ACADEMIC PROGRAM REVIEW

UNDERgraduate program self-study

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| **Program** | Click here to enter text. |
| **Program coordinator** | Click here to enter text. |
| **Program self-study contact (if different)** | Click here to enter text. |
| **Program self-study contact email address** | Click here to enter text. |
| **Program self-study contact telephone number** | Click here to enter text. |

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| PROGRAM OVERVIEW |
| **Resources Provided to Inform Reflection:*** Summary of Distance and Off-Campus Programming
* List of Quality/High Quality designated online courses
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| **1. Provide a hyperlink to the program’s mission or reproduce it below. If the program’s mission is identical to the unit’s mission, please indicate below. (Note that a program mission is a comprehensive statement that describes the purpose of the program, including its main functions, activities, and stakeholders; it is included as a component of the program’s institutional effectiveness student learning outcomes assessment plan.)** |
| Click here to enter text. |
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| **2. List any competing programs, particularly those within the State University System of Florida.** |
| Click here to enter text. |
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| **3. Refer to the supplemental summary referenced above and review the proportion of program offerings available online and the list of locations off the main campus where a substantial proportion of the program is offered face-to-face. Discuss any plans for reduction or expansion of online or off-campus program offerings, if applicable. Note any niche opportunities.** |
| Click here to enter text. |
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| **4. Review the list of Quality/High Quality designated online courses provided and reflect on the proportion of courses carrying these designations relative to the program’s overall online course offerings. Does the program intend to seek additional Quality/High Quality designations within the next two years?** |
| Click here to enter text. |
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| **5. Describe any interdisciplinary or international aspects of the program.** |
| Consider the following:a) interdisciplinary partnerships (internal and external)b) faculty cluster participationc) center and institute affiliationsd) curricular aspects |
| Click here to enter text. |
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| CONTRIBUTING FACULTY OVERVIEW |
| **Resources Provided to Inform Reflection:*** Seven-year unit trend data (2015–16 through 2021–22), available in APR Trend Data Dashboard
* Summary of scholarly and creative work and undergraduate and graduate teaching by faculty member (i.e., Contributing Faculty Activity Worksheet)
* List of noteworthy awards and achievements recently accomplished by unit faculty members (from unit-level self-study)
* List of significant professional service activities recently undertaken by unit faculty members (from unit-level self-study)
* Unit-level faculty workload policy
* Unit-level faculty annual evaluation standards and procedures
* Unit- or college-level promotion and tenure criteria
* Unit-level statement of good practice for faculty teaching qualifications (i.e., [Discipline Description](https://apq.ucf.edu/fq/fqteaching/dd/))
* Current faculty curricula vitae
* Overview of [Faculty Cluster Initiative](https://www.ucf.edu/research/faculty-clusters/)
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| **6. Review the faculty headcounts and FTE trend data in the APR Trend Data Dashboard in conjunction with the unit’s faculty workload policy. Discuss the degree to which the unit’s faculty members have the capacity to meet the goals and objectives of the program under review; address the relative appropriateness of the faculty mix to support those undertakings (e.g., full-time faculty members versus adjuncts, academic ranks and tenure status, areas of expertise).** |
| Click here to enter text. |
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| **7. If there is concern about the capacity of faculty members to achieve the goals and objectives of the program under review, provide a future hiring plan that prioritizes needs.** |
| Click here to enter text. |
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| STUDENT AND PROSPECT OVERVIEW |
| **Resources Provided to Inform Reflection:*** Seven-year program trend data (2015–16 through 2021–22), available in APR Trend Data Dashboard
	+ Head counts, degrees awarded, time-to-degree, student demographics
	+ Number of students in the major receiving Pell Grants
	+ Number of degrees awarded to minorities
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| **8. Review the program trend data referenced above and reflect on upward or downward trends in the program’s enrolled majors over the review period.** |
| Consider the following in your response:a) Mix of full-time and part-time prospective and enrolled studentsb) Mix of FTIC, community college transfer, and other transfer prospective and enrolled students |
| Click here to enter text. |
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| **9. Review the program trend data referenced above and reflect on the following:** |
| a) Mix of gender and ethnicity among enrolled students |
| Click here to enter text. |
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| b) Number of students in the major receiving Pell Grants |
| Click here to enter text. |
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| Given these data on students and student demographics, evaluate the program’s ability to recruit and retain a diverse student body within the program. Compare the program’s student body with the demographics of the geographic region in which the university is located and, if known, to national norms for programs of this type. What plans exist for attracting and retaining a diverse population of students in the program? |
| Click here to enter text. |
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| **10. Review the program trend data referenced above and explain any major shifts or challenges faced with respect to enrollments, time-to-degree, or degrees awarded.** |
| Click here to enter text. |
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| **11. Describe any specific efforts of the program to improve student retention, time-to-degree, or degree attainment. Note any interventions for specific student populations (e.g., transfer students).** |
| Click here to enter text. |
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| PROGRAM CURRICULUM DESIGN AND STUDENT LEARNING OUTCOMES |
| **Resources Provided to Inform Reflection:*** Program catalog copy
* Program handbook
* Academic Learning Compacts
* Last two years of institutional effectiveness student learning outcomes assessment results
* Upcoming year’s institutional effectiveness student learning outcomes assessment plan
* Selected syllabi (e.g., core courses, representative sample of elective courses)
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| **12. Provide an overview of the program’s goals and learning outcomes. Refer to the program’s Academic Learning Compacts and institutional effectiveness student learning outcomes assessment plans and results.** |
| Click here to enter text. |
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| **13. Reflect on recent student learning outcomes assessment results and evaluate each of the following:** |
| a) Extent to which students are achieving planned outcomes |
| Click here to enter text. |
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| b) How the institutional effectiveness assessment process has resulted in program improvements over the last three years |
| Click here to enter text. |
