



**Board of Trustees
University of Central Florida
Educational Programs Committee
March 16, 2017, 10:00 – 11:15 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

- [Approval of the January 13, 2017, Educational Programs Committee meeting minutes](#)

IV. NEW BUSINESS

- Conferral of Degrees ([EPC-1](#))

A. Dale Whittaker
Provost and Executive Vice President

- 2019-20 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
 - Ph.D. in Big Data Analytics ([EPC-3a](#))
 - Ph.D. in Integrative Anthropological Sciences ([EPC-3b](#))
 - B.A./B.S. Degree in Nonprofit Management ([EPC-3c](#))
 - B.S. Degree in Environmental Studies ([EPC-3d](#))

Elizabeth Klonoff
Vice President for Research and Dean
of the College of Graduate Studies
John Weishampel
Associate Dean, College of Graduate Studies
Elizabeth Dooley
Dean of the College of Undergraduate Studies
and Vice Provost for Teaching and Learning
Keisha Hoerrner
Associate Dean for the College of
Undergraduate Studies and Professor
of Communication

- 2015-16 UCF Annual Accountability Report to the Board of Governors ([EPC-4](#))
M. Paige Borden
Associate Provost for Academic Program Quality and Associate Vice President for Institutional Knowledge Management
- Classification of Instructional Programs (CIP) Code Changes ([EPC-5](#))
M. Paige Borden
- New Instructional Site - Valencia College East ([INFO-1](#))
M. Paige Borden
- Provost's Update
- Faculty Spotlight: UCF's Planetary Exploration ([INFO-2](#))
A. Dale Whittaker
Humberto Campins
Pegasus Professor and Professor of Physics and Astronomy, College of Sciences

V. OTHER BUSINESS



MINUTES
Educational Programs Committee
University of Central Florida
Board of Trustees

January 13, 2017

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 11:30 a.m. Committee members Ken Bradley, Chris Clemente, and Beverly Seay were present. Also present was Board of Trustees' Chairman Marcos Marchena.

MINUTES

The November 17, 2016, meeting minutes were approved as written.

NEW BUSINESS

Provost's Update

Dale Whittaker, Provost and Executive Vice President, provided the following updates

- **Faculty Spotlight: UCF Natural Language Processing Group (INFO-1)** – Whittaker introduced Dr. Fei Liu, an assistant professor in the Department of Computer Science. Dr. Liu leads UCF's Natural Language Processing Group, whose mission is to develop natural language technologies that improve human language understanding and processing. Liu presented the research she conducts with undergraduate and graduate students in the areas of text summarization, language generation, social media analytics, and machine learning.
- **Path to Preeminence: Research Update (INFO 2)** – Whittaker reported that for the first time, UCF is ranked in the top 100 by the National Science Foundation in its R&D expenditures. His presentation cited UCF's historical rankings and expenditures, and compared the latest (2015) ranking among Florida research universities. The presentation looked ahead to preeminence metrics – how UCF performed this past year and how it expects to perform in research-related metrics in 2017.
- **Student Debt (INFO 3)** – In Whittaker's monthly mythbusters series, he looked at today's discourse surrounding student debt and the stories we see in the news regarding millions of Americans who have crushing debt from student loans. He reported that new research from Brookings and federal agencies shows that the majority of increase in student debt is seen in students who attend for-profit and two-year institutions. Whittaker showed how UCF's student debt compares to the nation's public institutions, as well as to Florida institutions, and to the family incomes of UCF students who carry no debt. Nearly half of UCF students graduate with no debt; and those who do take on an average of less than \$22,000, with a default rate that is well below the national average.

Trustee Garvy adjourned the meeting at 12:05 p.m.

Respectfully submitted:

A. Dale Whittaker
Provost and Executive Vice President

2.28.17

Date

ITEM: EPC-1

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Conferral of Degrees

DATE: March 16, 2017

PROPOSED BOARD ACTION

Approval: Conferral of degrees at the Spring 2017 commencement ceremonies.

BACKGROUND INFORMATION

UCF expects to award the following degrees at the Spring 2017 commencement ceremonies on May 4, 5, and 6, 2017:

6,664	baccalaureate degrees
1,112	master's degrees
<u>163</u>	doctoral and specialist degrees
7,939	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

Educational Programs Committee - New Business

Attachment A

UCF Spring 2017 Commencement

Note: Procession of graduates begins 20 minutes prior to each ceremony.
 *Projected Attending (Baccalaureate only) is an estimate based on 70% attending rate.

College	Baccalaureate					Master's				Doctorate			
	Intent to graduate	Projected* attending	Picked-up cap and gown	Head-count	Degree award	Intent to graduate	Indicated attending	Picked-up cap and gown	Head-count	Intent to graduate	Indicated attending	Picked-up cap and gown	Head-count
Thursday, 5/4, 9:00 a.m.													
College of Arts and Humanities	730	511				73	73			3	3		
College of Engineering and Computer Science	667	467				188	188			45	45		
College of Optics and Photonics	11	8				8	8			3	3		
College Totals:	1,408	986	-	-	-	269	269	-	-	51	51	0	0
Total Students Anticipated in Attendance:	1,306												
Thursday, 5/4, 2:30 p.m.													
College of Graduate Studies		-				18	18				-		
College of Medicine	246	172				4	4			6	6		
College of Undergraduate Studies	295	207					-				-		
Rosen College of Hospitality Management	394	276				13	13				-		
College Totals:	935	655	-	-	-	35	35	-	-	6	6	0	0
Total Students Anticipated in Attendance:	696												
Friday, 5/5, 9:00 a.m.													
College of Business Administration	804	563				206	206			5	5		
College Totals:	804	563	-	-	-	206	206	-	-	5	5	0	0
Total Students Anticipated in Attendance:	774		-										
Friday, 5/5, 2:30 p.m.													
College of Education and Human Performance	540	378				256	256			31	31		
* Education Specialists		-				16	16				-		
College of Nursing	284	199				37	37			2	2		
College Totals:	824	577	-	-	-	309	309	-	-	33	33	0	0
Total Students Anticipated in Attendance:	919		-										
Saturday, 5/6, 9:00 a.m.													
College of Sciences	1,475	1,033				83	83			31	31		
College Totals:	1,475	1,033	0	0	0	83	83	0	0	31	31	0	0
Total Students Anticipated in Attendance:	1,147												
Saturday, 5/6, 2:30 p.m.													
College of Health & Public Affairs	1,218	853				210	210			37	37		
College Totals:	1,218	853				210	210	0	0	37	37	0	0
Total Students Anticipated in Attendance:	1,100												
Degree level ITG totals:	6,664					1,112				163			
Combined ITG submissions:	7,939												
All ceremony projected* attending:	5,940	74.8%	of all ITG's										
Anticipated attendance - cap/gown pickup:	0	of all ITG's											
Headcount totals:	0	of all ITG's											
Undergraduate degrees awarded:	0	of all UGRD ITG's											

ITEM: EPC-2

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: 2019-20 Academic Calendar

DATE: March 16, 2017

PROPOSED BOARD ACTION:

Approval of 2019-20 UCF academic calendar.

BACKGROUND INFORMATION:

The Board of Governors requires that the Board of Trustees approve the university's academic calendar. The attached 2019-20 calendar developed by the UCF Academic Calendar Committee has been approved by Provost Whittaker.

Supporting documentation: Attachment A: 2019-20 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

Educational Programs Committee - New Business

2019-2020 Academic Calendar - Proposed

Attachment A

EVENT	Fall 2019	Spring 2020	SU A (6 wks) 2020	B (6 wks) 2020	C (12 wks) 2020	D (8 wks) 2020	Holidays
Classes Begin	19-Aug	6-Jan	11-May	22-Jun	11-May	11-May	Labor Day Monday 9/2/2019
Drop Deadline	22-Aug	9-Jan	14-May	25-Jun	14-May	14-May	Veterans' Day Friday 11/11/2019
Add Deadline	23-Aug	10-Jan	15-May	26-Jun	15-May	15-May	Thanksgiving Thurs-Sat 11/28 - 11/30
Withdraw Date	28-Oct	18-Mar	4-Jun	16-Jul	29-Jun	17-Jun	MLK Monday 1/20/2020
Last Day of Class	27-Nov	20-Apr	19-Jun	31-Jul	31-Jul	10-Jul	Spring Break Mon-Sat 3/9 - 3/14
Study Day	N/A	N/A	-	-	-	-	Memorial Day Monday 5/25/2020
Final Exams	12/2 - 12/7	4/21-4/27	-	-	-	-	4th of July Friday 7/3/2020
Grades Due	11-Dec	30-Apr	24-Jun	5-Aug	5-Aug	15-Jul	
Degree Conferral Date	13-Dec	30-Apr	1-Aug	1-Aug	1-Aug	1-Aug	
Certifications	13-Dec	2-May	10-Aug	10-Aug	10-Aug	10-Aug	
Commencement	12/13 - 12/14	4/30-5/2	1-Aug	1-Aug	1-Aug	1-Aug	
Number of Class Days	78	77	29	29	58	43	
Number of Final Exam Days	6	6	-	-	-	-	
Total Number of Instructional Days	84	83	29	29	58	43	
Grand Total Number of Instructional Days	225						
Total Instructional Days*	Fall 2019	Spring 2020	SU A (6 wks) 2020	B (6 wks) 2020	C (12 wks) 2020	D (8 wks) 2020	
August	11	-	-	-	-	-	
September	22	-	-	-	-	-	
October	25	-	-	-	-	-	
November	20	-	-	-	-	-	
December	6	-	-	-	-	-	
January	-	20.5	-	-	-	-	
February	-	22.5	-	-	-	-	
March	-	18.5	-	-	-	-	
April	-	21.5	-	-	-	-	
May	-	0	14	-	14	14	
June	-	-	15	5	20	20	
July	-	-	-	22	22	9	
August	-	-	-	2	2	0	
Totals	84	83	29	29	58	43	
Class Meeting Days**	Fall 2019	Spring 2020	A (6 weeks)	B (6 weeks)	C (12 weeks)	D (8 wks) 2020	
M-W-F	42	42	17	17	34	25	
M-T-W-R	57	56	24	24	47	34	
M-T-W-R-F	71	70	29	29	58	43	
M-W	28	28	11	12	23	17	
T-R	29	28	12	12	24	18	
M	13	14	5	6	11	8	
T	15	14	6	5	12	9	
W	15	14	6	6	12	9	
R	14	14	6	6	12	9	
F	14	14	6	6	11	8	
S#	14 (7)	14 (7)	-	-	-	-	

* Does include final exam days

** Does not include final exams

Saturday is counted as one-half an instructional day

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Ph.D. in Big Data Analytics

DATE: March 16, 2017

PROPOSED BOARD ACTION

Approval of a Ph.D. in big data analytics.

BACKGROUND INFORMATION

The Department of Statistics in the College of Sciences proposes to establish a Ph.D. in big data analytics.

Increasingly, massive sets of structured or unstructured big data are being generated that overwhelm the storage capacity of computing environments customarily employed by statisticians. These datasets are measured in exabytes and cannot be analyzed solely with standard statistical methods. Furthermore, these data may reside in the Cloud or on multiple machines so that traditional statistical analyses of flat files are no longer appropriate. This explosion of big data has also coincided with the evolution of rapid and inexpensive computation, significantly re-shaping the practice of statistical science. These changes have created a need for doctoral-level expertise in big data analytics. Specifically, there is a significant need for Ph.D.- trained statisticians who are adept at operating in this much different computing environment to access and assess these massive datasets and develop new and custom methods of analysis. The Ph.D. in big data analytics will provide a sound foundation in these areas with a strong emphasis on statistical computing (the science of statistics applied to these computational challenges), statistical data mining, statistical machine learning, and their application to business, social, and health problems. The proposed Ph.D. program will be unique in Florida and one of seven across the globe. The overall purpose of the proposed program is to produce Ph.D.- level data scientists and analysts who can contribute to industry, government, and academia by using innovative applications of existing techniques or original research in new data analysis methods.

Data from the Bureau of Labor Statistics project significant employment growth for statisticians and computer programmers (the classifications used to describe data scientists). In large part, this growth is projected because industry leaders have identified a gap between the number of trained workers with deep analytical skills and expertise in statistics and the demand for these data scientists. Graduates of this doctoral program will contribute to filling this gap with their skills in data analytics and computer programming.

The proposed program will require 72 credit hours beyond the bachelor's degree including 57 hours of coursework and 15 hours of dissertation research.

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 2018.

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

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

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

Attachment A

**Analysis Summary for New Degree Authorization
Program Name: Ph.D. in Big Data Analytics**

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university’s mission and relate to specific institutional strengths.	Met with Strength. The Ph.D. in big data analytics program supports the mission of offering high-quality education to train graduates to be decision makers based on the analysis of data. The proposed degree program supports the university’s mission to provide the highest quality of pioneering scholarship and impactful research. The degree program will enhance the economic development of the Orlando metropolitan area. There is strong evidence of partnerships within the university (colleges of medicine, engineering and computer science, health and public affairs) and externally including locally (Disney) and internationally (SAS) prominent industries.
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.	Met. The Department of Statistics positively addressed many of the points raised by the 2009 SACSCOC review and is on-track to address the remaining ones. In addition, since the program review, the department established two interdisciplinary, professionally focused master’s degree programs jointly with College of Business Administration and the College of Engineering and Computer Science.
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.	Met with Strength. The proposed core courses provide a unique curriculum that separates this degree program from similar degree programs offered at other institutions. Seven new courses covering a breadth of topics will be offered. The admission and graduation criteria are in line with common practices for comparable Ph.D.-level programs. There is no accreditation body for this type of program. The existing faculty are appropriately trained to teach the proposed courses. The committee suggested that the curriculum should include an internship component to facilitate partnerships and for students to gain industry experience.

	Criteria	Proposal Response to Criteria
4.	Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.	Met with Strength. The Department of Statistics have hired five new faculty members since 2014. Thirteen graduate faculty have been identified to contribute to the program. These faculty members are productive and engaged in research and consulting activities. They possess the appropriate expertise and leadership skills to ensure program development and success.
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.	Met. The library resources are appropriate to meet the needs of the program. Though office space concerns were identified, the program has realistic plans to provide the needed space for the projected increase in faculty and graduate teaching assistants. The proposed budget includes the cost of \$30,000 for cloud services, which should provide the necessary data storage resources for students in this degree program. The College of Sciences received financial commitment from Academic Affairs. Doctoral assistantships will be transferred from the master's degree program. There is a strong existing demand by industry for internships for the doctoral students.
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.	Met with Strength. The described case studies demonstrate that there is a need for graduates in big data analytics. The support letters from industry and academia describe the strong demand for doctoral-level graduates who have the ability and creativity to contribute to collaborative efforts involving different disciplines. Though the majority of graduates are expected to find careers in knowledge-driven industries, there is also a need for academics to teach as data scientist is a burgeoning field.
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.	Met. The proposal denoted the financial commitment from the dean of the College of Sciences to support the degree program. It is expected that paid internships are very likely to result from industry partnerships. Collaborations with other UCF groups interested in data analytics should lead to increased grant support. The doctoral students will provide a high level of instruction for undergraduate students in the burgeoning field of data analytics.

