



**Board of Trustees
Educational Programs Committee
May 21, 2015, 9:00 a.m. – 10:00 a.m.
FAIRWINDS Alumni Center
Conference call-in phone #800-442-5794, passcode 463796**

AGENDA

- | | |
|--|--|
| I. CALL TO ORDER | Robert Garvy
Chair, Educational Programs Committee |
| II. ROLL CALL | Susan Tracy
Senior Administrative Assistant |
| III. MEETING MINUTES | Chair Garvy |
| <ul style="list-style-type: none">• Approval of the March 26, 2015,
Educational Programs Committee meeting minutes | |
| IV. NEW BUSINESS | Chair Garvy |
| <ul style="list-style-type: none">• 2015 Tenure Recommendations (EPC-1) | A. Dale Whittaker
Provost and Vice President for
Academic Affairs |
| <ul style="list-style-type: none">• 2015-16 UCF Work Plan (EPC-2) | M. Paige Borden
Assistant Vice President for
Institutional Knowledge Management
Diane Chase
Vice Provost for Academic
Program Quality |
| <ul style="list-style-type: none">• Classification of Instructional Program
Code Changes (INFO-1) | Diane Chase |
| <ul style="list-style-type: none">• Provost's update | A. Dale Whittaker |
| V. OTHER BUSINESS | |



MINUTES
Educational Programs Committee
University of Central Florida
Board of Trustees

March 26, 2015

FAIRWINDS Alumni Center

Conference call-in #800-442-5794, passcode 463796

CALL TO ORDER

Trustee Robert Garvy, chair of the Educational Programs Committee, called the meeting to order at 11:11 a.m. Committee members Weston Bayes, Richard Crotty, and Reid Oetjen were present. Committee member Ray Gilley attended via teleconference. Board of Trustees Chair Olga Calvet was present.

MINUTES

The minutes from the January 29, 2015, meeting were approved as written.

NEW BUSINESS

Conferral of Degrees (EPC-1)

Dale Whittaker, Provost and Vice President for Academic Affairs, requested approval for the Spring 2015 conferral of degrees. A motion to recommend the conferral of degrees was approved.

2017-18 Proposed Academic Calendar (EPC-2)

Maribeth Ehasz, Vice President for Student Development and Enrollment Services, and DeLaine Priest, Associate Vice President for Student Development and Enrollment Services, presented the 2017-18 academic calendar for approval. Priest noted that spring break for the academic year 2017-18 was scheduled for the same week as Valencia College to accommodate students who attend both institutions. The calendar meets the minimum requirement of classroom instruction days per state regulations, and it was reviewed and approved by the UCF Academic Calendar Committee. A motion to approve the 2017-18 Academic Calendar was unanimously approved.

Medical residency program – Deborah German, Vice President for Medical Affairs and Dean of the College of Medicine, presented an overview of the medical education process beginning with the four-year undergraduate medical education program through the completion of all of the graduate medical education requirements.

German discussed data that reflects a slightly higher number of graduate medical education students than medical residency slots in Florida and stated that a statewide effort to increase the number of medical residency slots is currently underway.

Provost's Update

Whittaker provided the following updates.

- **Faculty recognition** - Whittaker introduced Dr. Stella Sung, professor of music in the School of Visual Arts and Design, director of the Center for Research and Education in

Arts, Technology, and Entertainment (CREATE) at the Downtown Center for Emerging Media and a UCF Pegasus Professor. Sung spoke briefly about her history at UCF as well as about some of the projects she is currently working on.


- **Academic affairs reorganization** – Whittaker presented the reorganization of the Office of Academic Affairs. It was restructured to better serve the university's mission and more clearly define its functions. He will continue to explore the relationship of undergraduate studies with the area of teaching and learning, as well as consider a recommendation in the report from the John Gardner Institute for Excellence in Undergraduate Education to elevate undergraduate studies to a college.
- **Update on searches** – Three deans searches are currently underway. The search for the dean of the College of Education and Human Performance is in the final stages of the selection process. The search committee for the dean of the College of Nursing will be inviting four candidates to campus during the month of April. The search committee for the dean of undergraduate studies will begin interviewing candidates on April 1.
- **New faculty hires** – Of the 100 additional new faculty hires, 70 positions have been filled or are in the later stages of selection or interviewing and 30 positions are still open.
- **UCF Downtown** – The Master Plan and updated Academic Return on Investment for UCF Downtown will be on the Florida Board of Governors' June 2015 meeting agenda. The educational site plan will be prepared to go to the Florida Board of Governors' Strategic Planning Committee prior to its September meeting. Updates on the UCF Downtown project can be found on the Web at: ucf.edu/downtown.

Whittaker also noted that student, faculty, and staff forums were held within the last two weeks to give university personnel the opportunity to express ideas and ask questions regarding UCF Downtown.