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| **14. What are the program’s milestones? A milestone is a course or activity that must be accomplished at a certain point in a student’s plan of study. These can be identified as items to be completed by a certain point in a student’s academic progression (e.g., by second fall enrollment), by a certain level (e.g., junior year), or prior to advancing to a subsequent stage of academic progress (e.g., before admission into a limited-access program). Examples of milestone activities include major- or career-specific standardized examinations (e.g., GKT, Praxis, DAT, MCAT, LSAT, GRE).** |
| Click here to enter text. |
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| **15. Provide the curriculum designed to meet the milestones described above. Identify a typical course sequence on a year-by-year basis (e.g., first-year courses, second-year courses). A separate document may be used to respond to this item (e.g., program curriculum map).** |
| Click here to enter text. |
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| **16. Evaluate the degree to which the program’s sequence of courses, activities, experiences, and so on is appropriate to achieve the program’s objectives and student learning outcomes.** |
| Click here to enter text. |
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| **17. If applicable, identify one or more programs in the field offered elsewhere that provide exemplary curricular models or student learning outcomes to which the program aspires. In addition to providing the name of the program and the institution that offers it, describe the key attributes of interest and corresponding goals for student engagement, learning outcomes, and other achievements.** |
| Click here to enter text. |
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| STUDENT ENGAGEMENT |
| **Resources Provided to Inform Reflection:*** Undergraduate theses, if applicable
* Seven-year program trend data (2015–16 through 2021–22), available in APR Trend Data Dashboard
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| **18. Describe opportunities for students in the program to engage in research and creative activities independently or in collaboration with faculty members.** |
| Click here to enter text. |
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| **19. Describe any student internship opportunities and indicate whether they are required or optional. If optional, discuss participation rates.** |
| Click here to enter text. |
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| **20. Describe any other engagement activities available to students in the program (e.g., co-op, service-learning, study abroad) and indicate whether they are required or optional. If optional, discuss participation rates.** |
| Click here to enter text. |
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| STUDENT ACCOMPLISHMENTS AND SATISFACTION |
| **Resources Provided to Inform Reflection:*** Graduating senior survey results (last three years)
* First destination survey results (last three years)
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| **21. If applicable, provide licensure pass rates for the last three years. Include the total number of students attempting the exam and the total number who pass.** |
| Click here to enter text. |
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| **22. Does the program currently collect any of the following information on its graduates? If so, provide recent data and incorporate appropriate reflection.** |
| a) Job placement rates and employer information |
| Click here to enter text. |
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| b) Employer satisfaction |
| Click here to enter text. |
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| c) Graduate school placement and caliber of graduate schools |
| Click here to enter text. |
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| **23. Provide a brief summary of student accomplishments during the review period in the following areas:** |
| a) Awards at the national, regional, state, university, and college levels |
| Click here to enter text. |
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| b) Significant scholarly and creative works and activities completed outside of regular classroom activity (e.g., publications, presentations, performances); include the nature of the activity and the venue and note whether the activities were refereed or juried |
| Click here to enter text. |
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| c) Other noteworthy student accomplishments |
| Click here to enter text. |
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| **24. Reflect on student perceptions of program quality drawing on appropriate data sources (e.g., institutional effectiveness assessment results, graduating senior survey results, first destination survey results, alumni survey data).** |
| Click here to enter text. |
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| SWOT ANALYSIS AND PLANNING |
| **Resources Provided to Inform Reflection:*** List of program-level comparison peers and aspirational peers identified in the library resources and analysis request form
* Graduating senior survey results (last three years)
* First destination survey results (last three years)
* Seven-year program trend data (2015–16 through 2021–22), available in APR Trend Data Dashboard
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| **25. List the program’s strengths.** |
| Click here to enter text. |
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| **26. List the program’s weaknesses.** |
| Click here to enter text. |
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| **27. List the program’s barriers, threats, and unique vulnerabilities (e.g., the loss of one faculty member may result in the inability to offer the program).** |
| Click here to enter text. |
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| **28. Discuss potential opportunities in the following areas:** |
| a) Actions to improve program quality |
| Click here to enter text. |
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| b) Actions to increase student engagement in high-impact practices |
| Click here to enter text. |
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| c) New ventures to increase demand or improve competitiveness (e.g., opportunities for internal or external partnerships) |
| Click here to enter text. |
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| d) Actions to achieve gains in productivity (e.g., recruitment, nontraditional instructional delivery systems) |
| Click here to enter text. |
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| e) Actions to improve efficiency and reduce cost |
| Click here to enter text. |
|  |
| f) Other opportunities not addressed above |
| Click here to enter text. |
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| **29. Identify any discipline-specific professional organization that publishes standards or benchmarking data for undergraduate-level student-faculty ratios. Provide the relevant ratio(s) below and include a hyperlink to the standard or source data, as applicable. If standards or benchmarking data are available but not accessible to the program under review, explain what is required to access these data.** |
| Click here to enter text. |
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| **30. Provide any other benchmarking data collected during the review period, if applicable.** |
| Click here to enter text. |
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| **31. Articulate the programs’ key goals and initiatives moving forward. Note how external consultants and/or university leaders (e.g., Program Review Council) might help in this regard.** |
| Click here to enter text. |
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| OTHER (OPTIONAL) |
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| **32. If necessary, use the space below to provide any information not addressed elsewhere in the self-study that is important to inform the review of the program.** |
| Click here to enter text. |

