AGENDA

I. CALL TO ORDER

Robert Garvy
Chair, Educational Programs Committee

II. ROLL CALL

Susan Tracy
Senior Administrative Assistant

III. MEETING MINUTES

Chair Garvy

- Approval of the January 28, 2016, Educational Programs Committee meeting minutes

IV. NEW BUSINESS

- Conferral of Degrees (EPC-1)
  A. Dale Whittaker
  Provost and Executive Vice President

- 2018-19 Proposed Academic Calendar (EPC-2)
  Maribeth Ehasz
  Vice President for Student Development and Enrollment Services
  DeLaine Priest
  Associate Vice President for Student Development and Enrollment Services

- New Degree Programs
  - Master of Science in Biomedical Engineering (EPC-3a)
  - Master of Science in Data Analytics (EPC-3b)
  - Bachelor of Science in Entertainment Management (EPC-3c)
  Mubarak Shah
  Interim Vice Provost and Dean of the College of Graduate Studies
  Elizabeth Dooley
  Dean of the College of Undergraduate Studies and Vice Provost for Teaching and Learning
• Advancing Student Success Through the Use of Predictive Analytics (INFO-1)  
  Maribeth Ehasz  
  Elizabeth Dooley

• College of Medicine Milestones (INFO-2)  
  Deborah German  
  Vice President for Medical Affairs and Dean of the College of Medicine

• Programs for Students with Unique Abilities Report (INFO-3)  
  Adam Meyer  
  Executive Director for Student Accessibility Services and Inclusive Education Services  
  Pamela Carroll  
  Dean of the College of Education and Human Performance

• Provost’s update  
  A. Dale Whittaker

V. OTHER BUSINESS
MINUTES
Educational Programs Committee
University of Central Florida
Board of Trustees
January 28, 2016
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 10:50 a.m. Committee members Keith Koons and Cait Zona were present. Also present were Board of Trustees Chairman Marcos Marchena and trustees Joseph Conte, Alex Martins, and William Yeargan. Trustee John Sprouls attended via teleconference.

MINUTES
The minutes from the November 19, 2015, meeting were approved as written.

NEW BUSINESS

Amendment to University Regulation UCF-2.001 Undergraduate Admissions and University Regulation UCF-2.003 Admission of Graduate Students (EPC-1)
Youndy Cook, Deputy General Counsel, requested approval to amend University Regulations UCF-2.001 and UCF-2.003. 2.001 is being amended to update immunization requirements for undergraduate students and 2.003 updates the immunization requirements for graduate students. The committee unanimously approved the amendments as presented.

Centers and Institutes Review Results – Florida Solar Energy Center (INFO-1)
Diane Z. Chase, Vice Provost for Academic Program Quality, described the various mechanics UCF has to assure the quality of academic programs and centers, and she shared the results of the reviews of the Florida Solar Energy Center that took place during 2015. The committee asked for additional information about the center at a future meeting.

2013-14 College of Education and Human Performance Academic Program Review Recommendation Implementation Status (INFO-2)
Pamela Carroll, Dean of the College of Education and Human Performance, reported on the implementation status of the recommendations made for the programs that were reviewed in 2013-14. She provided examples of the changes that have taken place as a result of those reviews. The committee requested additional data on graduate employment, salaries, and trends.

Status of New Degrees (INFO-3)
Mubarak Shah, Interim Vice Provost and Dean for the College of Graduate Studies, and Elizabeth Dooley, Dean of the College of Undergraduate Studies and Vice Provost for Teaching and Learning, provided the committee with data about the graduate and undergraduate degree programs approved by the Board of Trustees since 2012. Information shared for each degree program included the number of applications, program challenges and successes, and the number of degrees granted.
Provost’s Update

Whittaker provided the following updates:

- **Faculty Recognition** – Whittaker introduced Dr. Anastasia Salter, an assistant professor in Digital Media. Dr. Salter’s research focuses on interactive games and digital narratives as they relate to learning, social engagement, and participatory culture. Salter provided an overview on how the use of computer games in the classroom is changing the way people think about the use of technology in education and how people learn.

- **UCF Downtown** - Whittaker thanked Board of Trustee members for 100 percent participation in giving to UCF Downtown, and he also thanked university leaders, the Orlando Magic, CFE Federal Credit Union, Orange County, and Valencia College for their cash gifts. Community support has provided more than $9 million of the $20 million UCF intends to raise for UCF Downtown. Plans for UCF Downtown will be presented to the Board of Governors at an upcoming meeting.

- **Florida Center for Students With Unique Abilities** - A bill was signed last week by the governor for the Florida Center for Students With Unique Abilities that will be based at UCF, but will support all of Florida’s state universities with resources to develop their own programs. Whittaker thanked Andy Gardiner for his wisdom and vision; UCF’s for its commitment, the College of Education and Human Performance and Student Development and Enrollment Services for their partnership, and Adam Meyer and the Inclusive Education Team. Whittaker also noted that the number of students in the UCF pilot program has increased from six to 10 since UCF launched the program last year.

- **Strategic Planning** – Whittaker thanked Board of Trustees Chairman Marcos Marchena and Trustee Alan Florez for their guidance during this strategic planning process. More than 500 stakeholders on and off campus have been engaged in the process. A strategic plan is expected to be presented to the Board of Trustees in May 2016.

- **Graduate and Research Evaluation** – Whittaker stated that a three-person team of research and graduate education leaders from other institutions is scheduled to visit campus in March to explore how graduate education and research can be expanded at UCF.

- **Faculty Hiring** – In addition to the 200 new faculty members hired in Fall 2015, UCF is currently involved in a national hiring campaign for 100 new positions to start in Fall 2016. These positions will include 33 interdisciplinary teaching and research cluster positions, and approximately 17 hires will be part of a new Targeted Opportunity Program.

The Office of Faculty Excellence has launched new mentorship and professional development programs for new faculty members to promote a culture of excellence in research, teaching, and service.

Trustee Garvy adjourned the joint committee meeting at 12:00 p.m.

Respectfully submitted:  

A. Dale Whittaker  
Provost and Executive Vice President  

Date: 3/10/16
ITEM:  EPC-1

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT:  Conferral of Degrees

DATE:  March 24, 2016

PROPOSED BOARD ACTION

Approval:  Conferral of degrees at the Spring 2016 commencement ceremonies.