	Criteria	Proposal Response to Criteria
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	Met with Strength. The FTE productivity is high for this department. Research in the department of statistics has shown a positive trend in grant dollars specifically in the domain of big data analytics and is projected to increase with the addition of this doctoral program.

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Ph.D. in Integrative Anthropological Sciences

DATE: March 16, 2017

PROPOSED BOARD ACTION

Approval of a Ph.D. in integrative anthropological sciences.

BACKGROUND INFORMATION

The Department of Anthropology in the College of Sciences proposes to establish a Ph.D. in integrative anthropological sciences.

The proposed Ph.D. in integrative anthropological sciences focuses on the dynamics of transformation and change in societies past and present. The program embraces and promotes cross-disciplinary empirical research in the social and natural sciences with a unique approach integrating the science and technology components of STEM with the theoretical and analytical strengths of social science to address critical social challenges. The sophisticated methodological approaches of this Ph.D. program will include geospatial analyses, modeling and visualization, materials and isotopic sciences, and qualitative and quantitative methods. Graduates from this degree program will be able to triangulate among multiple methodologies to address current, complex problems

The central purpose of the degree program is to produce graduates with the necessary methodological expertise and analytical skills to create innovative solutions to the ongoing challenges of local and global disparities, environmental and anthropogenic crises, and the resilience and vulnerability of human populations. These skills include expertise in areas such as geospatial analysis (GIS), statistics, and quantitative and qualitative research methods.

Graduates with a Ph.D. in integrative anthropological sciences will be employed in high-growth industries, including cartography, photogrammetry, and remote sensing, and will be life scientists, and natural science managers, and postsecondary educators. Employment data predict growth at the national, state, and regional levels in these employment sectors. The Ph.D. in integrative anthropological sciences is also designed to provide students with specific competencies that have been identified as necessary or highly desirable by government, business, and academic employers of anthropological scientists. These include project design and management, writing, public speaking, teamwork, and interdisciplinary collaboration.

The proposed program will require 51 credit hours beyond the master's degree consisting of 36 hours of coursework and 15 hours of dissertation.

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 six of the eight program criteria as *met with strength* and two as *met*. The proposed implementation date is Fall 2018.

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

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

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

Attachment A

**Analysis Summary for New Degree Authorization
Program Name: Ph.D. in Integrative Anthropological Sciences**

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university’s mission and relate to specific institutional strengths.	Met with Strength. The proposed degree program is aligned with the goals and mission of the University of Central Florida and the strategic planning goals of the State University System. This alignment is highlighted in the consultant reports. The Ph.D. in integrative anthropological sciences program will provide students advanced studies in a STEM discipline that involves the development of a variety of cutting-edge competencies that are in high-demand for social scientists. This degree program has a strong international component as a result of faculty research within the Department of Anthropology and their recruitment of an increasingly diverse student population. The innovative and unique focus offers interdisciplinary approaches and methodological analytical skills providing graduates with a well-rounded experience that will make them competitive in the workforce.
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.	Met with Strength. The anthropology program has been strengthened in response to the recommendations in the previous program review. There is no accreditation for this type of program.
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.	Met with Strength. The Ph.D. in integrative anthropological sciences program requires a minimum of 51 credit hours beyond the master’s degree program, including 36 coursework hours and 15 dissertation hours. Though the 51 hours is about average, this degree program is designed to be completed in four years and is considered an accelerated program in comparison to others in the anthropology field. The sequence of coursework and dissertation hours is appropriate and well-planned for timely degree completion. Strict criteria for admission into the program including a high grade point average, competitive GRE scores, and previous research experience will attract high-quality students.

	Criteria	Proposal Response to Criteria
4.	Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.	Met with Strength. Existing faculty members in the Department of Anthropology are research productive as demonstrated by their publication and grantsmanship record. Recent faculty hires have strengthened existing faculty in preparation for this degree program. Due to the interdisciplinary nature of the program, there is a potential to collaborate with other UCF departments and colleges including nursing, biology, mathematics, and health and public affairs.
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.	Met. UCF has the necessary and appropriate library collections to provide initial support for the degree program. The cost for new journal subscriptions needed is minimal and no new databases are required. The department is working to alter existing space to accommodate new faculty members and doctoral students. The committee raised concerns about the feasibility of funding students and student research through grant acquisition. Many faculty members currently involve anthropology master's degree program students in field study and research allowing for an easy transition to doctoral research.
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.	Met with Strength. The department received strong letters of support that show little overlap between existing programs in the state. There is also support from potential employers. As a result of the interdisciplinary nature of the program, graduating students are eligible for diverse employment opportunities after graduation. Students in the degree program will gain a wide-variety of employable skills, e.g., GIScience, remote sensing, and statistical analysis.
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.	Met. The outlined budget and cost of the degree program was deemed appropriate. The increase in departmental funding in 2016 and the projected further increase in 2017 alleviated concern about the sustainability of the student field research program, which is largely dependent on external grants. Additionally, the program has secured financial support from the College of Science to supplement student support. The interdisciplinary connections with other UCF groups lends itself to more diverse research funding avenues.

	Criteria	Proposal Response to Criteria
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	Met with Strength. The current anthropology faculty members are extremely productive in terms of teaching and research as noted by their high publication numbers. It is expected that with the potential interdisciplinary collaborations and the more advanced student research, the department will significantly increase productivity.

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: B.A./B.S. Degree in Nonprofit Management

DATE: March 16, 2017

PROPOSED BOARD ACTION

Approval of a B.A./B.S. degree in nonprofit management.

BACKGROUND INFORMATION

The proposed B.A./B.S. degree in nonprofit management directly addresses central aspects of the university's goals and matches these goals to a productive degree for students interested in numerous aspects of the growing nonprofit sector. The degree program establishes a competitive skillset, supported by in-depth training that values the knowledge required to be successful leaders in large and small nonprofit environments.

This degree program is housed in the School of Public Administration in the College of Health and Public Administration. The nonprofit management degree program provides an educational path for students who can meet workforce needs within the state of Florida, as well as nationally. From health and human services and science programs to performing and fine arts, students from all backgrounds will find a major in nonprofit management to be a good fit for preparing for their future careers. Many millennials want to work for a mission-driven organization and to ultimately make a difference in the world. The nonprofit sector and its vast network of more than one million organizations can provide these graduates with opportunities to use their education and talents to tackle some of the world's most pressing social issues. This degree program will meet student needs by developing their knowledge and experience in the competencies important in the nonprofit sector. This degree program will provide students with marketable skills for employment in the sector, and it will enhance the nonprofit sector as a whole by building a workforce that is competent and well-prepared to lead and manage in a changing and diverse environment.

UCF will be the first public institution in Florida to provide a comprehensive nonprofit management B.S. degree program, and it has received strong support from community organizations.

This degree program consists of 36 general education credit hours; 6 hours of lower-division courses; 27 credit hours in general nonprofit management, resource development, volunteer and human resource management, planning and improvement, and program evaluation; 24 credit hours in restricted electives; 21 hours of free electives; 3 internship credit hours; and 3 capstone credit hours.

This proposal was evaluated and recommended by department, college, and university undergraduate curriculum committees. The College of Undergraduate Studies recommends this program, and it has evaluated six of the nine program criteria as *met with strength* and three of the nine criteria as *met*. The proposed implementation date is Summer 2017.

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: B.A./B.S. Degree in Nonprofit Management**

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university’s mission and relate to specific institutional strengths.	Met with Strength. This innovative degree program, which will be the first within the State University System, builds on UCF’s commitment to quality education, collaborations across the university, and community partnerships. UCF has a successful graduate degree program in the discipline, a successful Center for Public and Nonprofit Management, and expert faculty members. The university hosts an annual national conference for nonprofit community partners, illustrating its national standing in the area of nonprofit management.
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.	Met with Strength. The School of Public Administration is accredited by the National Association of Schools in Public Affairs and Administration (NASPAA). The new degree proposal provides a clear summary of the school’s NASPAA reviews, recommendations, and resulting enhancements. The school’s master’s degree in public administration program was reaccredited in 2012, earning the highest level of reaffirmation. The school will continue to seek accreditation for related programs, although there is currently no accrediting body specifically for undergraduate nonprofit management programs.
3.	The proposal describes an appropriate and sequenced course of study, including expected student learning outcomes, an assessment plan to verify student learning, and, in the case of advanced technology and related disciplines, industry-driven competences. Evidence is provided that, if appropriate, the university anticipates seeking accreditation for the proposed program.	Met with Strength. The curriculum was designed in collaboration with national industry experts and includes nine core courses, a required internship, a required capstone course, a required minor, and electives to allow students to gain a better understanding of a service area concentration, including eldercare or an allied field such as criminal justice. The program places emphasis on competency-based curriculum.
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.	Met. Six current faculty members in the School of Public Administration will teach at least one course in this program. The seventh faculty member is an anticipated new hire for staffing additional courses needed in year two of the program.

	Criteria	Proposal Response to Criteria
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.	Met with Strength. The master’s degree in nonprofit management program and the minor in nonprofit management have been operating at UCF for more than ten years. In those years, the UCF library has amassed library volumes and serials in nonprofit management, and it compares favorably with other universities offering similar nonprofit management programs. To ensure new publications in print and electronic formats are added to the collection in a timely manner to support the new programs, \$2,000 each year for five fiscal years, for a total of \$10,000 will be allocated. In year one funds for library expenses will come from the master’s in nonprofit management cohort auxiliary account through continuing education. Funds for library expenses will come from new enrollment growth by year five.
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.	Met. The nonprofit sector is a vital economic force in this country. Its 10.7 million employees from all backgrounds make up 10% of the total U.S. workforce. The nonprofit sector generates more than \$86 billion in annual revenue and holds assets of nearly \$192.9 billion. The Florida nonprofit sector employs over 430,000 people (7% of the state’s workforce) and an additional 250,000 full-time equivalent volunteer workers. These workers need to understand the complexities of working in the nonprofit sector. Students in the B.A./B.S. degree in nonprofit management program will learn and demonstrate competencies required to lead and manage in this unique sector. This degree program will benefit the local and state nonprofit sector through the use of service learning, internships, and volunteer service. Florida’s, 86,042 public charities employ more than 465,000 people. In the central Florida area served by the University of Central Florida, there are more than 9,000 public charities, indicating a large potential job market for graduates.

	Criteria	Proposal Response to Criteria
7.	<p>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.</p>	<p>Met with Strength. No degree programs outside of UCF’s School of Public Administration should be impacted by any reallocation of resources for the proposed program. Within the School of Public Administration, the impact should be minimal because the School of Public Administration is building on the existing minor and undergraduate certificate in nonprofit management. All eleven of the required courses have already been created and are being taught at least once a year. The budget is reasonable, leveraging existing resources to maximize impact.</p>
8.	<p>The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.</p>	<p>Met with Strength. The School of Public Administration has 23 full-time faculty members (excluding adjunct instructors, visiting professors, the school director, and two faculty members currently in administrative positions), 22 of whom have terminal degrees in their fields. Eight faculty members have won UCF’s Teaching Incentive Program awards (several have won multiple times), and several faculty members have won the College of Health and Public Affairs’ Excellence Awards for Undergraduate and Graduate Teaching. One faculty member is currently completing his Fulbright research in Lithuania. Faculty members regularly publish in the field’s top journals and academic presses. Several faculty members have given plenary talks at national conferences and symposia. The nonprofit faculty members are also engaged in supporting the profession through their involvement in national academic, and professional activities, including chair of the Association of Nonprofit Educators, board member for the Nonprofit Leadership Alliance, chair of the Nonprofit Section for NASPAA, chair of the Teaching Section for ARNOVA, chair of the Nonprofit Policy, Practice, and Partnerships Committee for ASPA, and editor of the <i>Journal of Health and Human Services Administration</i>.</p>
9.	<p>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.</p>	<p>Met. The degree program will not exceed 120 hours. The Common Program Prerequisites are being approved by the state for the new CIP Code, and the proposed CPP is an economics course that will satisfy a general education requirement. The department plans to work with Valencia College and Seminole State College to attract Florida College System transfers.</p>

ITEM: EPC-3d

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: B.S. Degree in Environmental Studies

DATE: March 16, 2017

PROPOSED BOARD ACTION

Approval of a B.S. degree in environmental studies.

BACKGROUND INFORMATION

The proposed B.S. degree in environmental studies will create a free-standing degree program out of a successful interdisciplinary studies degree track that has been sustained for more than a decade.

This degree program is housed in the Office of Interdisciplinary Studies in the College of Undergraduate Studies. The environmental studies degree provides an innovative, interdisciplinary avenue for students interested in STEM-related industries locally, regionally, and nationally. The degree prepares students for a number of careers. Its interdisciplinary nature provides students with tools that can be applied across a spectrum of science, social behavior, and humanities using the strengths of the various areas. For example, students seeking journalistic or artistic careers will gain a scientific background by which to understand environmental science, while students pursuing careers in the sciences will appreciate the social, political, and ethical dimensions of environmental actions and policy decisions. Students graduating with degrees in environmental studies may continue to pursue graduate education or can pursue employment in a variety of fields (e.g., in environmental law, health care administration, educational policy analysis, GIS applications, the FDA, and many others).

The workforce potential for graduates is encouraging. In terms of national occupational outlook data most directly related to environmental studies, environmental specialist occupations are growing faster than average (by 11%) and geoscientists are also growing faster than average (by 10%). The job outlook for cartographers (which may be of particular interest to our graduates, as students are required to complete a two-semester sequence in geographic information systems) is growing much faster than average (by 23%). Atmospheric scientists, who also may come with a degree in environmental studies, are growing faster than average (by 9%). Florida is frequently ranked among the top states nationally in terms of demand for this degree. Florida also shows high employment levels in a number of fields directly associated with environmental studies. For example, among surveying and mapping technicians, Florida has the second highest employment level nationally. Among environmental science and protection technicians, Florida has the third highest employment level nationally. Demand in the IDS track has been consistently strong, attracting a diverse student population. The free-standing degree program is anticipated to have equally strong student interest.

UCF will join Florida International University, New College of Florida, and Florida Gulf Coast University in offering a B.S. degree in environmental studies. Florida A&M University offers a B.A. degree in environmental studies. The program received letters of support from those existing programs.

This degree program consists of 36 general education program credit hours, 11 credit hours of core courses, 19 hours of advanced core courses (environmental studies fundamentals), 18 hours in one of two available concentration areas (science or values, planning, and policy), 33 hours of non-major or elective coursework, and 3 credit hours in a capstone course.

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 six of the nine program criteria as *met with strength* and three of the nine criteria as *met*. The proposed implementation date is Summer 2017.

