ACADEMIC PROGRAM REVIEW
PROCESS AT A GLANCE

PURPOSES

- To examine the overall health, quality, and relevance of the university's degree programs
- To develop recommendations leading to program improvement
- To meet the requirements of UCF Policy 4-407

OVERVIEW

- Provides a comprehensive formative review of academic programs
- Takes place on a seven-year cycle
- Addresses accreditor expectations for continuous review and improvement of academic programs and the use of results to inform academic planning and decision making
- Incorporates assessment and evaluation by program-level stakeholders, college leaders, central academic leadership, disciplinary experts external to the university, and other stakeholders as appropriate
- Leads to recommendations for program improvement with periodic internal follow-up regarding implementation
- Considers, among other factors, the following major elements:

Comparative Advantage and Distinctiveness

- National reputation
- Student job placement
- Unique features of the program
- Benchmarking results
- Strategic niche

Cost and Financial Health

- Number and productivity of faculty members (e.g., credit hours generated, enrollments supported, degrees granted, contract and grant expenditures)
- Facilities, equipment, laboratories, meeting space, software
- Instructional delivery requirements (e.g., individual instruction, laboratory assistance, off-site travel)

Market Need and Student Demand

- Historical number of applicants and number of students enrolled
- Degrees granted
- Courses used by other programs
- Contribution to General Education Program
- Community, regional, state, or national needs

Quality

- Incoming students
- Curriculum
- Student learning
- Student satisfaction and employee ratings
- Student placement
- Faculty members (teaching qualifications, research and creative activity, service)
- Facilities
- Accreditation and certification results

Centrality

- Alignment of program mission with college, university, and Florida Board of Governors strategic plans

SOURCES THAT INFORM REVIEW

- Institutional trend data provided by central support offices
- Program- and unit-level self-studies
- Benchmarking data (e.g., Academic Analytics analyses for Ph.D. programs, library resource analyses)
- Faculty teaching qualifications standards
- Graduate Faculty and Graduate Faculty Scholar renominations
- Supplemental review materials
- External evaluator reports (e.g., program review consultants, programmatic accreditors)