BACKGROUND INFORMATION

UCF expects to award the following degrees at the Spring 2016 commencement ceremonies on May 5, 6, and 7, 2016:

- 6,814 baccalaureate degrees
- 1,146 master’s degrees
- 183 doctoral and specialist degrees

8,143 Total

Supporting documentation:  Attachment A: Registrar’s Graduation Count

Prepared by:  Brian Boyd, University Registrar, Registrar’s Office

Submitted by:  A. Dale Whittaker, Provost and Executive Vice President
### UCF Spring 2016 Commencement

*Projected Attending (Baccalaureate only) is an estimate based on 70% attending rate*

<table>
<thead>
<tr>
<th>College</th>
<th>Baccalaureate</th>
<th>Master's</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intent to graduate</td>
<td>Projected attending</td>
<td>Picked-up cap and gown</td>
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<tr>
<td>College of Arts and Humanities</td>
<td>700</td>
<td>490</td>
<td>66</td>
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<td>College of Engineering and Computer Science</td>
<td>731</td>
<td>512</td>
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<tr>
<td>College of Optics and Photonics</td>
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<td><strong>Total Students Anticipated in Attendance:</strong></td>
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<td>College of Health and Public Affairs</td>
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<td>753</td>
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<td><strong>College Totals:</strong></td>
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<td>College of Sciences</td>
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<td><strong>College Totals:</strong></td>
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<td>College of Education and Human Performance</td>
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<td>* Education Specialists</td>
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<tr>
<td>College of Nursing</td>
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<td>College of Medicine</td>
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<td>Office of Undergraduate Studies</td>
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<td>Rosen College of Hospitality Management</td>
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<td><strong>Total Students Anticipated in Attendance:</strong></td>
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<td>Degree level ITG totals:</td>
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<td>Combined ITG submissions:</td>
<td>8,143</td>
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<td>All ceremony projected* attending:</td>
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<td>Anticipated attendance - cap/gown pickup:</td>
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<tr>
<td>Headcount totals:</td>
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<tr>
<td>Undergraduate degrees awarded:</td>
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SUBJECT: 2018-19 Academic Calendar

DATE: March 24, 2016

PROPOSED BOARD ACTION:

Approval of 2018-19 UCF academic calendar.

BACKGROUND INFORMATION:

The Board of Governors requires that the Board of Trustees approve the university’s academic calendar. The attached 2018-19 calendar developed by the UCF Academic Calendar Committee has been approved by Provost Whittaker.

Supporting documentation: Attachment A: 2018-19 Proposed Academic Calendar

Prepared by: Maribeth Ehasz, Vice President for Student Development and Enrollment Services and DeLaine Priest, Associate Vice President for Student Development and Enrollment Services

Submitted by: A. Dale Whittaker, Provost and Executive Vice President
## Proposed Academic Calendar 2018-19

### EVENT

<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>SU A (6 wks) 2019</th>
<th>B (6 wks) 2019</th>
<th>C (12 wks) 2019</th>
<th>D (8 wks) 2019</th>
<th>Holidays</th>
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<tbody>
<tr>
<td>Add Deadline</td>
<td>24-Aug</td>
<td>10-Jan</td>
<td>16-May</td>
<td>27-Jun</td>
<td>16-May</td>
<td>16-May</td>
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<tr>
<td>Academic Activity or Attendance Due</td>
<td>29-Aug</td>
<td>16-Jan</td>
<td>22-May</td>
<td>5-Jul</td>
<td>22-May</td>
<td>22-May</td>
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<tr>
<td>Withdraw Date</td>
<td>26-Oct</td>
<td>20-Mar</td>
<td>6-Jun</td>
<td>18-Jul</td>
<td>5-Jul</td>
<td>21-Jun</td>
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<td>Study Day</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Grades Due</td>
<td>12-Dec</td>
<td>3-May</td>
<td>26-Jun</td>
<td>7-Aug</td>
<td>7-Aug</td>
<td>17-Jul</td>
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<tr>
<td>Degree Conferral Date</td>
<td>14-Dec</td>
<td>2-May</td>
<td>3-Aug</td>
<td>3-Aug</td>
<td>3-Aug</td>
<td>3-Aug</td>
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<tr>
<td>Certifications</td>
<td>15-Dec</td>
<td>6-May</td>
<td>9-Aug</td>
<td>9-Aug</td>
<td>9-Aug</td>
<td>9-Aug</td>
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<tr>
<td>Commencement</td>
<td>12/14-12/15</td>
<td>5/2-5/4</td>
<td>3-Aug</td>
<td>3-Aug</td>
<td>3-Aug</td>
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<tr>
<td>Number of Class Days</td>
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<td>77</td>
<td>29</td>
<td>29</td>
<td>58</td>
<td>43</td>
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<tr>
<td>Number of Final Exam Days</td>
<td>-</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Total Number of Instructional Days</td>
<td>84</td>
<td>83</td>
<td>29</td>
<td>29</td>
<td>58</td>
<td>43</td>
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### Grand Total Number of Instructional Days

<table>
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<tr>
<th>Total Instructional Days*</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>SU A (6 wks) 2019</th>
<th>B (6 wks) 2019</th>
<th>C (12 wks) 2019</th>
<th>D (8 wks) 2019</th>
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<tbody>
<tr>
<td>August</td>
<td>10.5</td>
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<tr>
<td>September</td>
<td>21.5</td>
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<tr>
<td>October</td>
<td>25</td>
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<td>November</td>
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<tr>
<td>December</td>
<td>6.5</td>
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<td>February</td>
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<tr>
<td>March</td>
<td>-</td>
<td>18</td>
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<tr>
<td>April</td>
<td>-</td>
<td>23.5</td>
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<tr>
<td>May</td>
<td>-</td>
<td>0</td>
<td>14</td>
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<td>14</td>
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<tr>
<td>June</td>
<td>-</td>
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<td>July</td>
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<td>August</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Totals</td>
<td>84</td>
<td>83</td>
<td>29</td>
<td>29</td>
<td>58</td>
<td>43</td>
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</tbody>
</table>