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: B.S. degree in Environmental Studies**

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university’s mission and relate to specific institutional strengths.	Met with Strength. This interdisciplinary degree program has grown out of a successful track within the interdisciplinary studies degree. It meets the university’s goals of providing quality educational opportunities for a diverse student body. This degree program will assist in the university’s goals of increasing the number of STEM-related disciplinary options for students and with meeting state and national workforce needs.
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.	Met. No formal accreditation agencies exist for the proposed degree program. However, it will undergo external review every seven years as part of the university’s academic program review process. The most recent program review for interdisciplinary studies did not include any recommendations for improvement within the environmental studies track.
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.	Met with Strength. Students graduating with a degree in environmental studies will be able to integrate the content knowledge, methodologies, and practical approaches of multiple disciplines to address issues arising in a variety of situations involving the environment. The curriculum was designed in collaboration with an interdisciplinary faculty curriculum committee from multiple disciplinary colleges. In addition to the university’s general education requirements, students will take core requirements that will allow them to gain additional insight into a particular aspect of the complex components of this emerging discipline. These core requirements include fundamental environmental studies courses, 18 hours in one of two concentrations (science or values, planning, and policy), a required capstone, and electives.
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.	Met. A visiting lecturer with disciplinary expertise was hired in Fall 2016 and placed on a four-year contract. Since the degree already exists as a track in IDS, only minor changes or additions of faculty are anticipated. The visiting lecturer line will be converted into a permanent lecturer position in 2020, and one additional faculty member will likely be hired in several years. The majority of the courses are taught by existing faculty members in other departments, and there is no anticipated need to increase their number based solely on the majors in this degree program.

	Criteria	Proposal Response to Criteria
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.	Met. Key databases and journals in science and environmental studies were used to compare UCF holdings with those of peer institutions (Florida International University, University of Colorado-Boulder, and the University of Oregon). UCF compares favorably with its peers. The UCF Libraries' books and monograph holdings also compared favorably with peer institutions and were strong in almost all areas, meeting the current needs of the degree program.
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.	Met with Strength. In terms of national occupational outlook most directly related to environmental studies, environmental specialist occupations are growing faster than average (by 11%) and geoscientists are also growing faster than average (by 10%). The job outlook for cartographers (which may be of particular interest to our graduates, because students are required to complete a two semester sequence in Geographic Information Systems) is growing much faster than average (by 23%). Atmospheric scientists, who also may come with a degree in environmental studies, are growing faster than average (by 9%). Florida is frequently ranked among the top states nationally in terms of demand for this degree. Florida also shows high employment levels in a number of fields directly associated with environmental studies. For example, among surveying and mapping technicians, Florida has the second highest employment level nationally. Among environmental science and protection technicians, Florida has the third highest employment level nationally. Demand in the IDS track has been consistently strong, attracting a diverse student population. The free-standing degree program is anticipated to have equally strong student interest.

	Criteria	Proposal Response to Criteria
7.	<p>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.</p>	<p>Met with Strength. The budget is realistic because the proposed degree program will replace a current track within an existing degree program. Thus, few new resources are required while providing an opportunity to increase the number of students receiving a STEM-related degree.</p>
8.	<p>The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.</p>	<p>Met with Strength. The academic unit associated most directly is the Office of Interdisciplinary Studies. Housing one of the largest degree granting programs in the university, IDS was recently relocated to the newly-formed College of Undergraduate Studies. This year, IDS hired its first two full-time visiting faculty members and has plans to hire additional full-time faculty in the coming years. Degree programs in interdisciplinary studies have approximately 1,600 majors and have consistently grown or maintained the strong numbers of majors. As an interdisciplinary unit, all degree tracks in IDS draw extensively on courses offered in other units are taught by faculty members from other units. Among those who have regularly taught required classes are tenured professors and associate professors with multiple teaching and research awards.</p>
9.	<p>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.</p>	<p>Met with Strength. The program includes the Common Program Prerequisites courses for CIP Code 03.0103, most of which are general education courses taught at Florida College System (FCS) and SUS institutions. The degree program does not exceed 120 hours. Transfer students from FCS institutions have been able to complete the environmental studies track within the IDS degree, and they will continue to do so with the free-standing degree since the only major curricular change is the addition of the capstone course.</p>

ITEM: EPC-4

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: 2015-16 UCF Annual Accountability Report to the Board of Governors

DATE: March 16, 2017

PROPOSED BOARD ACTION

Approval of the 2015-16 Annual Accountability Report to the Board of Governors, with permission to include non-material data that is to be supplied by the staff of the Board of Governors.

BACKGROUND INFORMATION

The Board of Governors requires each university to file an annual accountability report, which is due for submission to Data Request System by March 27, 2017.

Supporting documentation: 2015-16 UCF Annual Accountability Report to the Board of Governors

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

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

Attachment A

2015-16

Annual Accountability Report

UNIVERSITY OF CENTRAL FLORIDA

PENDING BOT APPROVAL



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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2015-16

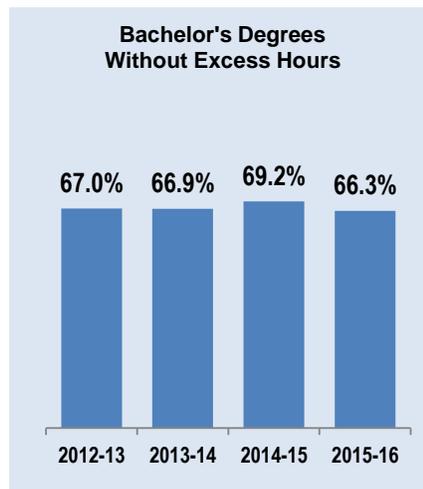
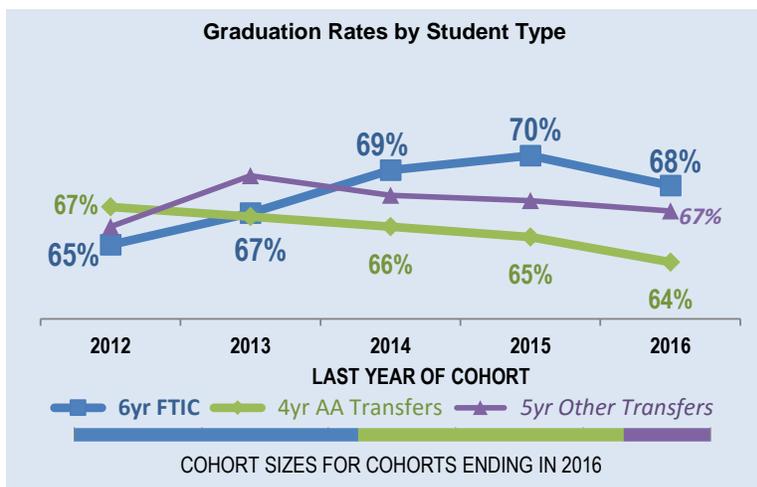
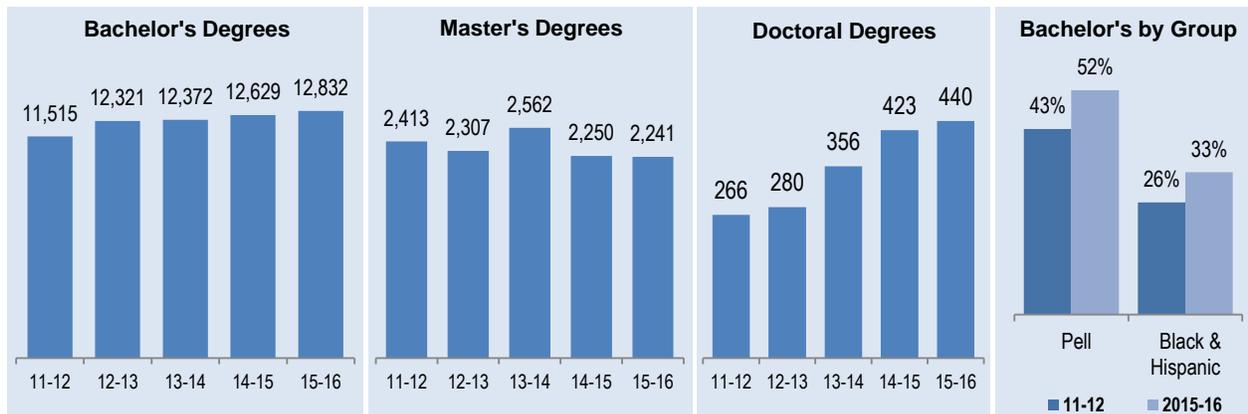


UNIVERSITY OF CENTRAL FLORIDA

Dashboard

Headcount Enrollments	Fall 2015	% Total	2014-15 % Change	Degree Programs Offered			2015 Carnegie Classifications	
				Faculty (Fall 2015)	Full-Time	Part-Time		
TOTAL	63,016	100%	4%	TOTAL (as of Spring 2016)				
White	33,294	53%	0%	Baccalaureate	190		Basic:	Doctoral Universities: Highest Research Activity
Hispanic	14,195	23%	8%	Master's	76		Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate
Black	6,872	11%	7%	Research Doctorate	27		Graduate Instructional Program:	Research Doctoral: Comprehensive programs, with medical
Other	8,655	14%	9%	Professional Doctorate	3		Size and Setting:	Four-year, large, primarily nonresidential
Full-Time	41,007	65%	3%				Community Engagement:	Yes
Part-Time	22,009	35%	5%	TOTAL	1,626	46		
Undergraduate	54,073	86%	3%	Tenure & Ten. Track	851	18		
Graduate	8,012	13%	3%	Non-Tenured Faculty	775	28		
Unclassified	931	1%	27%					

DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



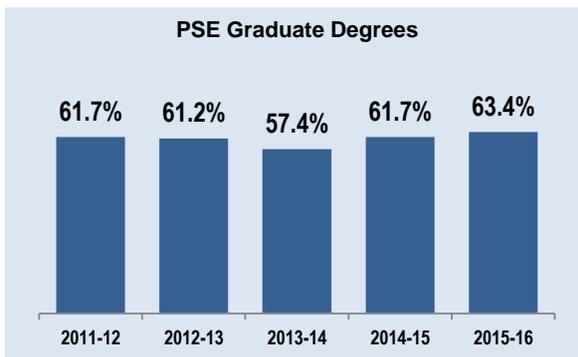
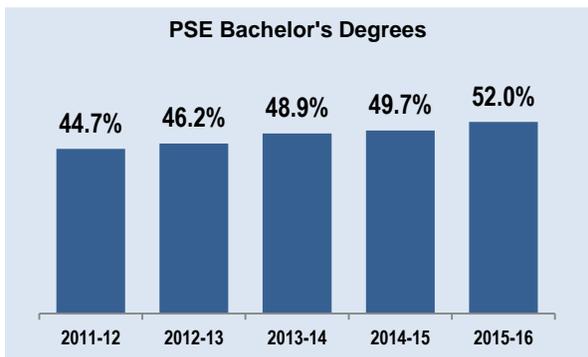
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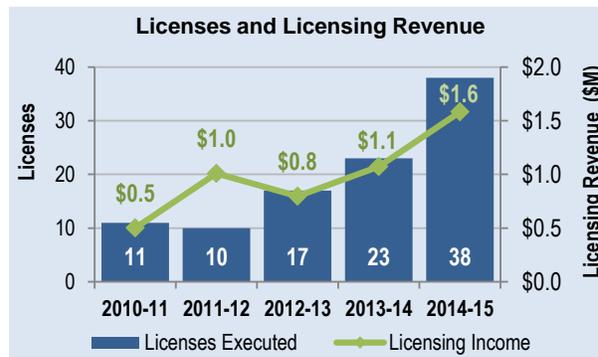
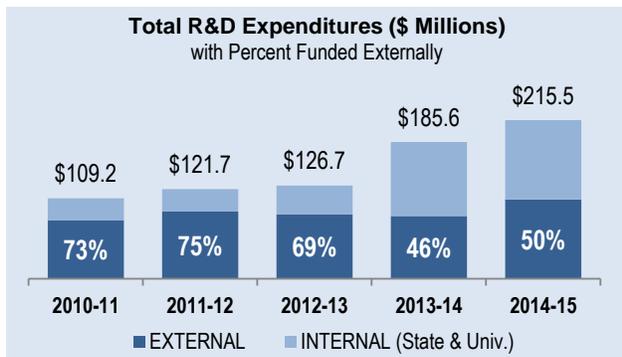
UNIVERSITY OF CENTRAL FLORIDA

Dashboard

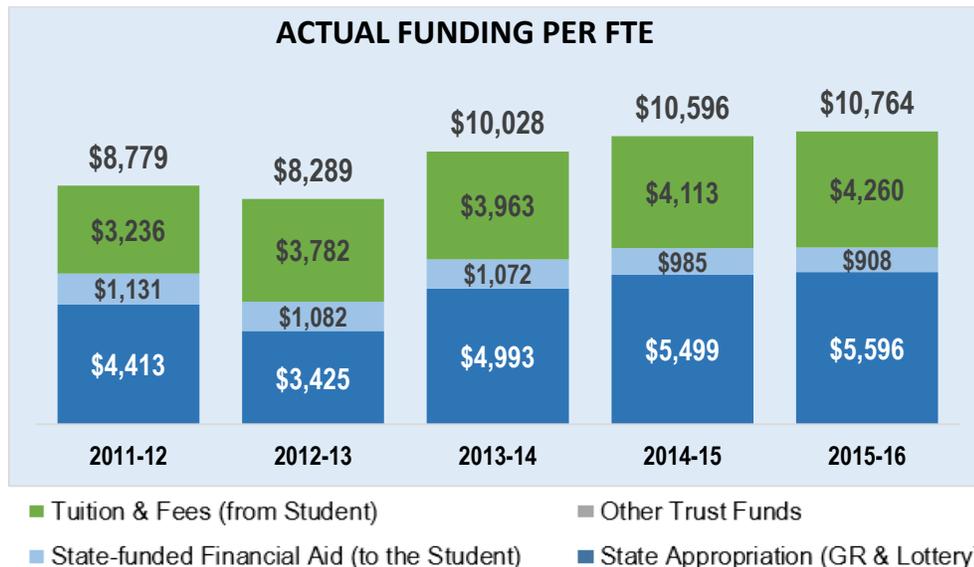
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES

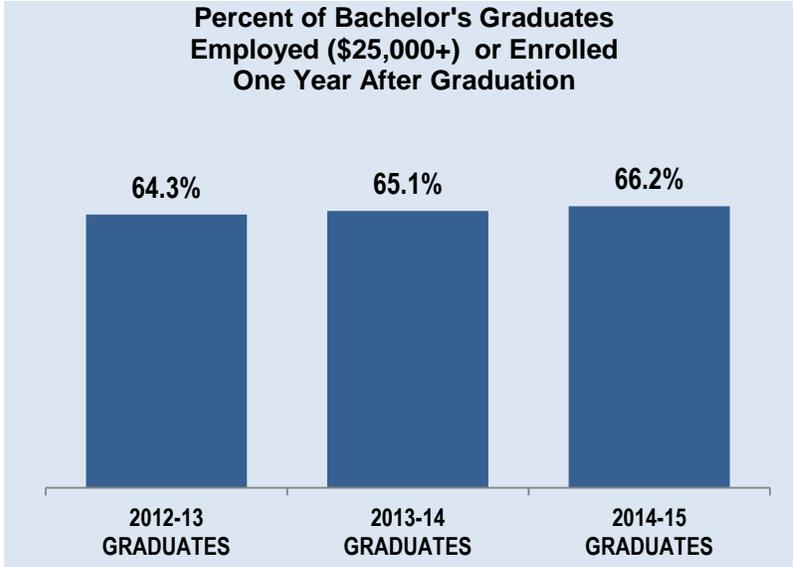


Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here. Please note that a portion of the Tuition & Fees is supported by federal SFA programs (ie, Pell grants). State-funded Student Financial Aid amounts include the 11 SFA programs that OSFA reports annually. State Appropriations includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only) that are directly appropriated to the university as reported in Final Amendment Package. Student FTE are actual and based on the standard IPEDS definition of FTE (equal to 30 credit hours for undergraduates and 24 for graduates). This data does not include funds or FTE from special units (i.e., IFAS, Health-Science Centers or Medical Schools). Not adjusted for inflation.