- **University budget and performance funding** – The University Budget Committee has compiled a draft budget that is built on the premise that state funding will be similar to last year.
- **Florida Advanced Manufacturing Research Site** – Whittaker informed the committee about the status of the Photonics Research Institute for Sustainable Manufacturing (PRISM) project. UCF is one of three finalists for a \$110 million Department of Defense award to develop an Integrated Photonics Institute for Manufacturing Innovation. UCF has joined with more than 100 industry partners and four primary research university collaborators to develop the proposal. If awarded, PRISM will be housed in the Advanced Manufacturing Center being established in Osceola County. The project has received support from many in Central Florida's political delegation in Washington, and the Florida state senate has a placeholder for state funding for the project. Whittaker thanked MJ Soileau, Michael Macedonia, and Winston Schonfield for their leadership in this project.

Trustee Garvy adjourned the meeting at 11:51 a.m.

Respectfully submitted:


A. Dale Whittaker
Provost and Vice President
for Academic Affairs

5/6/15
Date

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

ITEM: EPC-1

SUBJECT: 2015 Tenure recommendations

DATE: May 21, 2015

PROPOSED BOARD ACTION:

Approval of tenure for faculty members whose names are included on the attached list.

BACKGROUND INFORMATION:

The UCF tenure process requires that faculty members must seek tenure by the end of their sixth year of employment. The tenure procedure requires review by the department promotion and tenure committee, the department chair, the college promotion and tenure committee, the dean of the college, the university promotion and tenure committee, the provost, and the president. Their recommendations are then submitted to the University of Central Florida Board of Trustees for final approval.

Supporting documentation: 2015 Tenure Recommendations

Prepared by: Diane Chase, Vice Provost for Academic Affairs

Submitted by: A. Dale Whittaker, Provost and Vice President for Academic Affairs

2015 Tenure Recommendations

University of Central Florida

Name	Rank	Department
College of Arts and Humanities		
Margaret Zaho	Assistant Professor	School of Visual Arts and Design
Cheryl Cabrera	Assistant Professor	School of Visual Arts and Design
College of Education and Human Performance		
Eleazar Vasquez	Assistant Professor	Child, Family, and Community Sciences
College of Engineering and Computer Science		
Mehmet Tatari	Assistant Professor	Civil, Environmental, and Construction Engineering
Azadeh Vosoughi	Associate Professor	Electrical Engineering and Computer Science
College of Medicine		
Yoon-Seong Kim	Assistant Professor Medicine	Burnett School of Biomedical Sciences
Shadab Siddiqi	Assistant Professor Medicine	Burnett School of Biomedical Sciences
College of Sciences		
Richard Klemm	Associate Professor	Physics
Mark Neider	Assistant Professor	Psychology
Shannon Carter	Assistant Professor	Sociology
Joshua King	Assistant Professor	Biology
Office of Research and Commercialization		
Jayan Thomas	Assistant Professor	NanoScience Technology Center

ITEM: **EPC-2**

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: 2015-16 UCF Work Plan

DATE: May 21, 2015

PROPOSED BOARD ACTION

Approval of 2015-16 UCF Work Plan.

BACKGROUND INFORMATION

Florida Board of Governors Regulation 1.001 states that each board of trustees shall prepare a multi-year work plan for the Florida Board of Governors. The plan will outline the university's top priorities, strategic directions, and specific actions, as well as performance expectations and outcomes on institutional and systemwide goals. The work plan should reflect the university's distinctive mission and core institutional strengths within the context of the State University System's goals and regional or statewide needs.

Supporting documentation: 2015-16 UCF Work Plan

Prepared by: M. Paige Borden, Assistant Vice President for Institutional
Knowledge Management

Submitted by: A. Dale Whittaker, Provost and Vice President for Academic Affairs

UCF

2015 Work Plan



University of Central Florida
University Work Plan Presentation
for Board of Governors June 2015 Meeting



INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the **System's future**.*

- 1) *The Board of Governors' 2025 System Strategic Plan is driven by goals and associated metrics that stake out where the System is headed;*
- 2) ***The Board's Annual Accountability Report** provides yearly tracking for how the System is progressing toward its goals;*
- 3) *Institutional Work Plans connect the two and create an opportunity for greater dialogue **relative to how each institution contributes to the System's overall vision**.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the **System's commitment to** accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

***Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2015-16 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not** constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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3. PREEMINENT RESEARCH UNIVERSITY METRICS

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- a. Goals Common to All Universities
- b. Goals Specific to Research Universities
- c. Institution Specific Goals

5. OPERATIONS

- a. Fiscal Information
- b. Enrollment Planning
- c. Academic Program Coordination

6. DEFINITIONS



MISSION STATEMENT (What is your purpose?)

The University of Central Florida is a public multi-campus, metropolitan research university that stands for opportunity. The university anchors the Central Florida city-state in meeting its economic, cultural, intellectual, environmental, and societal needs by providing high-quality, broad-based education and experience-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community.

VISION STATEMENT (What do you aspire to?)