### Class Meeting Days**

<table>
<thead>
<tr>
<th>Class Meeting Days**</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>A (6 weeks)</th>
<th>B (6 weeks)</th>
<th>C (12 weeks)</th>
<th>D (8 weeks)</th>
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</thead>
<tbody>
<tr>
<td>M-W-F</td>
<td>42</td>
<td>41</td>
<td>13</td>
<td>12</td>
<td>34</td>
<td>26</td>
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<tr>
<td>M-T-W-R</td>
<td>57</td>
<td>56</td>
<td>23</td>
<td>23</td>
<td>46</td>
<td>34</td>
</tr>
<tr>
<td>M-T-W-R-F</td>
<td>71</td>
<td>70</td>
<td>29</td>
<td>29</td>
<td>58</td>
<td>43</td>
</tr>
<tr>
<td>M-W</td>
<td>28</td>
<td>28</td>
<td>11</td>
<td>11</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>T-R</td>
<td>29</td>
<td>30</td>
<td>12</td>
<td>12</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>M</td>
<td>13</td>
<td>14</td>
<td>5</td>
<td>6</td>
<td>11</td>
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<tr>
<td>T</td>
<td>15</td>
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<td>S</td>
<td>13 (6.5)</td>
<td>14 (7)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

** Does include final exam days

** Does not include final exams

# Saturday is counted as one-half an instructional day

Updated 10/14/2015
SUBJECT: Master of Science in Biomedical Engineering

DATE: March 24, 2016

PROPOSED BOARD ACTION

Approval of a master of science degree in biomedical engineering.

BACKGROUND INFORMATION

The Department of Mechanical and Aerospace Engineering in the College of Engineering and Computer Science proposes to establish a master of science degree in biomedical engineering.

Biomedical engineering (BME) is an interdisciplinary field that involves the development of new technologies in healthcare from managing patient information, to improving diagnostic equipment, to designing therapeutic solutions that treat disease and injury. An increasing aging population in the U.S. along with a growing demand for more sophisticated medical equipment and procedures has driven and will continue to drive the demand for biomedical engineers. According to the Bureau of Labor Statistics, biomedical engineering is the fastest growing engineering discipline in the U.S. with an increase of 25 percent in employment in BME industries nationwide in the past four years (http://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm). As of May 2013, Florida is one of the top eight states in the US with the highest BME employment, with an estimated 800 BME employees earning an average annual salary of $77,000.

The proposed degree program addresses medical issues at the level of tissues, organs, and the body as a system applying engineering methodologies in surgical and cancer treatment planning and device development, along with the development of assistive and rehabilitative technology. This degree program will consist of 30 credit hours at the graduate level in one of three tracks: biofluids, biomechanics, and the biomedical engineering track for the M.D. program.

The motivation for high-patient safety, satisfaction, enhanced longevity, and quality of life has never been stronger; and the Affordable Care Act has provided financial incentives that reward the delivery of safe and efficient health care. Individuals who have a strong foundation in the biomedical sciences, mathematics, and engineering and who are trained to be creative problem solvers will be critical for the continued health and safety of the public. Graduates of the MSBME program will attain these skills through multi-disciplinary didactic, laboratory, and research experiences from the College of Engineering and Computer Science and the UCF College of Medicine. BME graduates will have a solid mathematics and engineering foundation enabling them to address the needs of the marketplace and enhance patient care and safety.

This proposal was evaluated and recommended by the department, college, and university Graduate Council Program Review Committee. The College of Graduate Studies recommends this proposal, and it has evaluated five of the eight program criteria as met with strength and three as met. The proposed implementation date is Fall 2016.

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

Prepared by: Mubarak Shah, Interim Vice Provost and Dean of the College of Graduate Studies

Submitted by: Dale Whittaker, Provost and Executive Vice President
## Attachment A

### Analysis Summary for New Degree Authorization

**Program Name:** Master of Science in Biomedical Engineering

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Proposal Response to Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The goals of the program are aligned with the university’s mission and relate to specific institutional strengths.</td>
<td><strong>Met with Strength.</strong> The proposed master of science in biomedical engineering degree program clearly aligns with the mission, vision, and strategic goals of UCF by increasing the number of degree offerings in STEM disciplines. This degree program will train individuals for high-paying jobs that will have a significant impact on the local and national economies and ultimately enhance the health of our citizens.</td>
</tr>
<tr>
<td>2. If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.</td>
<td><strong>Met.</strong> Related to the proposed degree program, a 2011 program review recommended hiring more faculty to reduce the student-to-faculty ratio, exploring new avenues to foster research funding and student support, and developing and implementing a plan to recruit high-quality domestic students. In addition, biomedical engineering is identified as a high-priority in the college strategic plan. Since the 2011 program review, the Department of Mechanical and Aerospace Engineering has hired three additional faculty members with biomedical engineering experience and with research programs in biomedical engineering. The department is currently seeking to fill six faculty positions; several will support the master of science in biomedical engineering degree program.</td>
</tr>
<tr>
<td>3. The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor’s or master’s level programs, evidence is provided that the programs are accredited or a rationale is provided as to the lack of accreditation.</td>
<td><strong>Met with Strength.</strong> The program requires completion of 30 credit hours and includes thesis and non-thesis options. The proposal provides a strong course of study and elective course offerings with other departments to provide flexibility for students. The degree program is structured to be completed in two years for students in the biofluids and biomechanics tracks. The track for the M.D. and the M.S. in biomedical engineering students can be completed in five years.</td>
</tr>
<tr>
<td>4. Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.</td>
<td><strong>Met with Strength.</strong> Participating faculty members have extensive teaching and research experience related to the focus area of the proposed degree. They have been successful in acquiring external funding and in publishing the results of their research in high-impact journals. Dr. Kassab, the director of the proposed program, will bring a long history of significant scholarship and student mentoring to the program. In addition, recent hires in mechanical and aerospace engineering and the connection to the prosthetic interface cluster hires demonstrate a commitment to biomedical engineering specializations within the college and department.</td>
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<td>Criteria</td>
<td>Proposal Response to Criteria</td>
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<tr>
<td>5. Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.</td>
<td>Met. The resources of the Department of Mechanical and Aerospace Engineering are adequate to support this proposed new degree program. There will be no need for additional classroom resources and the laboratories of the participating faculty provide adequate facilities for research experiences. The library analysis shows that there are adequate resources, which will be complemented by additional journal subscriptions and book purchases of $61,054 over the first five years, with the dean of the College of Engineering and Computer Science committing to the provision of these resources. There is also evidence of quality partnerships and commitment of health care organizations within the Central Florida community, which will be important for students as they engage in their research projects.</td>
</tr>
<tr>
<td>6. Evidence is provided that there is a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.</td>
<td>Met. Strong evidence is provided that the proposed degree program is a unique program that will not duplicate existing degree programs in Florida. Data from the Bureau of Labor Statistics demonstrates a strong demand for individuals with a biomedical degree and the state of Florida employs a significant number of biomedical engineers. Results from student surveys also indicate significant student interest in a biomedical engineering master’s degree. There is little overlap with the existing biomedical engineering programs in Florida because the research and teaching focus of the proposed program is substantially different from the focus at the other institutions. Current collaborations and the potential for future partnerships also will provide research and teaching opportunities.</td>
</tr>
<tr>
<td>7. The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.</td>
<td>Met with Strength. The budget and cost of the program is appropriate. The cost of the program through the first five years of operation is relatively modest as many of the resources are already in place. There will be an internal reallocation of department funds to support the program. Hiring plans for the next few years will prevent any negative impact of attracting students from other programs.</td>
</tr>
<tr>
<td>8. The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.</td>
<td>Met with Strength. Participating faculty members, departments, and their parent colleges have been extremely productive in teaching, research, and service. Significant research in biomedical engineering has been achieved at UCF by faculty in several departments in the College of Engineering and Computer Science and research funding has also increased. Both undergraduate and graduate student head count has increased over the last five years with an increased number of graduate degrees. Expanded collaborations between the College of Medicine and the department of Mechanical and Aerospace Engineering are expected given the nature of the proposed program and existing productive collaborations.</td>
</tr>
</tbody>
</table>
SUBJECT: Master of Science in Data Analytics