ACADEMIC PROGRAM REVIEW

UNDERGRADUATE program self-study ADDENDUM

# Instructions

Not all of the following items will apply to every program, but all programs should complete the addendum. The items address a range of topics that generally pertain to requirements set by the Florida Board of Governors and by institutional and programmatic accrediting bodies. Please respond to those items that apply to the program addressed in this self-study, and insert “Not Applicable” to those items that do not.

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| **1. If applicable, discuss the program’s state-approved “limited access” status. Note the reason(s) why limiting access to the program remains necessary.** |
| Click here to enter text. |
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| If the program is an approved limited-access program, provide the program’s criteria for admission. |
| Click here to enter text. |
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| **2. If the program enforces a graduation requirement that requires a GPA higher than the university’s 2.0 minimum standard for “good academic standing,” provide the rationale.** |
| Click here to enter text. |
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| **3. Review the** [**state-approved lower-level common prerequisites**](https://dlss.flvc.org/admin-tools/common-prerequisites-manuals) **for the program. If the program is not in compliance, explain in detail how it will be updated to be brought into compliance.** |
| Click here to enter text. |
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| **4. If the program has received authorization from the Florida Board of Governors to exceed the 120-credit-hour maximum for a baccalaureate degree program, articulate the rationale for the additional hours required and affirm whether or not those additional hours remain necessary.** |
| Click here to enter text. |
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| **5. Does this program offer a UCF Online (Z-code subplan) option, which allows for reduced cost to students by eliminating certain fees associated with on-campus resources?** |
| [ ]  Yes |
| [ ]  No |

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| **If yes, please rate the following:** |  |  |  |  |  |  |  |
|  |  | **Exemplary** | **Appropriate** | **Needs Improvement** |  | **Do Not Know** | **Not Applicable** |
| **Provides robust student advising to students enrolled in the UCF Online option** |  | [ ]  | [ ]  | [ ]  |  | [ ]  | [ ]  |
| **Provides an orientation with appropriate content specific to students enrolled in the UCF Online option** |  | [ ]  | [ ]  | [ ]  |  | [ ]  | [ ]  |
| **Provides students enrolled in the UCF Online option with guidance for accessing appropriate academic and student support services (e.g., SARC, UCF Libraries, Student Financial Assistance, Career Services)** |  | [ ]  | [ ]  | [ ]  |  | [ ]  | [ ]  |
| **Seeks online teaching proficiency in faculty recruitment and hiring (e.g., as a recruitment preference)** |  | [ ]  | [ ]  | [ ]  |  | [ ]  | [ ]  |

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| **Elaborate on any items in the table above that were identified as exemplary or in need of improvement.** |
| Click here to enter text. |
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| **Use the space provided to describe any efforts currently underway to enhance the quality of the program’s online design and delivery, including any efforts to improve course inclusivity and accessibility.** |
| Click here to enter text. |