UCF has embarked on a bold venture to become a new kind of university that provides leadership and service to the Central Florida city-state. While sustaining bedrock capabilities in the future, the university will purposely pursue new strengths by leveraging innovative partnerships, effective interdisciplinarity, and a culture of sustainability highlighted by a steadfast commitment to inclusiveness, excellence, and opportunity for all.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

UCF will pursue its goals by favoring tactics that feature partnerships and interdisciplinary approaches to problems of significance to the university and the Central Florida city-state. We will sustain our abiding commitments to inclusiveness, excellence in all endeavors, and opportunity for all. UCF plans to sustain programs in its areas of historic strength – such as engineering, business, computer science, the natural sciences, and teacher education – and have the confidence and nimbleness to exploit strategic opportunities in areas as diverse as medicine, the performing arts, and emerging fields.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Strengths: High student retention, progression, and graduation rates; M.D. program and supporting initiatives, including new bio-related programs; graduate study and research in traditional and emerging disciplines; 2+2 DirectConnect to UCF program; university efficiencies in utilities, maintenance, and property management; and ample opportunities for academic community engagement and partnerships.

Opportunities: Develop UCF Downtown to create a hub for digital media, communications, and community, as well as public affairs and health; increase quality and efficiencies of student success by means of the University Innovation Alliance and the Florida Consortium for Metropolitan Research Universities; add tenure-track and tenured faculty members to enhance educational quality and research impact.

Challenges: High student-to-faculty ratio, constrained academic and research space, and high transfer population resulting in greater proportion of high-cost, major-specific course offerings that are more costly than general education course work.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1 – Faculty: Hire additional full-time faculty members in areas of specific focus (e.g. STEM, areas of strategic programmatic emphasis, and emerging fields). Hiring full-time faculty members enhances the undergraduate and graduate academic experience by ensuring the availability of course offerings to meet student demand, decreasing class size, increasing student engagement, supporting undergraduate and graduate research, and stabilizing UCF's student-to-faculty ratio. An emphasis on hiring tenured and tenure-track faculty members addresses the overall mix of faculty and the recent reliance on non-tenure-track faculty members while boosting UCF's growing research promise and economic impact.

2 – Research and graduate activity: Increase graduate degree program breadth, interdisciplinarity, and quality while enhancing the volume and impact of UCF research. Increasing graduate activity supports the emerging preeminence of UCF's graduate enterprise and supports the university in enhancing its Carnegie Classification as a "very high research" university. To ensure continued growth and quality, UCF plans to expand and enhance programs in focused areas. This will include the hiring of research-intensive faculty members and essential staff members, the expansion of biomedical and clinical research, the development of new graduate medical education programs, and the development of new health-related programs that capitalize on College of Medicine partnerships. Increasing graduate activity also furthers the volume and economic impact of UCF research, building upon the \$1.1 billion in external research grants received in the past decade.

3 – Retention and graduation: Expansion of existing programs and implementation of new efforts to increase retention and graduation rates. Harnessing predictive analytics, updating current advising software, and focusing on program mapping and tracking to find appropriate pathways for student success are several of the initiatives that will allow UCF to shift from cohort-based approaches to individualized student interventions that can predict and prevent certain student failures before they happen. Expected outcomes for these efforts are increased retention and graduation rates, shortened time to degree, and reduced excess credit hours.



PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2017 goals for approval.

	ONE-YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Metrics Common To All Universities						
Percent of Bachelor's Graduates Employed Full-time or Continuing their Education within the U.S. One Year After Graduation	+4 pts	74% (2012-13)	75% (2013-14)	76% (2014-15)	76% (2015-16)	77% (2016-17)
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	+4%	\$34,900 (2012-13)	\$35,350 (2013-14)	\$35,700 (2014-15)	\$36,050 (2015-16)	\$36,450 (2016-17)
Average Cost per Bachelor's Degree [Instructional Costs to the University]	-7%	\$22,430 (2010-14)	\$22,650 (2011-15)	\$22,850 (2012-16)	\$23,000 (2013-17)	\$23,170 (2014-18)
FTIC 6 year Graduation Rate [Includes full- and part-time students]	+4 pts	69% (2008-14)	70% (2009-15)	70% (2010-16)	71% (2011-17)	72% (2012-18)
Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2]	-1 pts	85% (2013-14)	86% (2014-15)	88% (2015-16)	89% (2016-17)	90% (2017-18)
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	+1 pts	38% (Fall 2013)	39% (Fall 2014)	40% (Fall 2015)	40% (Fall 2016)	41% (Fall 2017)
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	+3 pts	49% (2013-14)	50% (2014-15)	51% (2015-16)	51% (2016-17)	52% (2017-18)
Graduate Degrees Awarded Within Programs of Strategic Emphasis	-4 pts	57% (2013-14)	58% (2014-15)	60% (2015-16)	61% (2016-17)	62% (2017-18)
Board of Governors Choice Metric						
Percent of Bachelor's Degrees Without Excess Hours	0 pts	67% (2013-14)	68% (2014-15)	69% (2015-16)	70% (2016-17)	71% (2017-18)
Board of Trustees Choice Metric						
Number of Bachelor Degrees Awarded Annually	0%	12,372 (2013-14)	12,500 (2014-15)	12,650 (2015-16)	12,800 (2016-17)	12,925 (2017-18)

Note: Metrics are defined in appendix. For more information visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'¹, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