DATE: March 24, 2016

PROPOSED BOARD ACTION

Approval of a master of science degree in data analytics.

BACKGROUND INFORMATION

The Department of Computer Science in the College of Engineering and Computer Science and the Department of Statistics in the College of Sciences propose to establish a master of science degree in data analytics.

Data analytics is an emerging discipline that seeks to infer insights from large amounts of data (big data) by using various statistical techniques and algorithms. The discipline is concerned with both statistical techniques that measure the validity of such insights and with computational techniques for managing data and resources efficiently. There is a great need for people with technical skills in these areas, prompted by the large amounts of information that governments and businesses are collecting. By 2020, governments and businesses will collect zettabytes of data. Governments want to use these data to improve the life of their citizens, and businesses want to exploit these data to better serve their clients. Consequently, there is an increasing demand for data analysts who can create, adapt, and use state-of-the-art tools to obtain insight from large structured and unstructured data sets, converting them into knowledge. The proposed degree program aims to train people to develop algorithms and computerized systems to facilitate the discovery of information from big data.

The Bureau of Labor Statistics does not collect information about data scientists, but strong job growth is expected in the job categories under which such people fall (e.g., computer programmers). According to the November 2013 report of the Commission on Higher Education Access and Educational Attainment, Florida faces a “critical gap” in the areas of “computer and information technology.” Graduates would contribute to filling this gap with their skills in data analytics and computer programming. This degree program will provide employable technical skills including the development of algorithms and computer systems to extract insight from big data.

The proposed program will require 30 credit hours beyond the bachelor’s degree including one three-hour project course and will emphasize the technical aspects of big data analytics, including algorithm design, programming, acquisition, management, mining, analysis, and interpretation of data.

This proposal was evaluated and recommended by the department, college, and university Graduate Council Program Review Committee. The College of Graduate Studies recommends this proposal, and it has evaluated five of the eight program criteria as met with strength and three as met. The proposed implementation date is Fall 2016.

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

Prepared by: Mubarak Shah, Interim Vice Provost and Dean of the College of Graduate Studies

Submitted by: Dale Whittaker, Provost and Executive Vice President
## Attachment A

### Analysis Summary for New Degree Authorization

**Program Name:** Master of Science in Data Analytics

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Proposal Response to Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The goals of the program are aligned with the university’s mission and relate to specific institutional strengths.</td>
<td>Met with Strength. The proposed program is aligned with the goals and mission of the University of Central Florida and the State University System Strategic planning goals. The master of science degree in data analytics will offer prospective students advanced studies in the high-demand STEM discipline areas of data analytics. The curriculum is unique and interdisciplinary and focuses on the technical aspects of big data analytics with coursework from computer science and statistics. Graduates will be well-rounded, highly-skilled and prepared to either enter the workforce or pursue doctoral studies. Established partnerships with industry and the potential for more partnerships will be beneficial to faculty and students. Courses offered on nights or weekends allow working professionals to enroll and successfully complete the program part-time.</td>
</tr>
<tr>
<td>2. If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.</td>
<td>Met with Strength. Recommendations from the most recent computer science program review included focusing on the area of data analytics, and to date the program has hired three faculty members who specialize in data analytics. In addition, adjustments to the faculty workload policy have resulted in a reduced teaching load for research active tenured and tenure track faculty.</td>
</tr>
<tr>
<td>3. The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor’s or master’s level programs, evidence is provided that the programs are accredited or a rationale is provided as to the lack of accreditation.</td>
<td>Met. The master of science in data analytics degree program is a 30-hour program with 24 hours of required courses and six hours of elective courses. The curriculum was developed with advice from the computer science advisory board and is designed to address specific key competencies identified by this board as well as educational requirements commonly listed for data scientist positions. Structured as a part-time cohort program, the M.S. degree in data analytics program allows students to graduate in five terms (two years) by completing six credit hours per term in courses offered at night or on the weekends. Students will complete six of the eight required courses in the first year of the program. In the second year, the remaining two required courses including a semester long project course and two elective courses are completed. Although undergraduate degrees in computer science, statistics, computer engineering, or information technology are preferred, they are not required. Prerequisites allow a broad base of students to enter the program.</td>
</tr>
<tr>
<td>4. Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.</td>
<td>Met with Strength. Recent faculty hires in the area of data analytics have strengthened existing productive faculty in preparation for this program. Thirteen faculty currently at UCF (nine from computer science, three from statistics, and one from the Institute for Simulation and Training) will be involved in the proposed program. The size of the program (cohorts of 34 students each year) is well matched to the number of faculty to cover mentorship and support needs.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Proposal Response to Criteria</td>
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<tr>
<td>5. Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.</td>
<td><strong>Met with Strength.</strong> An analysis by the library indicates that UCF has the necessary and appropriate library collections to provide initial support for the program. The budget includes $3,000 per year for the first three years of the program to strengthen resources in statistical methods and to purchase new books in the developing areas of big data and data mining. Classroom space will not be impacted as courses will be taught at nights and on the weekend. Both departments have existing industry partnerships to provide opportunities for students and faculty.</td>
</tr>
<tr>
<td>6. Evidence is provided that there is a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.</td>
<td><strong>Met.</strong> Data analytics is an emerging discipline, and there is a need for individuals with the expertise to be technical leaders in the area of big data analytics. The Bureau of Labor Statistics anticipates strong growth in data analytics with a need for individuals skilled in the technical aspects of data analytics. The proposed program is designed so that key skills as identified by industry are part of the curriculum. A recent survey of professionals in the Orlando area, UCF alumni, and students indicated sufficient demand for the proposed program. Although there are several master's degree programs that are tangentially related to the proposed program, there are no degree duplications. The proposed program is planned as a part-time program with face-to-face delivery of courses in the evenings or on weekends. The targeted audience is located primarily in the Central Florida area and several companies have expressed interest in graduates of this degree program as potential employees (e.g., Walgreens, Siemens). Statewide recruiting plans also ensure a broad market of potential students.</td>
</tr>
<tr>
<td>7. The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.</td>
<td><strong>Met.</strong> The proposed program will be offered as a cost recovery program and it will be sustainable with the FTE projections. Departmental faculty will teach in this program as part of their in-load teaching assignment, and adjunct faculty will be hired to teach any courses that they would be released from. The courses for the proposed program have already been developed.</td>
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<tr>
<td>Criteria</td>
<td>Proposal Response to Criteria</td>
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<tr>
<td>8. The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.</td>
<td><strong>Met with Strength.</strong> The academic units collaborating for the proposed program have been productive in teaching, research, and service. Faculty in both departments are actively involved in research and have received significant research funding as contracts or grants including five NSF CAREER grants. The Department of Computer Science teaches more than 2,400 undergraduate majors and 300 graduate students. The Department of Statistics teaches 137 undergraduate majors and thousands of non-majors in general education courses each year as well as 46 graduate students. The Statistics department has been teaching data mining classes for the past 16 years and has the distinction of being the first academic program in the US to offer a data mining MS degree. Across the two departments there are six fellows including two fellows of the American Association for the Advancement of Science. Both departments also have experience with administering successful graduate programs.</td>
</tr>
</tbody>
</table>
EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Bachelor of Science in Entertainment Management

