths

- highly productive and engaged faculty members
- networking opportunities with industry peers and managers at the local, state, and national levels

Attachment A

- technical resources and dedicated work space available to students

Weaknesses

- advising burden on program director due to high enrollment
- student demand outpaces faculty resources
- student concerns over their teaching loads and limited mentorship
- insufficient data regarding alumni placement and employment

Recommendations

- review and update the program strategic plan and ensure that it aligns with the college and university plans; ensure that administrative needs of operating the program are considered
- explore opportunities to address student concerns (e.g., clarify teaching expectations)
- work with appropriate units to improve the collection of alumni information, including information on job placement and employer satisfaction
- develop a structured mentoring program for students with emphasis on professional development and research

**ITEM: INFO-2**

**EDUCATIONAL PROGRAMS COMMITTEE**

*University of Central Florida*

**SUBJECT:** Faculty Spotlight

**DATE:** September 27, 2018

---

For information only.

---

**Supporting documentation:** Attachment A: Human Computer Interaction and User Experience

**Prepared by:** Pam Wisniewski, Assistant Professor, Computer Science  
College of Engineering and Computer Science

**Submitted by:** Elizabeth A. Dooley, Interim Provost  
Vice Provost for Teaching and Learning  
Dean, College of Undergraduate Studies and  
Professor, College of Community Innovation and Education



## HUMAN-COMPUTER INTERACTION (HCI) AND USER EXPERIENCE (UX) RESEARCH IN COMPUTER SCIENCE

Dr. Pamela Wisniewski





## ABOUT ME

- **Dr. Pamela Wisniewski** (Pronounced WIZ-NES-KEY)
  - **Post Doc:** Pennsylvania State University, College of Information Sciences & Technology
  - **PhD:** University of North Carolina at Charlotte, Computing & Information Systems, Human-Computer Interaction, College of Computing and Informatics
  - **Systems Developer:** Financial services and Medical Consulting industries
  - **BS/MS:** University of Florida, Decision & Information Sciences







## *WHERE INSIGHT LEADS TO INNOVATION*

\$1.35M External Funding

\$17K Internal Funding

{ \$603K Pending }

9 Ph.D. Students

5 M.S. Students

27 Undergrad Students

29 Student Publications



## MAIN RESEARCH AREAS



### Social Computing

- How people interact with one another through the use of technology



moz://a

### Networked Privacy

- How people manage their personal information and interactions with others online

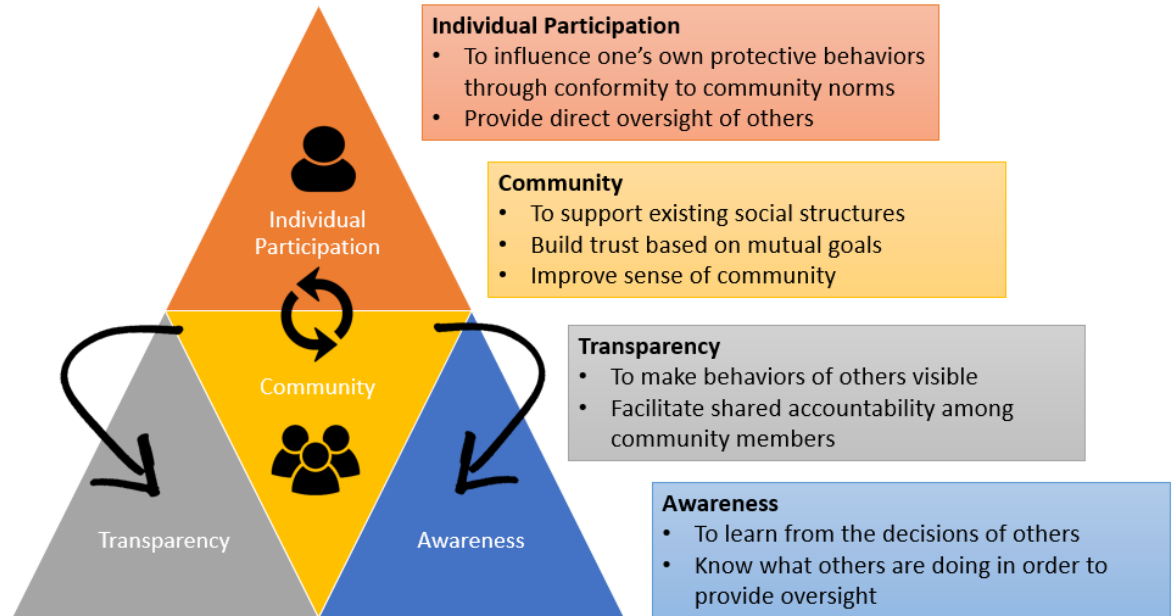
### Adolescent Online Safety

- How to protect teens from online risks (or help them protect themselves)

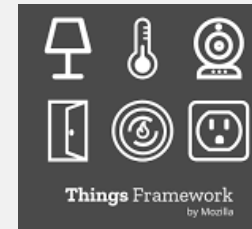




## CO-OPS: COMMUNITY OVERSIGHT OF PRIVACY AND SECURITY



#1814439, 9/2018 –  
8/2021, \$547,995



**moz://a**

9/2018-8/2020, \$45,000



## ADOLESCENT ONLINE SAFETY RESEARCH

### Risk Types



**Information Breaches**



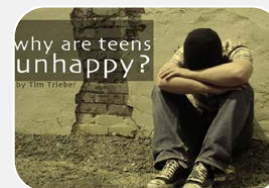
**Online Harassment**



**Sexual Solicitations**



**Exposure to Explicit Content**



**Mental Health Risks**



**Early Career Scholars Grant:** “Reducing Digital Inequality by Empowering At-Risk Youth to be Resilient against Online Sexual Predation Risks” (7/2018-6/2023, \$350,000)



“EAGER:CHS: Examining Self-Harm and Suicide Contagion Risks of Viral Social Media Challenges on Youth and Young Adults” ([#1832904](#), 4/2018 – 4A/2019, \$58,053).