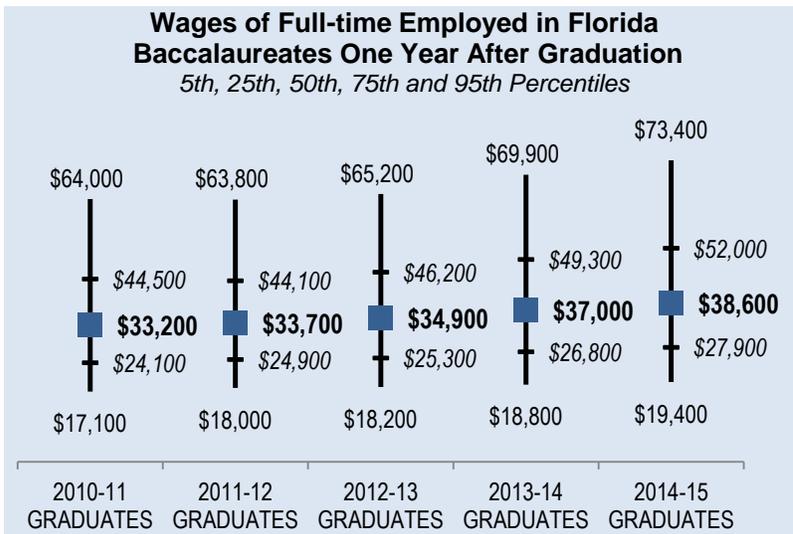
Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. Board of Governors staff found 94% of the total 2014-15 graduating class.

See Table 40 within this report for additional information about this metric.



Notes: Wage data is based on annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed by the military or federal government, or those without a valid social security number. In 2014-15, these data accounted for 60% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.



Performance Based Funding Metrics

		2013-14	2014-15	CHANGE
1	Percent Employed (\$25,000+) or Enrolled One Year After Graduation	65.1%	66.2%	1.1%
		2013-14	2014-15	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	\$37,000	\$38,600	4.3%
		2014-15	2015-16	CHANGE
3	Cost to the Student: Net Tuition & Fees per 120 Credit Hours	\$15,330	\$15,280	-0.3%
		2009-15	2010-16	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	70.1%	68.3%	-1.9%
		2014-15	2015-16	CHANGE
5	Academic Progress Rate	86.6%	86.5%	-0.1%
		2014-15	2015-16	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	49.7%	52.0%	2.3%
		FALL 2014	FALL 2015	CHANGE
7	University Access Rate	39.4%	39.8%	0.4%
		2014-15	2015-16	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	61.7%	63.4%	1.7%
		2014-15	2015-16	CHANGE
9	<i>Board of Governors Choice Metric:</i> Bachelor's Degrees Without Excess Hours	69.2%	66.3%	-2.9%
		2014-15	2015-16	CHANGE
10	<i>Board of Trustees Choice Metric:</i> Bachelor Degrees Awarded	12,629	12,832	1.6%

Note: The annual data shown above is rounded to one decimal. The one-year change data is based on the non-rounded annual data and may not appear to sum due to rounding.



Key Achievements (2015-16)

STUDENT AWARDS/ACHIEVEMENTS

1. Engineering student Albert Manero (founder of the Limbitless Solutions) was named among the "15 People to Watch" in Central Florida by *Orlando* magazine. Manero also received the governor's top volunteer award.
2. Burnett Honors College student John Vastola was selected as a Rhodes Scholarship Finalist.
3. The UCF Collegiate Cyber Defense Competition Team won first place at the College Cyber Security Championship Cup and won the National Collegiate Cyber Defense Competition for the third year in a row.

FACULTY AWARDS/ACHIEVEMENTS

1. College of Business Administration professor Dr. Dean Cleavenger was awarded the Core Fulbright Scholar Award by the United States Department of State Bureau of Educational and Cultural Affairs for his teaching and research in Romania;
2. Mubarak Shah, Trustee Chair Professor of Computer Science, was listed as one of the most cited authors in the *International Journal of Computer Vision* and the highest cited author at UCF by Google Scholar.
3. College of Sciences physics professor Josh Caldwell was a Principal Investigator on the first science payload to fly on the suborbital Blue Origin rocket, and he also provided hardware for the NASA Strata-1 experiment, which is now in the International Space Station.

PROGRAM AWARDS/ACHIEVEMENTS

1. *Princeton Review* and *PC Gamer* ranked the Florida Interactive Entertainment Academy for video game graduate programs in North America.
2. The Rosen College of Hospitality Management program was ranked in the top five hospitality and hotel management schools in the world by *CEOWorld*.
3. *U.S. News & World Report* ranked 18 UCF graduate programs among the Top 100 in the country.

RESEARCH AWARDS/ACHIEVEMENTS

1. UCF researchers received a record \$145.75 million in funded research. The UCF Applied Research Institute was established and secured its first grant for over \$2 million.
2. UCF, in partnership with Massachusetts Institute of Technology, was awarded a \$75 million contract to develop smart fiber technology.
3. The U.S. Department of Agriculture awarded UCF a \$4.6 million grant to fight citrus greening and recognized UCF as a Center of Excellence. That designation, a first for the USDA, recognizes the university's capability and effectiveness as a research institution.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. The Education Trust ranked UCF among the best public universities in the nation when it comes to reducing the graduation-rate gap between black and white students.
2. *U.S. News & World Report* ranked UCF 13th as one of the nation's "Most Innovative Schools" and 91st among public institutions.
3. UCF received a top-20 ranking from the National Academy of Inventors for patents by public universities.



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

Student Quality

The average Fall 2015 FTIC SAT score was 1261, a five point increase over last year. The average Fall 2015 incoming student high school GPA was 4.00, a 0.08 point increase over last year.

The average Fall 2015 SAT score for The Burnett Honors College was 1403, an increase of five points.

The FTIC full-time student retention rate increased to 89.1 percent (a 1.6 percentage point increase).

More than 23,000 UCF students received Bright Futures scholarships.

College of Health and Public Affairs student Nonica Santiago was the only student nationwide to receive the 2015 Student Triumph Award from the American Health Information Management Association.

College of Health and Public Affairs social work student Bernarda Elizabet Garcia received the 2015 Mario Savio Lecture Fund's Young Activist Award, and her work with the Hope Community Center in Apopka was featured in *The Chronicle of Higher Education*.

College of Engineering and Computer Science student Rebecca McLean received the 2016 Undergraduate Student Award in environmental chemistry from the American Chemical Society.

College of Engineering and Computer Science doctoral student Jared Church won the National Aeronautics and Space Administration/Florida Space Grant Consortium doctoral fellowship, one of only 11 awarded nationally.

College of Engineering and Computer Science Programming Team finished 33rd in the world finals and 3rd among United States teams at the Association for Computing Machinery and the International Collegiate Programming Contest.

LEAD Scholars Academy students Alexis Ghersi, Andrew Aboujaoude, and Jennifer Carvel received the Clinton Global Initiative University Resolution Project Award. Only 20 awards were given at the conference.

Program Quality

U.S. News & World Report ranked UCF 91st among public universities and 168th among all national universities.

College Rankings: College of Engineering and Computer Sciences (82nd), College of Education and Human Performance (91st).

Program Specific Rankings (in Top 100): Student Counseling and Personnel Services (9th), Atomic/Molecular/Optical (14th), Nonprofit Management (17th), Criminology (26th), Healthcare Management (38th), Industrial Engineering (39th), Speech-Language Pathology (53rd), Public

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Affairs (63rd), Computer Engineering (64th), Materials Engineering (65th), Electrical Engineering (66th), Civil Engineering (75th), Environmental Engineering (75th), Social Work (78th), Physics (85th), Medical Research (88th), Computer Science (90th) and Doctor of Nursing Practice (100th).

Kiplinger named UCF 36th in the Best Values category for public colleges.

Forbes ranked UCF as 162nd in research universities and 82nd among all universities in the South.

The College of Arts and Humanities Department of English was ranked as the 2nd Best Online English and Humanities Program by Affordable College Online.

The College of Education and Human Performance Elementary Education bachelor's degree program was ranked 5th in the nation for traditional teacher education programs by Brookhill Institute of Mathematics.

The College of Education and Human Performance Sport and Exercise Science Ph.D. program was ranked 6th nationally for programs of similar size by the National Academy of Kinesiology.

The College of Nursing master's program was ranked 18th by *Best Colleges*.

The College of Arts and Humanities Florida Interactive Entertainment Academy, was ranked 5th in the nation for animation programs in the South and 30th in the nation for animation programs in the United States by *Animation Career Review*.

The College of Arts and Humanities School of Performing Arts received its first accreditation by the National Association of School of Theaters.

The Center for Distributed Learning was awarded the following recognitions:

- Online Learning Consortium Effective Practice Award
- 2nd and 3rd place awards in the IMS Global Learning Consortium "Learning Innovation App Challenge"
- *Campus Technology* Innovators Award

Collaborations

Continuing its charter membership in the University Innovation Alliance (UIA), UCF and the UIA were awarded an additional \$3.85 million in new funding from the Bill & Melinda Gates Foundation, Ford Foundation, and USA Funds to support the UIA's work to improve college completion rates. In addition, the UIA was awarded \$8.9 million from the U.S. Department of Education to conduct a four-year research study on the group's 11-member campuses to evaluate the effectiveness of advising to increase retention, progression, and graduation rates for low-income and first-generation students. Since its inception, UIA members have increased the proportion of degrees awarded to low-income students by three percent, while decreasing the gap in graduation rates between low-income students and their more affluent peers. UCF has increased the number of low-income graduates by more than 19 percent. The other UIA members include Arizona State University, Georgia State University, Iowa State University, Michigan State University, The Ohio State University, Oregon State University, Purdue University, University of California-Riverside, University of Kansas, and University of Texas at Austin.

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UCF is a partner institution of Frontier Set, a select group of 29 colleges and universities and two state systems, funded by the Bill and Melinda Gates Foundation, that is committed to dramatically increasing student success and eliminating racial, ethnic, and socioeconomic disparities in college attainment.

The Rosen College of Hospitality Management finalized the Reciprocal Exchange Program with the University of Canberra, Australia, and Sun Yat-sen University, China, which increases international focus to our curricula, enhances career development, provides student development and leadership growth, and enhances UCF's goal of being a leading partnership university.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

Degrees

UCF awarded 12,960 bachelor's degrees, an increase of 1.3 percent; 2,218 master's degrees, a decrease of 0.7 percent; and 440 doctoral degrees, an increase of 4.0 percent.

The Veterans Academic Resource Center helped 396 student-veterans earn degrees.

During the past decade, the gap between graduation rates of black and white students has been reduced by 1.9 percent.

Enrollment

UCF total enrollment increased 3.61 percent to 63,016.

African-American enrollment reached 6,872, a 7.2 percent increase over last year. Hispanic enrollment reached 14,195, an 8.1 percent increase over last year.

Study abroad programs enrolled 439 students, an 18 percent increase over last year.

UCF enrolled 2,412 international students from 124 different countries.

Online Learning

Online learning activity increased to 39.6 percent of total credit hours, an increase of 1.8 percent.

Among all registered students, 78.7 percent (58,095) took at least one fully online or blended-learning course.

Registration in online courses accounted for 30.5 percent of the total university student credit hour production.

The university offered 19 online bachelor's programs, 28 online minors, 27 online graduate certificate programs, 27 online master's programs, and two online doctoral programs.

Student Success

Student Financial Aid dispersed \$472 million in support.

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The Student Academic Resource Center was recognized as one of 100 test centers to earn the National Test Center Certification distinction from among 650 institutional members across the United States and Canada.

The DirectConnect to UCF Pathway program was nationally recognized with the annual WCET Outstanding Work Award, which is presented to colleges, universities, and other organizations for exceptionally creative, technology-based solutions to a significant problem or need in higher education.

The Latino Faculty and Staff Association, along with the Office of Diversity and Inclusion, launched CREAR (College Readiness, Achievement, and Retention) Futuros. The program pairs students with student mentors who will introduce them to campus resources, provide tips on stress and time management, and offer insights on how to make the most of their time at UCF.

Transfer and Transition Services won the Statewide Exemplary Practices presented by the Association of Florida Colleges (AFC). This is the highest award given by the AFC, Student Development Commission.

INCREASE THE NUMBER OF DEGREES AWARDED IN STEM AND OTHER PROGRAMS OF STRATEGIC EMPHASIS

UCF awarded 52 percent of bachelor's degree in STEM and other programs of strategic emphasis, an increase of 2.3 percentage points.

UCF awarded 63.4 percent of graduate degrees in STEM and other programs of strategic emphasis, an increase of 1.7 percentage points.

The College of Nursing Doctorate of Nursing Practice, and two graduate certificate programs designed for nurse practitioners were reaccredited for 10 years by the Commission on Collegiate Nursing Education.

The College of Sciences' Physics Ph.D. program was named one of six Bridge Program Sites in the nation by the American Physical Society. This program was recently initiated by the society and has already helped double the participation of underrepresented minorities in physics Ph.D. programs. UCF received six bridge program students in 2015-16.



Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

Professionals at UCF received \$145.75 million in funded research. Forty-four researchers received \$1 million or more in funding during the year.

The American Association for the Advancement of Science elected Professor Martin Richardson, College of Optics and Photonics, as a fellow for his contributions to science and technology. He was recognized for his work in developing high-power pulsed lasers and for their use in understanding the science of high-power laser light interaction with laser-induced plasmas.

College of Engineering and Computer Science Electrical Engineering professor Issa Batarseh and College of Optics and Photonics professor Guifang Li were named National Academy of Inventors Fellows. They are UCF's 8th and 9th members of the select academy.

Michael Chini, assistant physics professor in the College of Sciences, and Sumit Jha, assistant computer science professor in the College of Engineering and Computer Science, earned 2 of 56 Young Investigator Research Programs awards by the Office of Naval Research.