DATE: March 24, 2016

PROPOSED BOARD ACTION
Approval of a bachelor of science degree in entertainment management.

BACKGROUND INFORMATION
The proposed bachelor of science in entertainment management directly addresses central aspects of the university’s goals and matches these goals to a productive degree for students interested in managerial positions within the entertainment industry. The program establishes a competitive skillset, supported by an in-depth training that values the knowledge required to be successful leaders in the evolving business needs of the entertainment industry.

This degree program is housed in the Department of Tourism, Events, and Attractions in the Rosen College of Hospitality Management, and it is supported by the College of Arts and Humanities. The entertainment management degree provides an educational path for students leading to careers in the entertainment industry as business practitioners as opposed to that of performers. It emphasizes managerial competencies specifically pertaining to the entertainment industry, such as developing resources and attracting audiences, along with leadership values and communication skills. The degree program will also serve to complement the education of students pursuing performance-based degrees in music and theater.

Graduates from the entertainment management B.S. degree program will be able to pursue careers that include live performances and events, historical, cultural, and educational exhibits, digital media, film enterprises, tourism attractions, experiential hospitality related products, special events, sports events, and recreational or leisure time activities. Many companies including Red Lobster, Disney Theatrical Group, and MAGIC Magazine have expressed strong support for this degree program and have indicated they would welcome its graduates as interns or employees. UCF will be the first public institution to provide a comprehensive entertainment management B.S. degree program that addresses the needs of this prominent industry.

This degree program consists of 36 general education credit hours, 45 credit hours in entertainment management, 15 hospitality management credit hours, 12 credit hours in performing arts, nine credit hours in restricted electives, and three internship credit hours.

This proposal was evaluated and recommend by department, college, and university undergraduate curriculum committees. The College of Undergraduate Studies recommends this program, and it has evaluated seven of the nine program criteria as met with strength and two of the nine criteria as met. The proposed implementation date is Summer 2016.

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

Prepared by: Elizabeth A. Dooley, Dean of the College Undergraduate Studies and Vice Provost for Teaching and Learning

Submitted by: A. Dale Whittaker, Provost and Executive Vice President
# Attachment A