¹ The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



KEY PERFORMANCE INDICATORS

Metrics Common to All Universities

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Academic Quality						
National Rankings for University	n/a	1 2015	1 2016	1 2017	2 2018	2 2019
SAT Score* [for 3 subtests]	+52 pts	1,849 Fall 2014	1,855 Fall 2015	n/a	n/a	n/a
High School GPA	+0.12 pts	3.93 Fall 2014	3.94 Fall 2015	3.95 Fall 2016	3.95 Fall 2017	3.96 Fall 2018
Professional/Licensure Exam First-time Pass Rates¹	n/a	4	5	5	5	5
Exams Above Benchmarks	n/a	1	0	0	0	0
Exams Below Benchmarks		2013-14	2014-15	2015-16	2016-17	2017-18
Operational Efficiency						
Freshman Retention Rate	+1.0 pts	88% 2013-14	89% 2014-15	89% 2015-16	90% 2016-17	91% 2017-18
FTIC Graduation Rates						
In 4 years (or less)	+4.7 pts	40% 2010-14	41% 2011-15	42% 2012-16	43% 2013-17	44% 2014-18
In 6 years (or less)	+6.4 pts	69% 2008-14	70% 2009-15	70% 2010-16	71% 2011-17	72% 2012-18
AA Transfer Graduation Rates						
In 2 years (or less)	-4.4 pts	25% 2012-14	26% 2013-15	27% 2014-16	28% 2015-17	30% 2016-18
FTIC Average Time to Degree (in years)	-0.3	4.1 2013-14	4.1 2014-15	4.2 2015-16	4.1 2016-17	4.0 2017-18
Return on Investment						
Bachelor's Degrees Awarded First Majors Only	+24%	12,372 2013-14	12,425 2014-15	12,500 2015-16	12,650 2016-17	12,800 2017-18
Percent of Bachelor's Degrees in STEM & Health	+3.9 pts	30% 2013-14	31% 2014-15	32% 2015-16	33% 2016-17	34% 2017-18
Graduate Degrees Awarded	+31%	2,918 2013-14	2,730 2014-15	2,770 2015-16	2,800 2016-17	2,825 2017-18
Percent of Graduate Degrees in STEM & Health	+4.6 pts	41% 2013-14	42% 2014-15	43% 2015-16	44% 2016-17	45% 2017-18
Annual Gifts Received (\$Millions)	+24%	\$ 23.1 2013-14	\$ 23.6 2014-15	\$ 30.4 2015-16	\$ 33.0 2016-17	\$ 33.6 2017-18
Endowment (\$Millions)	+68%	\$ 154.6 2013-14	\$ 158.6 2014-15	\$ 169.1 2015-16	\$ 181.6 2016-17	\$ 193.6 2017-18

Note*: The College Board is revising the SAT test starting March 2016.



KEY PERFORMANCE INDICATORS

Metrics Specific to Research Universities

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Academic Quality						
Faculty Awards	+133%	7 2012	10 2013	12 2014	14 2015	15 2016
National Academy Members	0%	1 2012	1 2013	1 2014	2 2015	2 2016
Number of Post-Doctoral Appointees	+25%	52 Fall 2013	64 Fall 2014	68 Fall 2015	75 Fall 2016	80 Fall 2017
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures	n/a	3 of 8 2012-13	4 of 8 2013-14	4 of 8 2014-15	5 of 8 2015-16	5 of 8 2016-17
Return on Investment						
Total Research Expenditures (\$M) [includes non-Science & Engineering disciplines]	+57%	\$186 2013-14	\$195 2014-15	\$205 2015-16	\$215 2016-17	\$226 2017-18
Science & Engineering Research Expenditures (\$M)	+31%	\$143 2013-14	\$150 2014-15	\$158 2015-16	\$166 2016-17	\$174 2017-18
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	+22%	\$132 2013-14	\$139 2014-15	\$146 2015-16	\$153 2016-17	\$161 2017-18
Percent of Research Expenditures funded from External Sources	-20 pts	51% 2013-14	55% 2014-15	55% 2015-16	55% 2016-17	55% 2017-18
Patents Issued	+18%	67 2014	69 2015	72 2016	76 2017	81 2018
Licenses/Options Executed	+183%	17 2012-13	23 2013-14	31 2014-15	33 2015-16	34 2016-17
Licensing Income Received (\$M)	+161%	\$1.1 2012-13	\$1.1 2013-14	\$1.2 2014-15	\$1.2 2015-16	\$1.3 2016-17
Number of Start-up Companies	+50%	3 2012-13	8 2013-14	10 2014-15	12 2015-16	14 2016-17
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	173 262 2015	National Rank Financial Rank 2016	National Rank Financial Rank 2017	National Rank Financial Rank 2018	National Rank Financial Rank 2019
Research Doctoral Degrees Awarded	+15%	266 2013-14	275 2014-15	290 2015-16	305 2016-17	320 2017-18
Professional Doctoral Degrees Awarded	+210%	90 2013-14	100 2014-15	112 2015-16	120 2016-17	125 2017-18
TOTAL NUMBER OF IMPROVING METRICS		19	24	20	24	21