College of Health and Public Affairs professor of Public Administration, Mary Ann Feldheim, received the 2016 Joan Fiss Bishop Leadership Award, which is given through the American Society for Public Administration, Section on Women in Public Administration.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

In its inaugural year, the Faculty Cluster Initiative added 33 new faculty members in six fields to advance areas of excellence and global impact. The interdisciplinary faculty teams are in the fields of cyber security and privacy, renewable energy, bioinformatics, energy conversion, sustainable coastal systems, and prosthetic interfaces.

UCF faculty members published more than 100 books, 302 book chapters, 2,242 journal articles, 1,889 conference proceedings, and 2,947 peer reviewed publications.

The Office of Research and Commercialization signed a \$22.3 million cooperative agreement with the Army Research Lab for work done by the Institute for Simulation and Training.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

Key partnerships with industry resulted in award of seven new grants:

- \$13 million from the Department of Justice
- \$733,000 from the National Science Foundation
- \$315,000 from Qatar
- \$193,368 from the Army Research Office
- \$154,202 from SRI International

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- \$150,000 from the National Geospatial Intelligence Agency
- \$30,000 from University of South Florida

The Center for Research in Computer Vision hosted eight international research scholars from around the world to work on different projects and foster relationships for future collaborations.

A new partnership was established with Belgium's nanotechnology research firm Imec. Imec has financed a nine-month visit for Electrical Engineering graduate student Kortan Ogutman to work on a joint project in its facility.

The NASA Florida Space Grant Consortium, led by UCF, provided 99 fellowships, scholarships, and research awards to students from 10 Florida universities and colleges and three community colleges.

UCF's Florida Space Institute in collaboration with Honeybee Robotics has demonstrated the feasibility of a system to refuel small spacecraft.

UCF completed a successful pilot project with Boeing, laying the groundwork for multi-year funding (\$50,000 for the pilot, \$150,000+ pending).

The College of Medicine received a \$51,000 grant to partner with the McCormick Research Foundation for Veteran's PTSD Equine Therapy research.



Narrative

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

UCF Health, the College of Medicine's physician practice, received recognition as a nationally certified Patient-Centered Medical Home for its use of evidence-based, patient-centered care in a teamwork environment. About 10 percent of the nation's primary care practices have received the honor.

Richard Lapchick, director of the DeVos Sport Business Management program, was honored by Harvard Medical School and the Dana-Farber Cancer Center with the Harvard Impact Global Health Catalyst Distinguished Leader Award for his work with cognitive and behavioral health in sports.

The Global Perspectives Office and its affiliates provided undergraduate students with access to a selection of 30 prominent speakers and specialists. Examples of distinguished visitors included Bill Nye, Nbada Mandela, Angela Oh, Kevin Bales, Shireen Hunter, and Allan Goodman.

The UCF Police Department provided "Not Anymore" prevention education to 18,133 incoming students. This tutorial addresses sexual, dating, and domestic violence, stalking, and bystander intervention in compliance with the 2014 Violence Against Women Act. Since its inception in 2010, the program has reached 81,113 students.

UCF generated 262.2 million total print, radio, outdoor, and online impressions with a widespread marketing campaign targeting prospective students, parents, and a variety of other stakeholders. This was a 69 percent increase over last year.

Pegasus magazine generated approximately 670,000 impressions and won 42 peer-reviewed awards. *Pegasus* featured more than 110 faculty and staff members along with 800 alumni. The magazine won both a gold and silver award from the Council for the Advancement and Support of Education.

More than 1.1 million copies of enrollment marketing material for Undergraduate Admissions were distributed to potential students and others.

UCF was featured in the story "A University Touched by Tragedy Ponders How to Recover" in the *Chronicle of Higher Education* following the Pulse shooting tragedy.

The Office of Local and State Government Affairs placed 16 students in the offices of eight Florida Senate and six Florida House Legislators, including the offices of both the speaker and the president. One legislative scholar was placed in Orange County government and one in the Gray Robinson law firm.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

Knight-Thon, UCF's largest student-run philanthropic event, raised \$1,001,678 for the Children's Miracle Network, an increase of \$313,629 over last year's amount. The event had 2,500 student participants and it was the 8th largest dance marathon in the nation.

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Students contributed 157,804 hours to activities sponsored by Volunteer UCF with an economic impact of \$3,493,781.

Student-athletes completed 3,862 service hours. Among the organizations they served were the Boys and Girls Club, Courts for Kids, Junior Achievement, Miracle League, Florida Hospital for Children, Feed Children Everywhere, Relay for Life, Habitat for Humanity, and Second Harvest Food Bank.

The Knights Helping Knights Pantry distributed more than 26,754 pounds of food to students in need.

The Burnett Honors College students volunteered as mentors assisting 11th graders with College Readiness including the financial aid process and college application process; as well as providing over \$125,000 worth of scholarship to students at three local high schools through the Elevation Financial Group.

UCF was named to the "Top 50 LGBT-Friendly" list of universities and colleges in the nation.

The Office of Community Relations coordinated UCF's involvement in the 2015 Greater Orlando Heart Walk. Held on the Orlando campus, the event attracted approximately 20,000 participants. The university sponsored 33 teams that raised \$43,217.

The Division of Administration and Finance partnered with the Heart of Florida United Way to manage the university's 2015 United Way Campaign.

The Community Relations Division provided support for internal and external community initiatives by belonging to organizations such as the Hispanic Chamber of Commerce, the African American Chamber of Commerce, the Central Florida Disability Chamber, and Orlando's LGBT Chamber of Commerce.

The Department of Purchasing expended \$36.9 million with companies that qualified as diversity contractors, exceeding last year's total by \$5.2 million.

The Metro Center sponsored or co-presented 11 community events in the last fiscal year. These events highlighted areas and programs of UCF excellence and reinforced UCF as a resource in the community.

UCF's marketing efforts engaged 2.95 million unique visitors from 221 countries on the UCF website, attracted readers from 214 countries to *UCF Today*, achieved 255,667 Facebook fans throughout the world, and supported the viewing of 891,461 minutes of video on the university's *YouTube* channel.

The endowment of the Foundation ended the year with a balance of \$146.4 million, generating a spendable amount of \$5.1 million for use in 2016-17. Approximately 15,500 donors gave or pledged over \$58.6 million, including \$7.6 million in planned gifts. *Believe*, the faculty and staff fundraising campaign, secured gifts from a record 1,850 donors. Fiscal year 2016 was the most productive year to date of the IGNITE Campaign, which has generated approximately \$260 million.

Among this year's notable fundraising commitments were:

- Presagis USA's \$9.5 million gift-in-kind of computer software
- More than \$20 million raised for UCF Downtown including:
 - Anonymous donor's gift of \$7 million
 - Dr. Phillips Charities contributed \$3 million
 - Florida Hospital, the Orlando Magic, and CFE Federal Credit Union's pledge of \$1.5 million each



- BB&T and Creative Village Orlando's pledge of \$1 million each

INCREASE COMMUNITY AND BUSINESS WORKFORCE

UCF continued its membership in the Florida Consortium of Metropolitan Research Universities. The partnership between Florida's three largest urban research universities – UCF, Florida International University, and the University of South Florida – seeks to help more students graduate from college and boost economic development around the state.

UCF produces more engineering graduates who get jobs with aerospace and defense companies than any other university in the nation, according to an annual workforce survey conducted by *Aviation Week*, the top aviation industry publication in the United States.

The CFE Arena hosted four career fairs that served more than 7,500 UCF students, veterans, and community members.

Career Services had 612 students participate in the Career Work Experience Program, with students earning over \$6 million through the program.

The College of Undergraduate Studies had 8,847 students participate in co-ops and internships.

The Division of Communications and Marketing helped to attract 4,666 faculty applicants for 100 positions in support of a campaign titled "UCF Hires Faculty." The campaign generated 13 million media impressions and resulted in 175 hires over a two-year period.

College of Business Dean Paul Jarley developed The EXCHANGE to prepare students with the knowledge, skills, and abilities needed for their first job and as future leaders in the communities they serve. From October 2015 – June 2016 over 95 speakers presented at The EXCHANGE and over 7,370 people attended.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$170,599,744	\$239,382,364	\$271,736,900	\$263,739,521	\$280,678,830
Non-Recurring State Funds	\$2,000,000	\$9,624,575	\$4,450,724	\$24,979,291	\$45,712,692
Tuition	\$193,715,731	\$198,942,361	\$201,228,657	\$202,873,549	\$205,063,436
Tuition Differential Fee	\$44,021,427	\$47,438,857	\$48,573,637	\$50,485,653	\$51,510,648
Misc. Fees & Fines	\$7,348,478	\$4,724,992	\$6,244,866	\$13,284,570	\$14,378,112
SUBTOTAL	\$417,685,380	\$500,113,149	\$532,234,784	\$555,362,584	\$597,343,718
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	\$22,989,863	\$24,514,526	\$25,257,576	\$25,601,541	\$26,040,566
Non-Recurring State Funds	\$0	\$32,946	\$500,000	\$500,000	\$100,000
Tuition	\$7,777,491	\$10,474,857	\$13,240,908	\$14,480,083	\$15,409,240
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$316,851	\$247,459	\$459,307	\$461,236	\$245,000
SUBTOTAL	\$31,084,205	\$35,269,788	\$39,457,791	\$41,042,860	\$41,794,806
CENTER FOR STUDENTS WITH UNIQUE ABILITIES					
Recurring State Funds	\$0	\$0	\$0	\$0	\$8,000,000
Non-Recurring State Funds	\$0	\$0	\$0	\$0	\$0
Tuition	\$0	\$0	\$0	\$0	\$0
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$0	\$0	\$0	\$0	\$0
SUBTOTAL	\$0	\$0	\$0	\$0	\$8,000,000
TOTAL	\$448,769,585	\$535,382,937	\$571,692,575	\$596,405,444	\$647,138,524

Recurring State Funds: Include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: 2013-14 revenues include the non-recurring \$300M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the latest SUS University Conference Report and various workpapers were used for the estimated year.* **Non-Recurring State Funds:** include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation. *Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers that include all other non-recurring budget amendments allocated later in the fiscal year.* **Note on Performance Funding:** the State investment piece of performance funding is reported in the 'Non-Recurring State Funds' and the Institutional investment piece is reported within 'Recurring State Funds'. **Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. *Source: Operating Budget, Report 625 – Schedule I-A.* **Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students. *Source: Operating Budget, Report 625 – Schedule I-A.* **Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees. *Source: Operating Budget, Report 625 – Schedule I-A.* **Phosphate/Other Trust Fund:** State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds. For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. *Source: Final Amendment Package. This data is not adjusted for inflation.*

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Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures *(Dollars in Millions)*

	2011-12*	2012-13	2013-14	2014-15	2015-16
MAIN OPERATIONS					
Instruction/Research	\$246,805,394	\$274,683,472	\$286,919,266	\$316,786,470	\$337,805,478
Administration and Support	\$48,181,160	\$58,512,010	\$60,046,242	\$73,825,533	\$77,833,766
PO&M	\$28,657,987	\$68,274,029	\$55,699,148	\$50,562,078	\$81,695,405
Student Services	\$31,577,267	\$41,102,214	\$46,154,393	\$54,316,970	\$53,949,634
Library/Audio Visual	\$12,478,605	\$11,965,740	\$14,141,739	\$13,560,154	\$14,266,042
Other	\$4,098,672	\$6,693,458	\$5,970,919	\$5,567,197	\$5,380,882
SUBTOTAL	\$371,799,085	\$461,230,923	\$468,931,707	\$514,618,402	\$570,931,207
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	\$19,470,681	\$23,145,032	\$21,995,684	\$27,900,022	\$31,002,805
Administration and Support	\$3,657,268	\$3,442,636	\$4,253,171	\$4,883,285	\$4,845,255
PO&M	\$300,641	\$1,199,110	\$1,387,977	\$1,652,368	\$1,816,548
Library/Audio Visual	\$633,400	\$1,917,964	\$2,147,592	\$2,609,279	\$2,534,325
Teaching Hospital & Clinics	\$0	\$0	\$0	\$0	\$0
Student Services, and Other	\$0	\$0	\$0	\$0	\$4,358,478
SUBTOTAL	\$24,061,990	\$29,704,742	\$29,784,424	\$37,044,954	\$44,557,411
TOTAL	\$395,861,075	\$490,935,665	\$498,716,131	\$551,663,356	\$615,488,618

The table reports actual expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (e.g., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (e.g., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Note*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A, or prior year expenditures in table 1B. This data is not adjusted for inflation.

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Administration & Support Services:** Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **PO&M:** Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification. **Student Services:** Includes resources related to physical, psychological, and social well-being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. **Other:** includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).

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Section 1 – Financial Resources *(continued)*

TABLE 1C. Funding per Full-Time Equivalent (FTE) Student

	2011-12	2012-13	2013-14	2014-15	2015-16
State Appropriation <i>(GR & Lottery)</i>	\$4,413	\$3,425	\$4,993	\$5,499	\$5,596
Tuition & Fees <i>(State-funded Aid)</i>	\$1,131	\$1,082	\$1,072	\$985	\$908
Tuition & Fees <i>(from Student)</i>	\$3,236	\$3,782	\$3,963	\$4,113	\$4,260
Other Trust Funds	\$0	\$0	\$0	\$0	\$0
TOTAL	\$8,779	\$8,289	\$10,028	\$10,596	\$10,764

Notes: **State Appropriations** includes General Revenues and Lottery funds that are directly appropriated to the university as reported in Final Amendment Package. This does not include appropriations for special units (e.g., IFAS, Health Science Centers, and Medical Schools). **Tuition and Fee** revenues include tuition and tuition differential fee and E&G fees (e.g., application, late registration, and library fees/fines) as reported on the from the Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). To more accurately report the full contribution from the State, this table reports the state-funded financial aid separately from the tuition and fee payments universities receive from students (which may include federal financial aid dollars). The state-funded gift aid includes grants and scholarships as reported by universities to Board during the academic year in the State University Database (SUDS). **Other Trust funds** (e.g., Federal Stimulus for 2009-10 and 2010-11 only) as reported in Final Amendment Package. **Full-time Equivalent enrollment** is based on actual FTE, not funded FTE; and, does not include Health-Science Center funds or FTE. This data is based on the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates. *This data is not adjusted for inflation.*

TABLE 1D. Cost per Bachelor's Degree

	2008-12	2009-13	2010-14	2011-15	2012-16
Cost to the Institution	\$20,280	\$21,060	\$22,430	\$24,190	\$26,550
[NEW]	2011-12	2012-13	2013-14	2014-15	2015-16
Cost to the Student: Net Tuition & Fees per 120 Credit Hours	.	.	\$16,260	\$15,330	\$15,280

Notes: **Cost to the Institution** reports the Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. **Source:** State University Database System (SUDS), Expenditure Analysis: Report IV. **Net Tuition & Fees per 120 Credit Hours** represents the average tuition and fees paid, after considering gift aid (e.g., grants, scholarships, waivers), by resident undergraduate FTICs who graduate from a program that requires 120 credit hours. This data includes an approximation for the cost of books. For more information about how this metric is calculated please see the methodology document at the Board's webpage, at: http://www.flbog.edu/about/budget/performance_funding.php. *This data is not adjusted for inflation.*