“IIP:PFI-RP: Using a Human-Centered Approach to Improve Algorithms for Detecting Online Risks” (Recommended, \$750,000)



## A RESILIENCE-BASED APPROACH



YOUR HEALTH

### To Keep Teens Safe Online, They Need To Learn To Manage Risk

February 27, 2017 - 2:38 PM ET

<http://www.npr.org/sections/health-shots/2017/02/27/517491502/to-keep-teens-safe-online-they-need-to-learn-to-manage-risk>

### Health Buzz: Cyberbullying Doesn't Affect Most Teens for Long, Study Says

Are you worrying too much?

By David Oliver , Associate Editor, Social Media  
Dec. 5, 2017, at 2:39 p.m.

<https://health.usnews.com/wellness/health-buzz/articles/2017-12-05/cyberbullying-doesnt-affect-most-teens-for-long-study-says>



FEB 28, 2017 @ 08:00 AM 1,358 VIEWS

Pharma & Healthcare / #PublicHealth

The Little Black Book of Billionaire Secrets

### Online Risks Are Everyday Events for Teens -- But They Rarely Tell Their Parents

<https://www.forbes.com/sites/tarahaelle/2017/02/28/online-risks-are-everyday-events-for-teens-but-they-rarely-tell-their-parents/#6902021b3861>

35+ News Media Interviews  
5 Invited Talks





Established Summer 2016

## *THE INDUSTRY-FOCUSED USER EXPERIENCE ACADEMY*



Awarded a Program Innovation Award for Integrative Learning by UCF's "What's Next" Quality Enhancement Program

\$150K Funding

28 Students



# IUX ACADEMY SERVICES



## UX CORE SERVICES

- Persona Development
- Hierarchical Task Analyses
- Expert Evaluations
  - Heuristic Evaluations
  - Cognitive Walkthroughs
- Usability Testing
- Prototyping

## EXTENDED SERVICES

- Business Analysis/Requirements
- Full-stack development
  - Internet of Things
  - Database design/development
  - Programming
    - Server-side web development
    - Front-end web development
- Quality Assurance (QA) Testing

*“Success is not delivering a feature; success is learning how to **solve the customer’s problem.**” –Mark Cook*



## IUXA INDUSTRY, COMMUNITY, AND {FUTURE} PARTNERS

**BOGEN<sup>®</sup>**  
**COMMUNICATIONS, INC.**

Public Address • Educational Communication Systems • Background & Foreground Music Systems



**ZUKE MUSIC**

**BOS** | BUILDING  
OPTIMIZATION  
SYSTEMS  
TECHNOLOGY INC.



**iboss<sup>®</sup>**

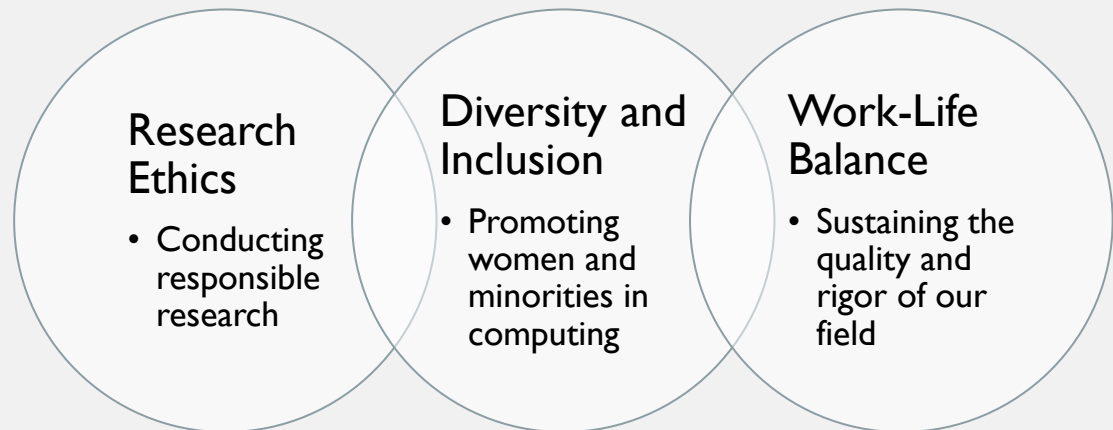




THE ACADEMY IS A PLATFORM THAT ENABLES THE **NEXT GENERATION** OF RESEARCHERS, PRACTITIONERS, EDUCATORS AND ENTREPRENEURS TO DEVELOP A COHERENT AND **INFLUENTIAL VOICE** THAT ADDRESSES CHALLENGING ISSUES FACING THE **FIELD** AND **SOCIETY** IN GENERAL.



- **Fostering the Future of Computing**





## THANK YOU! QUESTIONS?

- **Dr. Pamela Wisniewski**, Assistant Professor, [pamwis@ucf.edu](mailto:pamwis@ucf.edu)
  - College of Engineering and Computer Science
  - Socio-Technical Interaction Research Lab: <http://www.stirlab.org>
  - Industry-focused User Experience Academy: <http://www.cs.ucf.edu/ux/>