KEY PERFORMANCE INDICATORS

Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2017 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Bachelor's Degrees in Areas of Strategic Emphasis	+33%	6,160	6,212	6,250	6,325	6,390
Graduate Degrees in Areas of Strategic Emphasis	+36%	1,675	1,556	1,579	1,625	1,675
Bachelor's Degrees Awarded to Minorities	+71%	3,676	3,800	3,950	4,100	4,225

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

Goal 1. College of Medicine. Continue development of the necessary infrastructure to ensure success of the College of Medicine M.D. program. As the third M.D. class graduates, UCF seeks to achieve critical milestones including maintaining full accreditation from the Liaison Committee on Medical Education, graduation and residency placement of future classes, expansion of the COM Faculty Practice to cover all non-faculty costs in 2016-17, a fully-enrolled medical education program with 480 students in 2016-17, expansion of the Graduate Medical Education Program (residency and/or fellowship programs), and creation of collaborative research and graduate programs with other units and colleges of the university and medical city partners.

LCME Accreditation, M.D. Enrollment (GME App. Progress)	14%	460	480	480	480	480
UCF Health Faculty Practice (percent of non-faculty costs covered by practice revenue)	46%	54%	75%	100%	100%	100%

Goal 2. Be America's leading partnership university.

UCF, along with our educational partner Valencia College, proposes to expand our downtown Orlando presence, creating a world-class site for the teaching and learning of emerging animation, digital media, communications, and film. Located downtown, programs will create industry and community partnerships not possible at our main campus.

The UCF Business Incubation Program supports the Central Florida economy by providing early-stage companies with the tools, training, and infrastructure needed to create financially stable high growth and impact enterprises. Since 2008-09, firms participating in the UCF Business Incubation Program have helped directly create over \$886 million in regional economic output while directly sustaining more than 2,217 jobs. When indirect and induced impact are factored in, since 2008-09, firms participating in the UCF Business Incubation Program have helped create over \$1.7 billion in regional economic output while directly sustaining more than 3,698 jobs.

UCF Downtown Development	n/a	Plan	Design Phase I	Build Phase I	Open Phase I	Increase internships
Incubator Success (Jobs created, companies incubated)	88%, 141%	2,217, 106	2,300, 120	2,400, 130	2,500, 140	2,600, 150



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2014-15 Actual	2015-16 Appropriations
Education & General – Main Operations		
State Funds	\$ 276.2	\$ xx.x
Tuition	\$ 253.5	n/a
TOTAL MAIN OPERATIONS	\$ 529.7	n/a
Education & General – Health-Science Center / Medical Schools		
State Funds	\$ 25.8	\$ xx.x
Tuition	\$ 13.6	n/a
TOTAL HSC	\$ 39.4	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)		
State Funds	n/a	n/a
Tuition	n/a	n/a
TOTAL IFAS	n/a	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 569.1	n/a

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

OTHER BUDGET ENTITIES

Auxiliary Enterprises

Resources associated with auxiliary units that are self-supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 162.1	n/a
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Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 118.2	n/a
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Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 493.4	n/a
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Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	\$ 1.7	n/a
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OTHER BUDGET ENTITY TOTAL REVENUES

\$ 775.4 **n/a**

UNIVERSITY REVENUES GRAND TOTAL

\$ 1,339.9 **n/a**



FISCAL INFORMATION (continued)

Undergraduate Resident Tuition Summary (for 30 credit hours)

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 ACTUAL	FY 2015-16 REQUEST	FY 2016-17 PLANNED
Base Tuition	\$3,100	\$3,152	\$3,152	\$3,152	\$3,152
Tuition Differential Fee	\$1,326	\$1,326	\$1,326	\$1,326	\$1,326
Percent Increase	15%	1.2%	0.0%	0.0%	0.0%
Required Fees ¹	\$1,821	\$1,839	\$1,890	\$1,890	\$1,890
TOTAL TUITION AND FEES	\$6,247	\$6,317	\$6,368	\$6,368	\$6,368

Note¹: For more information regarding required fees see list of per credit hour fees and block fees on next page.

Student Debt Summary

	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 GOAL
Percent of Bachelor's Recipients with Debt	49%	52%	48%	50%	50%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$19,700	\$21,400	\$23,200	\$23,400	\$23,200
NSLDS Cohort Year	2009	2010	2011	2012	2013 GOAL
Student Loan Cohort Default Rate (3rd Year)	7.5%	7.1%	5.4%	5.8% draft	5.6%

Cost of Attendance (for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2014-15)

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,368	\$1,146	\$9,758	\$1,856	\$2,772	\$21,900
AT HOME	\$6,368	\$1,146	\$5,406	\$1,856	\$2,772	\$17,548

Estimated Net Cost by Family Income (for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2014-15)

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES		AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT	
	HEADCOUNT	PERCENT					
Below \$40,000	4,690	24.6%	\$12,490	-\$475	\$5,956	\$5,706	
\$40,000-\$59,999	1,365	7.2%	\$14,546	\$354	\$5,056	\$5,415	
\$60,000-\$79,999	1,144	6.0%	\$16,091	\$249	\$3,631	\$5,836	
\$80,000-\$99,999	1,011	5.3%	\$16,508	\$2,226	\$3,130	\$6,145	
\$100,000 Above	3,364	17.7%	\$16,864	\$2,203	\$3,078	\$6,289	
Missing*	7,453	39.2%	n/a	\$3,795	\$1,609	\$7,302	
TOTAL	19,027	100%	AVERAGE	\$15,300*	\$1,392	\$3,743	\$6,115

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2015. Please note that small changes to Spring 2014 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.