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Section 1 – Financial Resources *(continued)*

TABLE 1E. University Other Budget Entities *(Dollars in Millions)*

	2011-12	2012-13	2013-14	2014-15	2015-16
Auxiliary Enterprises					
Revenues	\$136,915,241	\$150,749,952	\$152,225,292	\$162,692,583	\$172,241,429
Expenditures	\$116,221,223	\$138,676,700	\$165,148,876	\$169,260,105	\$187,878,200
Contracts & Grants					
Revenues	\$108,717,456	\$114,167,694	\$120,683,394	\$119,582,168	\$114,037,586
Expenditures	\$149,848,597	\$138,752,026	\$132,847,536	\$150,060,362	\$142,099,375
Local Funds					
Revenues	\$470,686,703	\$480,120,068	\$482,799,284	\$496,574,670	\$508,606,138
Expenditures	\$491,662,088	\$515,484,826	\$518,443,060	\$536,953,185	\$549,354,388
Faculty Practice Plans					
Revenues	\$573,997	\$1,414,463	\$1,628,691	\$2,326,263	\$3,109,557
Expenditures	\$2,208,382	\$3,375,678	\$2,437,524	\$4,470,322	\$5,176,308

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. **Auxiliary Enterprises** are self-supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. **Contract & Grants** resources are received from federal, state or private sources for the purposes of conducting research and public service activities. **Local Funds** are 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. **Faculty Practice Plan** revenues/receipts are funds generated from faculty practice plan activities. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. This may result in double counting in information presented within the annual report. Source: Operating Budget, Report 615. *This data is not adjusted for inflation.*

TABLE 1F. Voluntary Support of Higher Education

	2011-12	2012-13	2013-14	2014-15	2015-16
Endowment Value (\$1000s)	\$122,609	\$135,462	\$154,595	\$150,668	\$146,416
Gifts Received (\$1000s)	\$14,858	\$38,839	\$23,116	\$36,847	\$22,427
Percentage of Alumni Donors	5.7%	6.1%	2.8%	1.5%	2.6%

Notes: **Endowment value** at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. **Gifts Received** 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. **Percentage of Alumni Donors** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree. *This data is not adjusted for inflation.*



Section 2 – Personnel

TABLE 2A. Personnel Headcount (in Fall term only)

	2011	2012	2013	2014	2015
Full-time Employees					
Tenured Faculty	579	595	602	600	602
Tenure-track Faculty	206	189	173	175	249
Non-Tenure Track Faculty	621	808	707	715	775
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	3,070	3,218	3,139	3,267	3,399
FULL-TIME SUBTOTAL	4,476	4,810	4,621	4,757	5,025
Part-time Employees					
Tenured Faculty	18	21	13	12	18
Tenure-track Faculty	1	0	0	0	0
Non-Tenure Track Faculty	20	28	20	32	28
Instructors Without Faculty Status	735	725	724	698	675
Graduate Assistants/Associates	1,541	1,568	1,512	1,568	1,635
Non-Instructional Employees	31	18	17	23	26
PART-TIME SUBTOTAL	2,346	2,360	2,286	2,333	2,382
TOTAL	6,822	7,170	6,907	7,090	7,407

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. **Tenured and Tenure-Track Faculty** include those categorized within instruction, research, or public service. **Non-Tenure Track Faculty** includes adjunct faculty (on annual and less than annual contracts) and faculty on multi-year contracts categorized within instruction, research, or public service. **Instructors Without Faculty Status** includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. **Non-Instructional Employees** includes all executive, administrative and managerial positions regardless of faculty status; as well as, other support and service positions regardless of faculty status. Note: The universities vary on how they classify adjuncts (some include them as non-tenure track faculty while others do not consider them faculty and report them as instructors without faculty status) and part-time non-instructional employees.



Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level [REVISED]

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
TOTAL	58,698	59,785	59,770	60,821	63,016
UNDERGRADUATE					
FTIC (Regular Admit)	24,489	24,073	23,953	24,355	24,881
FTIC (Profile Admit)	264	291	286	335	328
FCS AA Transfers	19,256	20,676	21,069	21,434	21,897
Other AA Transfers	244	253	263	257	325
Post-Baccalaureates	0	0	0	527	1,085
Other Undergraduates	5,425	5,424	5,476	5,376	5,557
Subtotal	49,678	50,717	51,047	52,284	54,073
GRADUATE					
Master's	6,170	6,020	5,705	5,415	5,663
Research Doctoral	1,671	1,728	1,707	1,757	1,724
Professional Doctoral	347	495	591	634	625
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	0	0	0	0	0
<i>Medicine</i>	179	277	351	420	460
<i>Nursing Practice</i>	99	131	125	99	64
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	69	87	115	115	101
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other</i>	0	0	0	0	0
Subtotal	8,188	8,243	8,003	7,806	8,012
UNCLASSIFIED					
HS Dual Enrolled	0	13	25	10	42
Other	832	812	695	721	889
Subtotal	832	825	720	731	931

Note: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2017 Data Administrator Workshop. The change improves how post-baccalaureate undergraduate students are counted.

Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment [REVISED]

	2011-12	2012-13	2013-14	2014-15	2015-16
RESIDENT FUNDABLE					
LOWER	15,413	14,745	14,539	14,979	15,375
UPPER	28,140	28,854	28,598	28,536	29,157
MASTERS (GRAD I)	4,021	3,641	3,493	3,191	3,195
DOCTORAL (GRAD II)	750	816	824	781	702
TOTAL	48,325	48,055	47,455	47,488	48,430
NON-RESIDENT FUNDABLE					
LOWER	628	593	595	736	979
UPPER	698	761	812	875	987
MASTERS (GRAD I)	411	439	442	506	535
DOCTORAL (GRAD II)	516	542	567	623	662
TOTAL	2,252	2,334	2,417	2,740	3,163
TOTAL FUNDABLE					
LOWER	16,042	15,338	15,135	15,716	16,355
UPPER	28,838	29,615	29,410	29,412	30,144
MASTERS (GRAD I)	4,432	4,079	3,935	3,697	3,730
DOCTORAL (GRAD II)	1,266	1,358	1,391	1,404	1,364
TOTAL	50,577	50,389	49,872	50,228	51,593
TOTAL NON-FUNDABLE					
LOWER	268	272	275	308	442
UPPER	298	341	318	360	339
MASTERS (GRAD I)	130	430	386	390	421
DOCTORAL (GRAD II)	24	25	25	27	19
TOTAL	720	1,068	1,004	1,085	1,222
TOTAL					
LOWER	16,310	15,609	15,410	16,024	16,797
UPPER	29,136	29,956	29,728	29,772	30,483
MASTERS (GRAD I)	4,562	4,510	4,321	4,087	4,152
DOCTORAL (GRAD II)	1,290	1,382	1,416	1,431	1,383
TOTAL	51,297	51,457	50,876	51,313	52,815

Notes: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Note about Revision: This table now reports FTE based on the US definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Courses are reported by Universities to the Board of Governors in the Student Instruction File (SIF) as either fundable or non-fundable. In general, student credit hours are considered 'fundable' if they can be applied to a degree, and the associated faculty was paid from State appropriations. Totals are actual and may not equal the sum of reported student levels due to rounding of student level FTE.



Section 3 – Enrollment (continued)

TABLE 3C. Full-Time Equivalent (FTE) Enrollment by Instructional Method

[REVISED]	2011-12	2012-13	2013-14	2014-15	2015-16
TRADITIONAL					
LOWER	13,107	12,015	11,404	11,100	11,356
UPPER	18,180	18,063	17,719	17,493	17,243
MASTERS (GRAD I)	2,477	2,435	2,335	2,139	2,149
DOCTORAL (GRAD II)	1,014	1,105	1,126	1,174	1,155
TOTAL	34,779	33,619	32,585	31,906	31,903
DISTANCE LEARNING					
LOWER	2,477	2,743	2,970	3,503	3,818
UPPER	9,033	9,690	9,837	10,056	10,705
MASTERS (GRAD I)	1,539	1,522	1,411	1,361	1,429
DOCTORAL (GRAD II)	182	185	183	177	161
TOTAL	13,231	14,140	14,401	15,098	16,112
HYBRID					
LOWER	725	851	1,035	1,421	1,624
UPPER	1,924	2,202	2,172	2,223	2,534
MASTERS (GRAD I)	545	553	575	587	573
DOCTORAL (GRAD II)	93	92	107	79	67
TOTAL	3,287	3,699	3,890	4,310	4,799
TOTAL					
LOWER	16,310	15,609	15,410	16,024	16,797
UPPER	29,136	29,956	29,728	29,772	30,483
MASTERS (GRAD I)	4,562	4,510	4,321	4,087	4,152
DOCTORAL (GRAD II)	1,290	1,382	1,416	1,431	1,383
TOTAL	51,297	51,457	50,876	51,313	52,815

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 by course level. Note about Revision: FTE is now based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. This data includes all instructional activity regardless of funding category.

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.). In the future, this table will be able to split these FTE into two subgroups: 100% DL and 80-99% DL. **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** refers to instruction that occurs primarily in the classroom. This designation is defined as 'less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) - per SUDS data element 2052. Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.



Section 3 – Enrollment (continued)

TABLE 3D. Headcount Enrollment by Military Status and Student Level

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
MILITARY					
Unclassified	5	5	9	7	8
Undergraduate	613	663	664	682	688
Master's (GRAD 1)	89	95	96	99	97
Doctoral (GRAD 2)	10	14	15	14	14
Subtotal	717	777	784	802	807
DEPENDENTS					
Unclassified	0	3	0	2	1
Undergraduate	437	483	605	602	617
Master's (GRAD 1)	26	33	28	34	32
Doctoral (GRAD 2)	4	1	1	1	1
Subtotal	467	520	634	639	651
NON-MILITARY					
Unclassified	827	817	711	722	921
Undergraduate	48,628	49,571	49,778	51,000	52,769
Master's (GRAD 1)	6,184	6,109	5,869	5,641	5,931
Doctoral (GRAD 2)	1,875	1,991	1,994	2,017	1,937
Subtotal	57,514	58,488	58,352	59,380	61,558
TOTAL	58,698	59,785	59,770	60,821	63,016

Note: This table provides trend data on the number of students enrolled based on their military status. **Military** includes students who were classified as Active Duty, Veterans, National Guard, or Reservist. **Eligible Dependents** includes students who were classified as eligible dependents (dependents who received veteran's benefits). **Non-Military** includes all other students.

TABLE 3E. University Access Rate: Undergraduate Enrollment with Pell Grant

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Pell Grant Recipients	17,812	19,075	19,423	20,195	20,796
Percent with Pell Grant	36.3%	38.1%	38.5%	39.4%	39.8%

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students who have received a federal Pell grant award during a given Fall term. The top row reports the number of students who received a Pell Grant award. The bottom row provides the percentage of eligible students that received a Pell Grant award. This metric is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2015-16

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Entertainment Management	50.1001	Bachelors	3/24/2016	2017 SPRING	
Terminated Programs					
None					
Programs Suspended for New Enrollments					
Actuarial Science	52.1304	Bachelors	-	2009 SUMMER	
New Programs Considered By University But Not Approved					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2015 and May 4, 2016.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university’s inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates

Retained in the Second Fall Term at Same University

	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Cohort Size</i>	6,182	5,927	5,832	6,222	6,289
<i>% Retained with Any GPA</i>	88%	87%	87%	89%	89%
<i>% Retained with GPA 2.0 or higher</i>	85.0%	84.9%	85.0%	86.6%	86.5%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained with Any GPA** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts. The 'Percent Retained with GPA Above 2.0' is also known as the 'Academic Progress Rate' and is included in the Board of Governors Performance Based Funding Model – for more information see:

http://www.flbog.edu/about/budget/performance_funding.php.

TABLE 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates

Term of Entry	2006-12	2007-13	2008-14	2009-15	2010-16
<i>Cohort Size</i>	6,387	6,344	6,125	6,251	6,026
<i>% Graduated</i>	65%	67%	70%	70%	69%
<i>% Still Enrolled</i>	5%	6%	5%	5%	5%
<i>% Success Rate</i>	70%	73%	75%	75%	74%

Notes: **Cohorts** are based on FTIC undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Full-time (FT)** status refers to the credit load during the student's first Fall semester freshmen year. **Percent Graduated** reports the percent of FTICs who graduated from the same institution within six years. This metric does not include students who enrolled as part-time students (in their first year), 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). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. This data should match the IPEDS Graduation Rate Survey data that is due in late February.



Section 4 – Undergraduate Education *(continued)*

TABLE 4D. Graduation Rates for First-Time-in-College (FTIC) Students

4 – Year Rates (FT only)	2008-12	2009-13	2010-14	2011-15	2012-16
<i>Cohort Size</i>	6,125	6,251	6,026	6,182	5,925
Same University	40%	40%	40%	40%	44%
Other University in SUS	2%	2%	2%	3%	2%
Total from System	42%	43%	42%	43%	46%

6 – Year Rates (FT & PT)	2006-12	2007-13	2008-14	2009-15	2010-16
<i>Cohort Size</i>	6,644	6,580	6,306	6,367	6,183
Same University	64.6%	66.6%	69.2%	70.1%	68.3%
Other University in SUS	5%	4%	5%	5%	5%
Total from System	70%	71%	74%	75%	73%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). 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 after high school graduation. **Full-time (FT) and Part-time (PT)** status refers to the credit load during the student's first Fall semester freshmen year. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor's degree are removed from the cohorts. **Graduates** are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides a snapshot of graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year.

Same University provides graduation rates for students in the cohort who graduated from the same institution.

Other University in SUS provides graduation rates for students in the cohort who graduated from a different State University System of Florida institution. These data do not report students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System of Florida.

The six-year graduation rate from the same university is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.



Section 4 – Undergraduate Education *(continued)*

TABLE 4E. Graduation Rates for AA Transfer Students from Florida College System

Two – Year Rates	2010-12	2011-13	2012-14	2013-15	2014-16
<i>Cohort Size</i>	5,323	5,776	5,810	5,799	5,642
Same University	28%	27%	25%	25%	23%

Four – Year Rates	2008-12	2009-13	2010-14	2011-15	2012-16
<i>Cohort Size</i>	4,061	4,875	5,323	5,776	5,808
Same University	67%	66%	66%	65%	64%

Notes: 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. For comparability with FTIC cohorts, AA Transfer cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within two or four years.

TABLE 4F. Graduation Rates for Other Transfer Students

5 – Year Rates	2007-12	2008-13	2009-14	2010-15	2011-16
<i>Cohort Size</i>	1,709	1,471	1,527	1,744	1,876
Same University	66%	69%	68%	67%	67%

Notes: Other Transfer Students includes undergraduate students that transfer into a university who are not FTICs or AA Transfers. Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within five years.