## Analysis Summary for New Degree Authorization

**Program Name:** Bachelor of Science in Entertainment Management

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Proposal Response to Criteria</th>
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<tbody>
<tr>
<td>1. The goals of the program are aligned with the university’s mission and relate to specific institutional strengths.</td>
<td><strong>Met with Strength.</strong> The goals of the program align well with the university’s mission to offer quality undergraduate programs, expand international scope, increase diversity, and establish partnerships. The institution’s strengths in hospitality management and related disciplines will be leveraged to a wider group of students who can apply their strategies to a strong and growing industry important to the region. An excellent reputation in the community has prepared UCF to build a unique and rigorous degree program.</td>
</tr>
<tr>
<td>2. If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.</td>
<td><strong>Met.</strong> In response to academic program reviews in 2010-11, which noted weaknesses in the Tourism, Events &amp; Attractions Department, and concurrent internal reviews on the application of the Academic Learning Compacts, which identified issues in the event management program, the department addressed the rigor of its programs to enhance critical thinking activities and more closely articulate learning objectives and outcomes, which subsequently was reflected in revisions to the programs.</td>
</tr>
<tr>
<td>3. The proposal describes an appropriate and sequenced course of study, including expected student learning outcomes, an assessment plan to verify student learning, and, in the case of advanced technology and related disciplines, industry-driven competences. Evidence is provided that, if appropriate, the university anticipates seeking accreditation for the proposed program.</td>
<td><strong>Met with Strength.</strong> This major is planned well and includes five general core courses common to other related programs, 15 newly developed courses specific to basic and advanced topics in entertainment management, additional background courses from music and theatre, elective courses, and a sequence of internship courses, in common with other programs in the college. The courses are all in place for the degree program, including relevant criteria. Appropriate student learning outcomes have been identified and an assessment plan developed.</td>
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<td>Criteria</td>
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<tr>
<td>4. Evidence is provided that a critical mass of faculty is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty in later years, based on estimated enrollments.</td>
<td><strong>Met with Strength.</strong> The college has a strong set of existing faculty members covering a wide range of disciplines related to hospitality management and with experience in the industry, including the entertainment management industry. There is also an articulated plan for new faculty hires to support the program. The university is positioned to deliver the new degree program using a combination of experienced UCF faculty members and those newly hired to facilitate the new offering.</td>
</tr>
<tr>
<td>5. Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; and appropriate clinical and internship sites are sufficient to initiate the program.</td>
<td><strong>Met.</strong> The library’s analysis is that there are adequate resources to support the proposed degree program. They have recommended an additional $5,000 per year for three years for adding to the current holdings. Existing classroom space is sufficient to meet the needs of the program. There is no specialized equipment or space necessary to implement the degree program.</td>
</tr>
<tr>
<td>6. Evidence is provided that there is a need for more people to be educated in this program at this level. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.</td>
<td><strong>Met with Strength.</strong> National and local agency predictions of employment growth in the sector and closely related sectors indicate strong-levels of employment opportunities, and the presence of multiple large industries in the area is a major strength. The estimates of headcounts and FTE students are realistic given the size of current related degrees in the college and the large potential audience in the immediate region. The college has in place several programs targeting diverse student populations at all levels: h locally, nationally, and abroad. There is also a commitment to fund scholarships for students from developing countries.</td>
</tr>
<tr>
<td>7. The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, which is comparable to the budgets of similar programs, and which provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.</td>
<td><strong>Met with Strength.</strong> The proposed program will be funded entirely by a $5 million donation, which covers recruitment and funding for five faculty members, 20 scholarships for students from developing countries, and other associated expenses.</td>
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<td>Criteria</td>
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<tr>
<td>8. The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.</td>
<td><strong>Met with Strength.</strong> Faculty members in the Rosen College of Hospitality Management have been very productive with excellent teaching, service, and research. The college has demonstrated strong student growth in recent years, and faculty members teach a large number of courses. Faculty members also serve on national committees and editorial boards, and as editors for national journals, and the college hosts a biannual international conference. A large number of faculty members are research active with an output significantly higher than comparable programs worldwide.</td>
</tr>
<tr>
<td>9. Evidence is provided that community college articulation has been addressed and ensured. All prerequisites are listed with assurance that they are the same standardized prerequisites for similar degree programs within the SUS. The total number of credit hours does not exceed 120.</td>
<td><strong>Met with Strength.</strong> The close association with DirectConnect partners and effective advising in the regional campuses ensure information flow about the program and sufficient preparation for the degree program. One course is proposed for the common prerequisites. Community college partners have expressed strong support for the program in that it provides a new pathway for students transitioning to the bachelor’s degree.</td>
</tr>
</tbody>
</table>
SUBJECT: Advancing Student Success Through the Use of Predictive Analytics

DATE: March 24, 2016

For information only.

Supporting documentation: Attachment A: Advancing Student Success Through the Use of Predictive Analytics presentation

Prepared by: Maribeth Ehasz, Vice President for Student Development and Enrollment Services and Elizabeth Dooley, Vice Provost for Teaching and Learning and Dean of the College of Undergraduate Studies

Submitted by: Dale Whittaker, Provost and Executive Vice President
Access, Quality and Success

Advancing Student Success Through the Use of Predictive Analytics

March 24, 2016

Maribeth Ehasz, Ph.D.
Vice President for Student Development and Enrollment Services

Elizabeth A. Dooley, Ed.D.
Vice Provost for Teaching and Learning and Dean of the College of Undergraduate Studies
Overview

• Introduction
• Helping students succeed
  • Guiding questions
  • Goals
  • Performance indicators
  • Descriptive vs. predictive analytics
• Student success and predictive analytics
  • Making data matter
  • Student success collaborative campus
• Discussion
Division of Teaching and Learning and College of Undergraduate Studies

Provides campus-wide leadership in instruction and student learning in order to create an integrated and synergetic approach to student and faculty centered engagement for the promotion of student learning and increased faculty and student engagement.

Transformative Teaching and Learning
- Integration of Technology and Academics
- Student-Centered Active Learning Environments
- Enhanced Learning Through Impactful Pedagogies

High Impact Practices
- Undergraduate Research
- Academic Advancement Programs
- Service Learning and Internships
- Pre-Health and Pre-Law Advising

Providing an Integrative and Innovative Educational Journey
Partnerships to Foster Student Success

- Academic Advisors
- College of Undergraduate Studies
- SDES
- Department Chairs
- Institutional Knowledge Management
- Division of Teaching and Learning
- Computer Services and Telecommunications
- Colleges
UNIVERSITY INNOVATION ALLIANCE

When universities collaborate, students win.

UIA Goals:
• Improve outcomes for ALL students regardless of background
• Help students in highly innovative ways
• Change the way universities work together and help more students achieve a quality college degree
Helping Students Succeed

Guiding Questions:

• What do you want to do when you graduate from UCF?
• What do you want to major in at UCF?
• What do you want to do while you’re at UCF?
• When do you plan on graduating?
Student Success and Predictive Analytics – UCF Goals

• Increase the number of students attaining a degree or certificate
• Reduce the time to attain a degree
• Reduce excess hours
• Incorporate student success measures through program review
• Promote scholarly engagement with student success
Performance Indicators
Retention and Graduation Trends: First Time In College

Summer-Fall Full-Time

2020 Goals
• 1-yr Retention: 92%
• 6-yr Grad: 75%
Performance Indicators
Retention and Graduation Trends: Florida Community and State College Transfers

Summer-Fall All with Associate of Arts

2020 Goal
• 0% Gap
junior cohort
## Differences in Level of Insight

### Descriptive Analytics

1. Which student groups have historically been more at-risk than others for student progression and graduation success?

2. What were the completion rates historically for key courses, programs of study, and groups of students over time?

3. Which groups of students are at-risk of not graduating and which groups of students are graduating?

4. How many students participate in high-impact practices and interventions?

### Predictive Analytics

1. Which students are exhibiting behaviors early in the semester which put them at risk for graduation completion?

2. What is the best course enrollment pattern for a particular program or student that increases graduation success?

3. Which students are currently at risk for graduating and why?

4. Which high-impact practices would increase a student’s graduation success?
Student Success and Predictive Analytics

Making Data Matter

Data mining

Turn data into information

Use the information to achieve student success

Civitas Learning

Education Advisory Board (EAB)
EAB Student Success Collaborative Campus

Delivering student success efforts at scale:
• UCF risk model
• Data driven systemic changes
• Target individual students for strategic intervention
• Empower advisors
• Campus-wide case management - coordinated care network

Predictive Analytics
• Institution reports
• 360-degree student view
• Early alerts

Student Pathways
• Major and career guidance
• High impact practices
• Mapping and tracking
• Proactive outreach and interventions

Graduation
• Student success
EAB Student Success Collaborative Campus
– Future Roadmap

• Predictive analytics model expansion
• Course activity and behavior tracking
• Financial aid data points
• Track outreach and student interaction
• Set goals and monitor key outcome metrics
EAB Student Success Collaborative Campus – UCF Timeline

4-4-16
ITEM: INFO-2

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: College of Medicine Milestones

DATE: March 24, 2016

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For information only.