FISCAL INFORMATION (continued)

UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<u>Undergraduate Students</u>	<u>Actual</u>			<u>Projected</u>			
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<u>Tuition:</u>							
Base Tuition - (0% inc. for 2015-16 to 2018-19)	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	44.2	\$44.20	\$44.20	\$44.20	\$44.20	\$44.20	\$44.20
Total Base Tuition & Differential per Credit Hour	\$147.52	\$149.27	\$149.27	\$149.27	\$149.27	\$149.27	\$149.27
% Change		1.2%	0.0%	0.0%	0.0%	0.0%	0.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$10.79	\$10.79	\$11.67	\$11.67	\$11.67	\$11.67	\$11.67
Health	\$10.30	\$10.89	\$10.84	\$10.84	\$10.84	\$10.84	\$10.84
Athletic	\$13.44	\$13.44	\$14.32	\$14.32	\$14.32	\$14.32	\$14.32
Transportation Access	\$9.10	\$9.10	\$9.10	\$9.10	\$9.10	\$9.10	\$9.10
Technology ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$60.71	\$61.30	\$63.01	\$63.01	\$63.01	\$63.01	\$63.01
Total Tuition and Fees per Credit Hour	\$208.23	\$210.57	\$212.28	\$212.28	\$212.28	\$212.28	\$212.28
% Change		1.1%	0.8%	0.0%	0.0%	0.0%	0.0%
<u>Fees (block per term):</u>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$4,425.60	\$4,478.10	\$4,478.10	\$4,478.10	\$4,478.10	\$4,478.10	\$4,478.10
Total Fees for 30 Credit Hours	\$1,821.30	\$1,839.00	\$1,890.30	\$1,890.30	\$1,890.30	\$1,890.30	\$1,890.30
Total Tuition and Fees for 30 Credit Hours	\$6,246.90	\$6,317.10	\$6,368.40	\$6,368.40	\$6,368.40	\$6,368.40	\$6,368.40
\$ Change		\$70.20	\$51.30	\$0.00	\$0.00	\$0.00	\$0.00
% Change		1.1%	0.8%	0.0%	0.0%	0.0%	0.0%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$511.06	\$511.06	\$511.06	\$511.06	\$511.06	\$511.06	\$511.06
Out-of-State Undergraduate Student Financial Aid ³	\$25.55	\$25.55	\$25.55	\$25.55	\$25.55	\$25.55	\$25.55
Total per credit hour	\$536.61	\$536.61	\$536.61	\$536.61	\$536.61	\$536.61	\$536.61
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$19,757.40	\$19,809.90	\$19,809.90	\$19,809.90	\$19,809.90	\$19,809.90	\$19,809.90
Total Fees for 30 Credit Hours	\$2,587.80	\$2,605.50	\$2,656.80	\$2,656.80	\$2,656.80	\$2,656.80	\$2,656.80
Total Tuition and Fees for 30 Credit Hours	\$22,345.20	\$22,415.40	\$22,466.70	\$22,466.70	\$22,466.70	\$22,466.70	\$22,466.70
\$ Change		\$70.20	\$51.30	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.3%	0.2%	0.0%	0.0%	0.0%	0.0%
<u>Housing/Dining⁴</u>	\$9,357.00	\$9,394.00	\$9,300.00	\$9,300.00	\$9,300.00	\$9,300.00	\$9,300.00
\$ Change		\$37.00	-\$94.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.4%	-1.0%	0.0%	0.0%	0.0%	0.0%



ENROLLMENT PLANNING

Planned Enrollment Growth by Student Type (for all E&G students at all campuses)

	5 YEAR TREND (2009-14)	Fall 2014 ACTUAL HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT		Fall 2017 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-0.7%	24,385	46.7%	24,704	46.6%	25,284	46.6%	25,798	46.6%
FTIC (Profile Admit)	+59.5%	335	0.6%	339	0.6%	347	0.6%	354	0.6%
AA Transfers from FCS	+41.3%	21,436	41.0%	21,728	41%	22,272	41.0%	22,725	41.0%
Other Transfers	+18.8%Δ	6,133	11.7%	6,217	11.7%	6,372	11.7%	6,502	11.7%
Subtotal	+16.0%	52,289	100%	52,988	100%	54,276	100%	55,379	100%
GRADUATE*									
Master's	-6.6%	5,413	69.4%	5,371	68.3%	5,334	67.5%	5,321	66.7%
Research Doctoral	+10.2%	1,756	22.5%	1,828	23.3%	1,891	23.9%	1,950	24.5%
Professional Doctoral	+306.4%	634	8.1%	660	8.4%	683	8.6%	704	8.8%
Subtotal	+3.4%	7,803	100%	7,859	100%	7,907	100%	7,974	100%
UNCLASSIFIED									
H.S. Dual Enrolled	+50.0%	27	3.7%	27	3.6%	27	3.5%	27	3.4%
Other	-29.2%	702	96.3%	723	96.4%	751	96.5%	760	96.6%
Subtotal	-27.8%	729	100%	750	100%	778	100%	787	100%
TOTAL	+13.4%	60,821		61,597		62,961		64,140	