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	11,515	12,321	12,372	12,629	12,832
Second Majors	175	205	222	179	170
TOTAL	11,690	12,526	12,594	12,808	13,002

Note: This table reports the number of degrees awarded by academic year. **First Majors** include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Also included in first majors are “dual degrees” which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a “degree fraction” of 1.0. **Second Majors** include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution’s criteria. The calculation for the number of second majors rounds each degree CIP’s fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline.

TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE) [Includes Second Majors]

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	1,718	1,903	1,969	2,208	2,317
HEALTH	1,383	1,683	1,817	1,998	2,111
GLOBALIZATION	69	93	94	91	88
EDUCATION	1,002	932	1,091	918	1,056
GAP ANALYSIS	1,059	1,180	1,189	1,154	1,195
SUBTOTAL	5,231	5,791	6,160	6,369	6,767
PSE PERCENT OF TOTAL	44.7%	46.2%	48.9%	49.7%	52.0%

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. This is a count of baccalaureate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.flbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. 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).



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2011-12	2012-13	2013-14	2014-15	2015-16
Non-Hispanic Black					
Number of Degrees	988	1,171	1,202	1,298	1,316
Percentage of Degrees	9%	10%	10%	10%	10%
Hispanic					
Number of Degrees	1,868	2,232	2,474	2,615	2,881
Percentage of Degrees	17%	19%	20%	21%	23%
Pell-Grant Recipients					
Number of Degrees	4,853	5,723	6,154	6,435	6,644
Percentage of Degrees	43%	47%	50%	51%	52%

Note: **Non-Hispanic Black** and **Hispanic** do not include students classified as Non-Resident Alien or students with a missing race code. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.

Pell-Grant recipients are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation - excluding those awarded to non-resident aliens, who are only eligible for Pell grants in special circumstances. Percentage of Degrees is based on the number of baccalaureate degrees awarded to Pell recipients, as shown above, divided by the total degrees awarded - excluding those awarded to non-resident aliens.

Notes on Trends: In 2007, the US Department of Education re-classified the taxonomy for self-reported race/ethnicity categories and allowed universities a two-year phase-in process before all institutions were required to report based on the new categories for the 2011-12 academic year. This reclassification will impact trends.



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2011-12*	2012-13	2013-14	2014-15	2015-16
FTIC	66%	63%	59%	70%	68%
AA Transfers	67%	71%	72%	70%	66%
Other Transfers	55%	63%	61%	62%	58%
TOTAL	65%	67.0%	66.92%	69.2%	66.3%

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (e.g., 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 for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors which excludes those who previously earned a baccalaureate degree.

Note*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation. Also, 2012-13 data marked a slight methodological change in how the data is calculated. Each CIP code's required number of 'catalog hours' was switched to the officially approved hours as reported within the Board of Governors' Academic Program Inventory – instead of the catalog hours reported by the university on the HTD files.

TABLE 4K. Undergraduate Course Offerings

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number of Course Sections	3,423	3,358	3,330	3,170	3,208
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	47%	48%	48%	50%	47%
30 to 49 Students	29%	28%	27%	26%	28%
50 to 99 Students	17%	17%	17%	17%	17%
100 or More Students	7%	7%	7%	7%	8%

Notes: This data is based on Common Data Set (CDS) definitions. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes.



Section 4 – Undergraduate Education *(continued)*

TABLE 4L. Percentage of Undergraduate Credit Hours Taught by Instructor Type

	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty	77%	77%	76%	76%	78%
Adjunct Faculty	17%	16%	16%	17%	16%
Graduate Students	6%	6%	7%	7%	5%
Other Instructors	0%	0%	1%	0%	1%

Note: The total number of undergraduate state fundable credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.

TABLE 4M. Student/Faculty Ratio

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Ratio	32	32	31	31	30

Note: This data is based on Common Data Set (CDS) definitions. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). The ratio calculations exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Undergraduate or graduate student teaching assistants are not counted as faculty.

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: National Council Licensure Examination for Registered Nurses

	2011	2012	2013	2014	2015
Examinees	237	218	222	233	243
First-time Pass Rate	96%	99%	96%	98%	97%
<i>National Benchmark</i>	89%	92%	85%	85%	87%

Note: Pass rates for first-time examinees for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) are based on the performance of graduates of baccalaureate nursing programs. National benchmark data is based on Jan-Dec NCLEX-RN results for first-time examinees from students in US-educated baccalaureate degree programs as published by the National Council of State Boards of Nursing.



Section 4 – Undergraduate Education *(continued)*

TABLE 40. Post-Graduation Metrics

Percent of Bachelor's Graduates Employed or Continuing their Education, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14	2014-15
Employed (\$25,000+) or Enrolled	<i>n/a</i>	<i>n/a</i>	64.3%	65.1%	66.2%
Employed (Full-time) or Enrolled	69%	70%	75%	75%	75%
Percent Found	1	36	38	39	41
Number of States/Districts Searched	89%	90%	93%	94%	94%

Notes: **Enrolled or Employed (Earning \$25,000+)** is based on the number of recent baccalaureate graduates who are either employed, and earning at least \$25,000, or continuing their education within one year after graduation. **Enrolled or Employed Full-Time** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage in Florida.

The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as "WRIS 2") and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

For more information about the methodology see: http://www.fbog.edu/about/budget/performance_funding.php. For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm. For more information about FEDES see: <http://www.ubalt.edu/jfi/fedes/>.

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

	2010-11	2011-12	2012-13	2013-14*	2014-15*
5th PERCENTILE WAGE	\$17,100	\$18,000	\$18,200	\$18,800	\$19,400
25th PERCENTILE WAGE	\$24,100	\$24,900	\$25,300	\$26,800	\$27,900
MEDIAN WAGE	\$33,200	\$33,700	\$34,900	\$37,000	\$38,600
75th PERCENTILE WAGE	\$44,500	\$44,100	\$46,200	\$49,300	\$52,000
95th PERCENTILE WAGE	\$64,000	\$63,800	\$65,200	\$69,900	\$73,400
Percent Found	53%	51%	53%	61%	60%
Number of States/Districts Searched	1	1	1	39	41

Notes: **Median Wage** data is based on annualized Unemployment Insurance (UI) wage data for those graduates who earned at least as much as a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. This wage data includes graduates who were both employed and enrolled. Wages rounded to nearest hundreds. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

Note*: The Board approved a change to this metric that uses wage data from all states that participate in the Wage Record Interchange System 2 (known as "WRIS 2"). This methodology change applies only to the wages for 2013-14 and 2014-15 baccalaureate recipients.



Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2015-16

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
Biomedical Engineering	14.0501	Masters	3/24/2016	2016 FALL		
Data Analytics	11.9999	Masters	3/24/2016	2016 FALL		
Terminated Programs						
None						
Programs Suspended for New Enrollments						
Business/Managerial Economics	52.0601	Masters	-	2009 FALL		
Economics, General	45.0601	Research Doctorate	-	2009 FALL		
New Programs Considered by University But Not Approved						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2015 and May 4, 2016.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	2,679	2,587	2,918	2,673	2,681
Second majors	0	0	0	1	1
TOTAL	2,679	2,587	2,918	2,674	2,682
Masters and Specialist (1st majors)	2,413	2,307	2,562	2,250	2,241
Research Doctoral (1st majors)	229	238	266	286	299
Professional Doctoral (1st majors)	37	42	90	137	141
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	0	0	0	0	0
<i>Medicine</i>	0	36	55	77	94
<i>Nursing Practice</i>	3	4	3	13	14
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	34	2	32	47	33
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other Professional Doctorate</i>	0	0	0	0	0

Note: This table reports the total number of graduate level degrees that were awarded by academic year as well as the number by level. The table provides a breakout for some of the Professional Doctoral degrees.

TABLE 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis [Includes Second Majors]

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	730	716	753	693	773
HEALTH	427	375	431	483	481
GLOBALIZATION	9	5	7	2	9
EDUCATION	416	416	408	402	343
GAP ANALYSIS	70	70	76	70	94
SUBTOTAL	1,652	1,582	1,675	1,650	1,700
PSE PERCENT OF TOTAL	61.7%	61.2%	57.4%	61.7%	63.4%

Notes: This is a count of graduate degrees awarded within specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. This is a count of graduate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.fbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. 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). Note: The denominator used in the percentage includes second majors.



Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Medicine: US Medical Licensing Exam - Step 1 *(for 2nd year MD students)*

	2012	2013	2014	2015	2016 Preliminary
Examinees	59	77	93	115	121
First-time Pass Rate	97%	99%	100%	100%	100%
National Benchmark	96%	97%	96%	96%	96%

Medicine: US Medical Licensing Exam - Step 2 Clinical Knowledge *(for 4th year MD students)*

	2011-12	2012-13	2013-14	2014-15	2015-16 Preliminary
Examinees	37	56	79	95	111
First-time Pass Rate	97%	98%	99%	99%	100%
National Benchmark	98%	98%	97%	95%	96%

Medicine: US Medical Licensing Exam - Step 2 Clinical Skills *(for 4th year MD students)*

	2011-12	2012-13	2013-14	2014-15	2015-16 Preliminary
Examinees	36	55	76	94	113
First-time Pass Rate	100%	95%	97%	100%	99%
National Benchmark	97%	98%	96%	96%	97%

Note on State & National Benchmarks: Florida Bar exam pass rates are reported online by the Florida Board of Bar Examiners. Law exam data is based on February and July administrations every calendar year. The State benchmark excludes non-Florida institutions. The USMLE national exam pass rates, for the MD degree from US institutions, is reported online by the National Board of Medical Examiners (NBME). The NAVLE national exam pass rate is reported online by the National Board of Veterinary Medical Examiners (NBVME).

Physical Therapy: National Physical Therapy Examinations

	2009-11	2010-12	2011-13	2012-14	2013-15
Examinees	57	91	63	67	83
First-time Pass Rate	98%	96%	94%	93%	98%
National Benchmark	89%	89%	89%	90%	91%

Note: The NAPLEX national exam pass rates are reported online by the National Association of Boards of Pharmacy. This national pass rate is for graduates from ACPE Accredited Programs. National pass rates for the National Dental Board Exam are provided by the universities. Three-year average pass rates for first-time examinees on the National Physical Therapy Examinations are reported, rather than annual averages, because of the relatively small cohort sizes. Due to changes in accreditation policy, the National Board for Certification in Occupational Therapy (NBCOT) examinations no longer report first-time pass rates. The reported pass rates are now 'New Graduates' pass rates and represent the ultimate pass rate, or the percentage of students who passed regardless of how many times the exam was taken. The Dental Board and Occupational Therapy exams are national standardized examinations not licensure examinations. Students who wish to practice in Florida must also take a licensure exam.



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2010-11	2011-12	2012-13	2013-14	2014-15
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$109,189	\$121,653	\$126,681	\$185,555	\$215,519
Federally Funded (\$ 1,000s)	\$69,098	\$78,411	\$76,533	\$70,716	\$88,814
Percent Funded From External Sources	73%	75%	69%	46%	50%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	\$145,975	\$154,972	\$161,583	\$239,426	\$278,089
Technology Transfer					
Invention Disclosures	109	126	124	98	98
Licenses & Options Executed	11	10	17	23	38
Licensing Income Received (\$)	\$500,966	\$1,009,977	\$797,883	\$1,072,103	\$1,582,117
Number of Start-Up Companies	2	5	3	8	14
	2011	2012	2013	2014	2015
Utility Patents Issued	74	79	52	67	55*

Notes: **R&D Expenditures** are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). **Percent Funded from External Sources** is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure-track faculty). The fall faculty year used will align with the beginning of the fiscal year (e.g., 2007 FY R&D expenditures are divided by fall 2006 faculty). **Invention Disclosures** reports the number of disclosures made to the university's Office of Technology Commercialization to evaluate new technology – as reported on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey. **Licenses & Options Executed** that were executed in the year indicated for all technologies – as reported by AUTM. **Licensing Income Received** refers to 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 – as reported on the AUTM survey. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation – as reported on the Association of University Technology Managers Annual Licensing Survey. **Utility Patents Issued** awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other patent types.

Note*: UCF staff have noted that three patents incorrectly left UCF off the assignee list. BOG staff are reviewing.



Section 6 – Research and Economic Development (continued)

TABLE 6B. Centers of Excellence

Name of Center:	Florida Photonics Center of Excellence (FPCE)	Cumulative (since inception to June 2016)	Fiscal Year 2015-16
Year Created:	2003		
Research Effectiveness			
<i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		605	25
Value of Competitive Grants Applied For (\$)		\$235,208,224	\$17,863,053
Number of Competitive Grants Received		299	12
Value of Competitive Grants Received (\$)		\$70,102,051	\$4,205,478
Total Research Expenditures (\$)		\$55,636,481	\$2,117,296
Number of Publications in Refereed Journals From Center Research		457	57
Number of Invention Disclosures		126	8
Number of Licenses/Options Executed		4	0
Licensing Income Received (\$)		\$181,250	\$0
Collaboration Effectiveness			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		49	6
Collaborations with Private Industry		87	1
Collaborations with K-12 Education Systems/Schools		46	6
Undergraduate and Graduate Students Supported with Center Funds		0	0
Economic Development Effectiveness			
Number of Start-Up Companies <i>with a physical presence, or employees, in Florida</i>		5	0
Jobs Created By Start-Up Companies Associated with the Center		67	2
Specialized Industry Training and Education		2	0
Private-sector Resources Used to Support the Center's Operations		\$414,597	\$154,736



Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence

Name of Center:	Laser Technology Initiative (aka Townes Laser Institute)	Cumulative (since inception to June 2016)	Fiscal Year 2015-16
Year Created:	2007		
Research Effectiveness			
<i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		377	27
Value of Competitive Grants Applied For (\$)		\$214,665,007	\$12,945,904
Number of Competitive Grants Received		230	12
Value of Competitive Grants Received (\$)		\$43,821,652	\$6,907,979
Total Research Expenditures (\$)		\$25,678,394	\$3,250,033
Number of Publications in Refereed Journals From Center Research		313	29
Number of Invention Disclosures		55	5
Number of Licenses/Options Executed		1	0
Licensing Income Received (\$)		\$2,000	\$0
Collaboration Effectiveness			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		126	8
Collaborations with Private Industry		46	3
Collaborations with K-12 Education Systems/Schools		170	2
Undergraduate and Graduate Students Supported with Center Funds		290	18
Economic Development Effectiveness			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		7	0
Jobs Created By Start-Up Companies Associated with the Center		31	0
Specialized Industry Training and Education		8	0
Private-sector Resources Used to Support the Center's Operations		\$5,500,000	\$0

ITEM: EPC-5

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Classification of Instructional Program (CIP) Code Changes

DATE: March 16, 2017

PROPOSED BOARD ACTION

Approval of CIP code changes related to program terminations and consolidations.

BACKGROUND INFORMATION

The Florida Board of Governors requires approval of CIP code additions, deletions, and revisions by university boards of trustees. Upon approval of the university board of trustees, the changes will be sent to the Florida Board of Governors to update the Board's Academic Program Inventory.