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Supporting documentation: Attachment A: UCF College of Medicine Update Summary
Attachment B: Building the UCF Health Sciences Campus at Lake Nona presentation

Prepared by: Deborah German, Vice President for Medical Affairs and Dean of the College of Medicine

Submitted by: Dale Whittaker, Provost and Executive Vice President
A top-tier college of medicine that brings economic impact to a community must be strong in all three of its integral missions – education, research, and patient care.

- In almost ten years, the UCF College of Medicine has created an innovative medical education program that is gaining national and international recognition.
- M.D. students are scoring in the top quartile nationally on board and licensing exams, research productivity, and service to patients.
- The UCF College of Medicine is unique nationally in having a large undergraduate biomedical sciences program that is a pipeline for medical and other graduate schools and careers in healthcare professions.
- College of Medicine faculty members are being recognized nationally for their efforts.

In the next ten years, the UCF College of Medicine must develop its research and patient care missions if it is to achieve top-tier status.

- UCF’s medical school is one-tenth the size of the average U.S. public medical school in revenue. The College of Medicine must increase revenues from research and patient care if it is to achieve its goal.
- The College of Medicine has created a small clinical practice with two sites in Orlando. It has also begun a young research program. These initiatives are still in their infancy. Research and clinical care must be developed to the level that the education mission has been developed. This will allow UCF to keep its promise of economic impact for the medical city.
- A UCF teaching hospital is necessary for the College of Medicine to flourish in all three of its missions, particularly in patient care and research.

In addition to the College of Medicine’s education, research, and patient care programs, the UCF Health Sciences Campus at Lake Nona provides a prime location for future partnerships within the university and community.

- Expansion of the campus could include UCF’s existing College of Nursing, and the potential future colleges of dentistry and public or allied health, creating an integrated program for training the health providers of tomorrow.
- Such an integrated campus would add to the College of Medicine’s existing partnerships in the community, region, and state.
Building the UCF Health Sciences Campus at Lake Nona

UCF College of Medicine Update
March 24, 2016

Deborah C. German, M.D.
Vice President for Medical Affairs
Dean, College of Medicine
UCF College of Medicine Missions

- Education
- Research
- Patient Care

Partnerships
Our Growth in the Past Decade
## COM Selected Achievements

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Space</strong></td>
<td>120 Square Feet</td>
<td>527,954 square feet</td>
</tr>
<tr>
<td><strong>Faculty/Staff</strong></td>
<td>1</td>
<td>686 core faculty and staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2,252 affiliated and volunteer faculty</td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
<td>0</td>
<td>2866 UG, 105 G, 458 MD, 34 GME</td>
</tr>
<tr>
<td><strong>M.D. Graduates</strong></td>
<td>0</td>
<td>169</td>
</tr>
<tr>
<td><strong>M.D. Program</strong></td>
<td>An Idea</td>
<td>LCME Full Accreditation</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>0</td>
<td>$88,627,376*</td>
</tr>
<tr>
<td><strong>Patient Care</strong></td>
<td>0</td>
<td>UCF Health Physician Practice (two locations)</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td>$2 million</td>
<td>$85 million</td>
</tr>
</tbody>
</table>

*cumulative
U.S. Medical Licensing Examination Step 1 and Step 2 Clinical Knowledge Scores

Step 1
Taken after pre-clerkship years (M2)

Average Step 1 Scores

Step 2 Clinical Knowledge
Taken after first clinical year (M3)

Average Step 2 Clinical Knowledge Scores
National Board of Medical Examiners Subject Exams

Class of 2016

<table>
<thead>
<tr>
<th>Specialty</th>
<th>National</th>
<th>2014-15 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pediatrics</td>
<td>79</td>
<td>82.5</td>
</tr>
<tr>
<td>OB/GYN</td>
<td>76.3</td>
<td>77.6</td>
</tr>
<tr>
<td>Neurology</td>
<td>77.2</td>
<td>79.9</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>83.1</td>
<td>87.5</td>
</tr>
<tr>
<td>Surgery</td>
<td>76.5</td>
<td>78.9</td>
</tr>
<tr>
<td>Medicine</td>
<td>78.8</td>
<td>82.3</td>
</tr>
</tbody>
</table>
# M.D. Education Update

- Data for all matched seniors from the National Resident Matching Program (2015)

<table>
<thead>
<tr>
<th>STUDENT CHARACTERISTICS</th>
<th>25th</th>
<th>50&lt;sup&gt;th&lt;/sup&gt;</th>
<th>75&lt;sup&gt;th&lt;/sup&gt;</th>
<th>100&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean number of work experiences</td>
<td>2.6</td>
<td>3.0</td>
<td>3.3</td>
<td>3.6</td>
</tr>
<tr>
<td>Mean number of volunteer experiences</td>
<td>6.0</td>
<td>6.8</td>
<td>8.0</td>
<td></td>
</tr>
<tr>
<td>Mean number of research experiences</td>
<td>2.4</td>
<td>2.8</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>Mean number of publications</td>
<td>3.0</td>
<td>4.2</td>
<td>5.3</td>
<td>6.1</td>
</tr>
</tbody>
</table>

| USMLE STEP SCORES                          |        |                |                |                  |
| Mean Step 1 scores                         | 227.9  | 231.3          | 235.9          | 236.6            |
| Mean Step 2 scores                         | 241.2  | 243.5          | 246.2          | 246.8            |
New Medical School Partnership

The UCF College of Medicine
and
The University of the Virgin Islands
## COM Selected Achievements