Note*: Includes Medical students.

Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	3 YEAR TREND (2010-11 to 2013-14)	2013-14		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	+23.3%	9,475	28.4%	10,034	29.7%	10,456	30.1%	10,892	30.6%
HYBRID (50%-79%)	+24.5%	2,371	7.1%	2,690	8.0%	2,883	8.3%	3,025	8.5%
TRADITIONAL (<50%)	-5.0%	21,536	64.5%	21,094	62.4%	21,399	61.6%	21,677	60.9%
TOTAL	+3.5%	33,382	100%	33,818	100%	34,738	100%	35,594	100%
GRADUATE									
DISTANCE (80%)	-18.7%	1,026	26.0%	1,001	26.5%	1,097	26.7%	1,096	26.5%
HYBRID (50%-79%)	+20.6%	486	12.3%	463	12.2%	507	12.3%	507	12.3%
TRADITIONAL (<50%)	-8.3%	2,433	61.7%	2,318	61.3%	2,506	61.0%	2,527	61.2%
TOTAL	-8.6%	3,945	100%	3,782	100%	4,110	100%	4,130	100%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052).



ENROLLMENT PLANNING (continued)

Planned Enrollment Plan by Residency and Student Level (Florida FTE)

	Estimated Actual 2014-15	Funded 2015-16	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned 2020-21	Planned Annual Growth Rate*
STATE FUNDABLE									
Florida Resident									
LOWER	11,229	n/a	11,355	11,637	11,896	12,123	12,384	12,615	2.13%
UPPER	21,376	n/a	21,623	22,152	22,650	23,083	23,576	24,015	2.12%
GRAD I	2,351	n/a	2,316	2,302	2,304	2,314	2,349	2,403	0.74%
GRAD II	583	n/a	595	615	632	661	685	709	3.55%
TOTAL	35,539	x,xxx	35,889	36,708	37,482	38,182	38,994	39,742	2.06%
Non- Resident									
LOWER	554	n/a	560	574	587	598	611	622	2.13%
UPPER	660	n/a	667	684	699	712	728	741	2.12%
GRAD I	381	n/a	375	373	373	375	381	390	0.74%
GRAD II	467	n/a	477	493	506	529	548	567	3.55%
TOTAL	2,061	x,xxx	2,079	2,123	2,165	2,214	2,267	2,320	2.22%
TOTAL									
LOWER	11,782	10,758	11,914	12,211	12,483	12,721	12,994	12,994	2.13%
UPPER	22,036	16,481	22,290	22,836	23,349	23,796	24,303	24,303	2.12%
GRAD I	2,732	2,899	2,691	2,676	2,677	2,689	2,730	2,730	0.74%
GRAD II	1,050	702	1,072	1,108	1,137	1,191	1,234	1,234	3.55%
TOTAL	37,600	30,840	37,968	38,831	39,647	40,396	41,261	42,062	2.07%
NOT STATE FUNDABLE									
LOWER	236	n/a	239	245	250	255	260	265	2.10%
UPPER	291	n/a	294	302	308	314	321	328	2.19%
GRAD I	329	n/a	324	323	323	324	329	333	0.52%
GRAD II	22	n/a	23	23	24	25	26	27	3.56%
TOTAL	879	n/a	880	892	905	919	937	953	1.60%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note*: The average annual growth rate is based on the annual growth rate from 2015-16 to 2020-21.

Medical Student Headcount Enrollments

Medical Doctorate Headcounts									
RESIDENT	318	460	348	363	363	363	363	363	0.9%
NON-RESIDENT	102	xxx	112	117	117	117	117	117	0.9%
TOTAL	420	460	460	480	480	480	480	480	0.9%



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2015-16

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2014-15 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Materials Science and Engineering	14.1801	STEM	UF	N	80	Nov-2015
Integrative Science and Technology	30.01xx	STEM	UF, USF, UWF	N	250	Nov-2015
Entertainment Management	52.09xx		-	N	300	Mar-2016
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Data Analytics	11.0199	STEM	-	N	30	Mar-2016
Biomedical Engineering	14.0501	STEM	FAMU, FAU, FIU, FSU, UF, USF-T	N	25	Mar-2016
Business Analytics	52.1301	STEM	-	N	25	Mar-2016
DOCTORAL PROGRAMS						
Strategic Communication and Risk	09.0900	GAP	-	N	36	Mar-2016
Data Analytics	27.0501	STEM	FSU, UF	N	25	Mar-2016
Integrative Anthropological Sciences	30.1701		-	N	25	Mar-2016

New Programs For Consideration by University in 2016-18

These programs will be used in the 2016 Work Plan list for programs under consideration for 2016-17.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Biomedical Engineering	14.0501	STEM	FGCU, FIU	N	-	July-2016
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Cognitive Sciences and Cognitive Systems	30.2501	STEM	-	N	-	Mar-2017
Public Health	51.2201	HLTH	FAMU, FIU, FSU, UF, USF- T, UWF	Y		Mar-2018
Arts Management	50.1099	-	-	N	-	Mar-2018
DOCTORAL PROGRAMS						
Communication Science and Disorders	51.0204	HLTH	FSU, UF, USF- T			Mar-2017
Biomedical Engineering	14.0501	STEM	FAMU, FIU, FSU, UF, USF- T	N		July-2017



DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Employed Full-time or Continuing their Education in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time or continuing their education somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree
Instructional costs to the university

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data. Source: State University Database System (SUDS).

Academic Progress Rate
2nd Year Retention with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).

University Access Rate
Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).

Bachelor's Degrees Awarded within Programs of Strategic Emphasis
(includes STEM)

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

Graduate Degrees Awarded within Programs of Strategic Emphasis
(includes STEM)

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).


Freshmen in Top 10% of High School Class

Applies to: NCF

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.

Source: New College of Florida.

BOG Choice Metrics
Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).

Source: State University Database System (SUDS).

Number of Faculty Awards

This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

National Ranking for Institutional & Program Achievements

This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.

BOT Choice Metrics
Percent of R&D Expenditures Funded from External Sources
FAMU

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.

Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

Bachelor's Degrees Awarded to Minorities
FAU, FGCU, FIU

This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.

Source: State University Database System (SUDS).

National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News
FSU

This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.

Source: US News and World Report's annual National University rankings.



Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
Total Research Expenditures UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of Course Sections Offered via Distance and Blended Learning UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.
Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.



6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf .
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Total Annual Research Expenditures (\$M) (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M) (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does <u>not</u> include Professional degrees.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



Goals Common to All Universities

Academic Quality

Avg. SAT Score (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

Operational Efficiency

Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the annual Accountability report (table 4B) – see link .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less)	As reported in the annual Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

Return on Investment

Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (table 4G).
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (table 4H).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (table 5B).
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (table 5C).
Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).



Goals Specific to Research Universities

Academic Quality

Faculty Awards

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html.

National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html.

Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).

Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures

The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at [link](#)), but now data must be queried via WebCASPASPAR – see [link](#).

Return on Investment

Total Research Expenditures (\$M)

Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

Science & Engineering Research Expenditures in non-medical/health sciences

This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](#), table 36 *minus* table 52), but now data must be queried via WebCASPASPAR.

Percent of R&D Expenditures funded from External Sources

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.
Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

Patents Issued

Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent calendar year. Due to a year-lag in published reports, Board of Governors and university staff query the USPTO database with a query that only counts utility patents "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".

Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).

Licensing Income Received (\$M)

License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the annual Accountability Report (table 6A).

Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).

National rank is higher than predicted by Financial Resources Ranking

This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.



based on US News & World Report

Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually as reported in the annual Accountability Report (table 5B).
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually as reported in the annual Accountability Report (table 5B).
Student Debt Summary	
Percent of Bachelor's Recipients with Debt	This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).
Average Amount of Debt for Bachelor's who have graduated with debt	This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).
Student Loan Cohort Default Rate (3rd Year)	Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html .

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

ITEM: INFO-1

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Classification of Instructional Programs Code Changes

DATE: May 21, 2015

PROPOSED BOARD ACTION

Information only.

BACKGROUND INFORMATION

The following Classification of Instructional Programs (CIP) code changes have been forwarded to the Florida Board of Governors for approval:

Communication, M.A. – change CIP code to 09.0101, effective Summer 2016 or as soon as possible. This change aligns with the review and CIP code reassignments of courses in the Nicholson School of Communication that was completed in July 2012.

Advertising-Public Relations, B.A. – change CIP code to 09.0900, effective Summer 2016 or as soon as possible. This change aligns with the review and CIP code reassignments of courses in the Nicholson School of Communication that was completed in July 2012.

Chemistry, M.S. – change CIP code to 40.0501, effective Summer 2016 or as soon as possible. The Chemistry, M.S. degree program dropped *industrial* from the program title in Fall 2011. The recommended new CIP code reflects the general program nature intended of this degree program.

Security Studies, Ph.D. – change CIP code to 45.0999, effective Summer 2016 or as soon as possible. This change is appropriate for the security studies focus of the Ph.D. program. Given the unique focus of the Ph.D. program that deals with national and international security, the proposed CIP code aligns with the description and purpose.

Changes to the CIP codes of these programs will have no negative impact on students or faculty members.

Supporting documentation: None

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Submitted by: A. Dale Whittaker, Provost and Vice President for Academic Affairs