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Space</strong></td>
<td>120 Square Feet</td>
<td>527,954 square feet</td>
</tr>
<tr>
<td><strong>Faculty/Staff</strong></td>
<td>1</td>
<td>686 core faculty and staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2,252 affiliated and volunteer faculty</td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
<td>0</td>
<td>2866 UG, 105 G, 458 MD, 34 GME</td>
</tr>
<tr>
<td><strong>M.D. Graduates</strong></td>
<td>0</td>
<td>169</td>
</tr>
<tr>
<td><strong>M.D. Program</strong></td>
<td>An Idea</td>
<td>LCME Full Accreditation</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>0</td>
<td>$88,627,376*</td>
</tr>
<tr>
<td><strong>Patient Care</strong></td>
<td>0</td>
<td>UCF Health Physician Practice (two locations)</td>
</tr>
<tr>
<td><strong>Revenues</strong></td>
<td>$2 million</td>
<td>$85 million</td>
</tr>
</tbody>
</table>

*cumulative
College of Medicine Revenue Sources

UCF College of Medicine Revenue
Total: $68 million

2014-15

Average Public Medical School Revenue
Mean: $639 million

- State, Government, Parent Support: 45.7%
- Practice Plans: 15.9%
- Tuition and Fees: 14.3%
- Endowment and Gifts: 1.4%
- Hospitals, Med School Programs: 1.4%
- Miscellaneous Sources: 0.3%
- Total Grants and Contracts: 10.5%

Source: LCME Part 1-A Annual Financial Questionnaire
AAMC Medical School Profile System
College of Medicine Revenue Sources

UCF COM – 2014-15 Total Revenue: $68 million
78 Public Medical Schools – 2014-15 Mean Total Revenue: $639 million

Source: LCME Part 1-A Annual Financial Questionnaire
AAMC Medical School Profile System
What We Need to Do

Patient Care  Education  Research
What We Need to Do
Areas of Research Focus

- Cancer
- Cardiovascular disease
- Neurodegenerative disease
- Infectious disease
- Medical simulation

- Research funding total: $88,627,376
Patient Care – UCF Health

- Multi-specialty faculty practice
  - Internal and Family Medicine
  - Cardiology
  - Dermatology
  - Geriatrics
  - Sports Medicine
  - Rheumatology
  - Nephrology
  - Endocrinology
  - Gastroenterology
  - Integrative Medicine
  - Neurology
  - Occupational Medicine
ITEM: INFO-3

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Programs for Students with Unique Abilities report

DATE: March 24, 2016

For information only.

Supporting documentation: Attachment A: Programs for Students with Unique Abilities report presentation

Prepared by: Adam Meyer, Executive Director for Student Accessibility Services and Inclusive Education Services and Pamela Carroll, Dean of the College of Education and Human Performance

Submitted by: Dale Whittaker, Provost and Executive Vice President
Access, Quality, and Success

Programs and Services for Students with Unique Abilities

March 24, 2016

Dr. Adam Meyer
Executive Director, Student Accessibility Services & Inclusive Education Services
Division of Student Development and Enrollment Services

Dr. Pamela Carroll
Dean, College of Education and Human Performance
Overview

- Introduction
- Student accessibility services
- Inclusive education services
- Meet our students
- New opportunities
  - Florida Center for Students with Unique Abilities
- Resources for students
- Discussion
SDES: Helping Students Stay In School, Be Healthy, Live Ethically…Graduate

SDES PRIORITIES: 2015-16

SAFETY, SECURITY, PREVENTION, CARE

ENROLLMENT

STUDENT LEARNING & SUCCESS

CAREER READINESS AND SUPPORT

SOCIAL JUSTICE AND DIVERSITY AND INCLUSION
Student Accessibility Services – Mission

Work collaboratively with students, faculty, and staff members to create an inclusive educational environment for students

- Awareness of human diversity and the impact of barriers
- Creating partnerships with students, faculty, and staff
- Constructing an inclusive college experience
- Equal opportunity through accessible environments
- Sharing resources that facilitate accessibility
- Seamless access as a long-term vision and destination
Student Accessibility Services

- Physical
- Learning
- Sensory
- Psychological
- Temporary injuries and illnesses

Students Served

2012 2013 2014 2015

Fall Semester
Student Accessibility Services

Accessible environments

Invisible disabilities

Collaboration with campus

Digital accessibility

Academic accommodations

Substantial captioning and interpreting

Access Quality Success
Inclusive Education Services – Mission

To deliver an innovative and distinctively inclusive three-year post-secondary educational experience for individuals with intellectual disabilities by facilitating immersive academic, campus, and vocational opportunities
Inclusive Education Services

- Full access to UCF programs and services
- On-campus housing
- Two classes per semester (non-degree)
- Resource facilitators
- Paid and unpaid work experiences
- Capstone internship

Access
Quality
Success

UCF - Stands For Opportunity
College of Education and Human Performance
INFO-3
# Meet Our Students

**Patricia**
- Enjoys learning about the police, practicing sign language, and doing arts and crafts.
- Lives on-campus
- Police or Speech and Language Pathology focus
- National Anthem singer

**David**
- Works for UCF’s Recreation and Wellness Center
- Enjoys running and lifting weights
- Lives on-campus
- A member of the Acapella Club
- Wants to work in fitness field

**Amanda**
- Volunteers at the Creative School
- Holds a Student Union Internship
- Works within College of Education and Human Performance
- Enjoys working out
- Member of Campus Crusade for Christ
- Lives on campus
- Still deciding on field

**Matt**
- Volunteers with the Creative School
- Paid position in UCF’s Housing and Residence Life’s mailroom
- Member of Campus Crusade for Christ
- Lives on-campus
- Interested in ministry, social work or leadership-related field

**Patricia**
- Enjoys learning about the police, practicing sign language, and doing arts and crafts.
- Lives on-campus
- Police or Speech and Language Pathology focus
- National Anthem singer
New Opportunities
Florida Center for Students with Unique Abilities

- Statewide coordination of the dissemination of information regarding postsecondary programs and services for students with intellectual disabilities
- Partnership between College of Education and Human Performance and the Division of Student Development and Enrollment Service
  - $8 million funded by the Florida Legislature
  - $1.5 million funding for center operations
  - $3 million for institutional grants
  - $3.5 million for student scholarships
Resources for Students

Student Accessibility Services
Phone: 407-823-2371
Email: sas@ucf.edu
Website: http://sas.sdes.ucf.edu/
DISCUSSION