The College of Education and Human Performance is consolidating six bachelor's level education programs into two programs titled teacher education and secondary education. The consolidation of educational degree programs is consistent with national trends and allows the university to improve assessment of the effectiveness and impact of its teacher preparation programs. The following CIP code changes have been approved by the appropriate undergraduate committee for the UCF Board of Trustees' approval:

- B.S. in teacher education – CIP code 13.1205
 - Termination of the B.S. degree in art education - the students currently seeking the B.S. degree in art education will be migrated to the track within the teacher education degree program. The program exception allowing for a 126-hour curriculum will carry into the new consolidated program. Request approval to terminate the CIP code 13.1302.
 - Termination of the B.S. degree in world languages education - the students currently seeking the B.S. in world languages education will be migrated to the track within the teacher education degree program. Request approval to terminate the CIP code 13.1306.
- B.S. degree in secondary education – CIP code 13.1206
 - Termination of the B.S. degree in English language arts education - the students currently seeking the B.S. degree in English language arts education will be migrated to the English language arts education track within the secondary education degree program. Request approval to terminate the CIP code 13.1305.
 - Termination of the B.S. degree in mathematics education –the students currently seeking the B.S. degree in mathematics education will be migrated to the math education track within the secondary education degree program. Request approval to terminate the CIP code 13.1311.

- Termination of the B.S. degree in science education - the students currently seeking the B.S. degree in science education will be migrated to one of the three science-related tracks within the secondary education degree program. Request approval to terminate the CIP code 13.1316.
 - Termination of the B.S. degree in social science education- the students currently seeking the B.S. degree in social science education will be migrated to the track within the secondary education degree program. Request approval to terminate the CIP code 13.1317.
-

Supporting documentation: Academic Degree Program Termination Forms:

- Attachment A: B.S. in art education
- Attachment B: B.S. in world languages education
- Attachment C: B.S. in English language arts education
- Attachment D: B.S. in mathematics education
- Attachment E: B.S. in science education
- Attachment F: B.S. in social science education

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

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

Attachment A

Revised 12/2016

Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of Central Florida

PROGRAM NAME: B.S. Art Education

DEGREE LEVEL(S): ___ B ___
(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 13.1302
(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Summer 2017
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Summer 2017
(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs please submit this form with all the appropriate signatures for Board of Governors' consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

The College of Education and Human Performance is consolidating two education bachelor's majors into one program, Teacher Education (13.1206), rather than maintaining individual degree programs. Art Education (13.1302) will be terminated effective Summer 2017 with the new consolidated program starting in Summer 2017. The consolidation of degree programs into one is consistent with national trends and allows the university to improve assessment of the effectiveness and impact of its

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teacher preparation programs. The consolidation will be beneficial to prospective, current, and future students.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is offered on the main campus in Orlando, and the new Art Education track within Teacher Education will also be available on the main campus. Art Education (13.1302) currently has an exception for a 126-credit-hour degree program and will remain a 126-credit-hour track within Teacher Education (13.1206).

- 3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.**

The students currently seeking the B.S. in Art Education will be migrated to the track within the Teacher Education degree. Students will continue to receive the State of Florida's certification to teach art. No faculty will be impacted by the change from a free-standing degree program to a track. No teach-out plan is needed.

- 4. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

The same faculty will be teaching the same courses to the same students, so there will not be a shift in the distribution.

- 5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.**

There are no negative impacts, since all students and faculty members will continue within the program. This is a structural change for the degree program, not a discontinuation of the curriculum. UCF remains committed to producing art educators who reflect the diversity of the schools in which they will teach.

- 6. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.**

The university will continue to offer the Art Education track within Teacher Education, so we will not be notifying FCS institutions of any proposed termination. We will utilize our Regional Campuses unit to communicate to each of our six FCS

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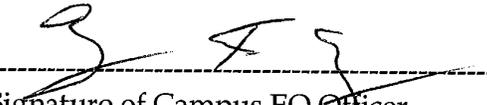
DirectConnect partners that students interested in teaching art within K-12 schools will be seeking a B.S. in Teacher Education within the Art Education track.



Signature of Requestor/Initiator

2/20/17

Date



Signature of Campus EO Officer

2/27/17

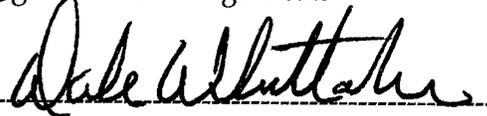
Date

 (on behalf of Dean Carroll)

Signature of College Dean

3/1/17

Date



Signature of President or Vice President for Academic Affairs

3/1/2017

Date

Date Approved by the Board of Trustees

Date

Signature of the Chair of the Board of Trustees

Date

Attachment B

Revised 12/2016

Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of Central Florida

PROGRAM NAME: B.S. World Languages Education

DEGREE LEVEL(S): B
(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 13.1306
(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Summer 2017
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Summer 2017
(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs please submit this form with all the appropriate signatures for Board of Governors' consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

The College of Education and Human Performance is consolidating two education bachelor's majors into one program, Teacher Education (13.1206), rather than maintaining individual degree programs. World Languages Education (13.1306) will be terminated effective Summer 2017 with the new consolidated program starting in Summer 2017. The consolidation of degree programs into one is consistent with national trends and allows the university to improve assessment of the effectiveness

Revised 12/2016

and impact of its teacher preparation programs. The consolidation will be beneficial to prospective, current, and future students.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is offered on the main campus in Orlando, and the new World Languages Education track within Teacher Education will also be available on the main campus.

- 3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.**

The students currently seeking the B.S. in World Languages Teacher Education will be migrated to the track within the Teacher Education degree. Students will continue to receive the State of Florida's certification to teach world languages. No faculty will be impacted by the change from a free-standing degree program to a track. No teach-out plan is needed.

- 4. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

The same faculty will be teaching the same courses to the same students, so there will not be a shift in the distribution.

- 5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.**

There are no negative impacts, since all students and faculty members will continue within the program. This is a structural change for the degree program, not a discontinuation of the curriculum. UCF remains committed to producing language educators who reflect the diversity of the schools in which they will teach.

- 6. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.**

The university will continue to offer the World Languages Education track within Teacher Education, so we will not be notifying FCS institutions of any proposed termination. We will utilize our Regional Campuses unit to communicate to each of

Revised 12/2016

our six FCS DirectConnect partners that students interested in teaching languages within K-12 schools will be seeking a B.S. in Teacher Education within the World Languages Education track.



Signature of Requestor/Initiator

2/20/17

Date



Signature of Campus EO Officer

2/27/17

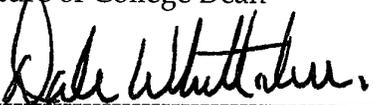
Date

 (on behalf of Dean Carroll)

Signature of College Dean

3/1/17

Date



Signature of President or Vice President for Academic Affairs

3/1/2017

Date

Date Approved by the Board of Trustees

Date

Signature of the Chair of the Board of Trustees

Date

Attachment C

Revised 12/2016

Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of Central Florida

PROGRAM NAME: B.S. in English Language Arts Education

DEGREE LEVEL(S): ___B___
(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 13.1305
(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Summer 2017
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Summer 2017
(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs please submit this form with all the appropriate signatures for Board of Governors' consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

The College of Education and Human Performance is consolidating four secondary education bachelor's majors into one program, Secondary Education (13.1205), rather than maintaining individual degree programs. English Language Arts Education (13.1305) will be terminated effective Summer 2017 with the new consolidated program starting in Summer 2017. The consolidation of degree programs into one is consistent with national trends and allows the university to

Revised 12/2016

improve assessment of the effectiveness and impact of its teacher preparation programs. The consolidation will be beneficial to prospective, current, and future students.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is offered on the main campus in Orlando, and the new English Language Arts Education track within Secondary Education will also be available on the main campus.

- 3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.**

The students currently seeking the B.S. in English Language Arts Education will be migrated to the English Language Arts Education track within the Secondary Education degree. Students will continue to receive the State of Florida's certification to teach English language arts. No faculty will be impacted by the change from a free-standing degree program to a track. No teach-out plan is needed.

- 4. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

The same faculty will be teaching the same courses to the same students, so there will not be a shift in the distribution.

- 5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.**

There are no negative impacts, since all students and faculty members will continue within the program. This is a structural change for the degree program, not a discontinuation of the curriculum. UCF remains committed to producing language arts educators who reflect the diversity of the schools in which they will teach.

- 6. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.**

The university will continue to offer an English Language Arts Education track within Secondary Education, so we will not be notifying FCS institutions of any

Revised 12/2016

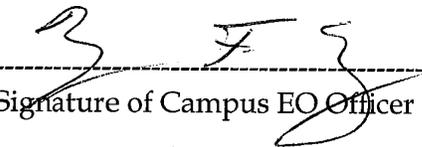
proposed termination. We will utilize our Regional Campuses unit to communicate to each of our six FCS DirectConnect partners that students interested in teaching language arts in high schools will be seeking a B.S. in Secondary Education within the English Language Arts Education track.



Signature of Requestor/Initiator

2/20/17

Date



Signature of Campus EO Officer

2/27/17

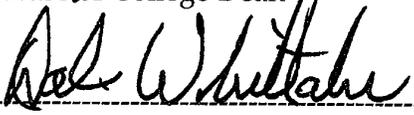
Date

 (on behalf of Dean Carroll)

Signature of College Dean

3/1/17

Date



Signature of President or Vice President for Academic Affairs

3/1/2017

Date

Date Approved by the Board of Trustees

Date

Signature of the Chair of the Board of Trustees

Date

Attachment D

Revised 12/2016

Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of Central Florida

PROGRAM NAME: B.S. in Mathematics Education

DEGREE LEVEL(S): ___B___
(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 13.1311
(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Summer 2017
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Summer 2017
(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs please submit this form with all the appropriate signatures for Board of Governors' consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

- 1. Provide a narrative rationale for the request to terminate the program.**
The College of Education and Human Performance is consolidating four secondary education bachelor's majors into one program, Secondary Education (13.1205), rather than maintaining individual degree programs. Mathematics Education (13.1311) will be terminated effective Summer 2017 with the new consolidated program starting in Summer 2017. The consolidation of degree programs into one is consistent with national trends and allows the university to improve assessment of

Revised 12/2016

the effectiveness and impact of its teacher preparation programs. The consolidation will be beneficial to prospective, current, and future students.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is offered on the main campus in Orlando, and the new Mathematics Education track within Secondary Education will also be available on the main campus.

- 3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.**

The students currently seeking the B.S. in Mathematics Education will be migrated to the Mathematics Education track within the Secondary Education degree. Students will continue to receive the State of Florida's certification to teach mathematics. No faculty will be impacted by the change from a free-standing degree program to a track. No teach-out plan is needed.

- 4. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

The same faculty will be teaching the same courses to the same students, so there will not be a shift in the distribution.

- 5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.**

There are no negative impacts, since all students and faculty members will continue within the program. This is a structural change for the degree program, not a discontinuation of the curriculum. UCF remains committed to producing math educators who reflect the diversity of the schools in which they will teach.

- 6. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.**

The university will continue to offer a Mathematics Education track within Secondary Education, so we will not be notifying FCS institutions of any proposed termination. We will utilize our Regional Campuses unit to communicate to each of

Revised 12/2016

our six FCS DirectConnect partners that students interested in teaching mathematics in high schools will be seeking a B.S. in Secondary Education within the Mathematics Education track.



Signature of Requestor/Initiator

2/20/17

Date



Signature of Campus EO Officer

2/27/17

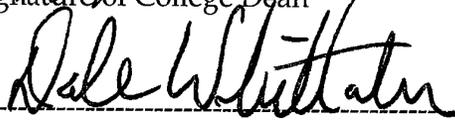
Date

 (on behalf of Dean Carroll)

Signature of College Dean

3/1/17

Date



Signature of President or Vice President for Academic Affairs

3/1/2017

Date

Date Approved by the Board of Trustees

Date

Signature of the Chair of the Board of Trustees

Date

Attachment E

Revised 12/2016

Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of Central Florida

PROGRAM NAME: B.S. Science Education

DEGREE LEVEL(S): ___B___
(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 13.1316
(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Summer 2017
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Summer 2017
(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs please submit this form with all the appropriate signatures for Board of Governors' consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

The College of Education and Human Performance is consolidating four secondary education bachelor's majors into one program, Secondary Education (13.1205), rather than maintaining individual degree programs. Science Education (13.1316) will be terminated effective Summer 2017 with the new consolidated program starting in Summer 2017. The consolidation of degree programs into one is consistent with national trends and allows the university to improve assessment of

Revised 12/2016

the effectiveness and impact of its teacher preparation programs. The consolidation will be beneficial to prospective, current, and future students.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is offered on the main campus in Orlando, and the new Secondary Education - Science Education tracks (biology, chemistry, and physics) will also be available on the main campus.

- 3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.**

The students currently seeking the B.S. in Science Education will be migrated to one of the three science-related tracks within the Secondary Education degree. Students will continue to receive the State of Florida's certification to teach biology, chemistry or physics. No faculty will be impacted by the change from a free-standing degree program to a track. No teach-out plan is needed.

- 4. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

The same faculty will be teaching the same courses to the same students, so there will not be a shift in the distribution.

- 5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.**

There are no negative impacts, since all students and faculty members will continue within the program. This is a structural change for the degree program, not a discontinuation of the curriculum. UCF remains committed to producing biology, chemistry, and physics educators who reflect the diversity of the schools in which they will teach.

- 6. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.**

The university will continue to offer the three Science Education tracks within Secondary Education, so we will not be notifying FCS institutions of any proposed

Revised 12/2016

termination. We will utilize our Regional Campuses unit to communicate to each of our six FCS DirectConnect partners that students interested in teaching biology, chemistry or physics in high schools will be seeking a B.S. in Secondary Education within the Biology Education, Chemistry Education, or Physics Education track.



Signature of Requestor/Initiator

2/20/17

Date



Signature of Campus EO Officer

2/27/17

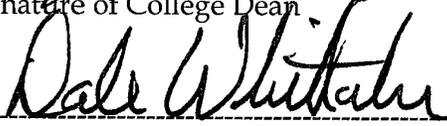
Date

 (on behalf of Dean Carroll)

Signature of College Dean

3/1/17

Date



Signature of President or Vice President for Academic Affairs

3/1/2017

Date

Date Approved by the Board of Trustees

Date

Signature of the Chair of the Board of Trustees

Date

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Revised 12/2016

Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of Central Florida

PROGRAM NAME: B.S. Social Science Education

DEGREE LEVEL(S): B
(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 13.1317
(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Summer 2017
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Summer 2017
(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs please submit this form with all the appropriate signatures for Board of Governors' consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

The College of Education and Human Performance is consolidating four secondary education bachelor's majors into one program, Secondary Education (13.1205), rather than maintaining individual degree programs. Social Science Education (13.1317) will be terminated effective Summer 2017 with the new consolidated program starting in Summer 2017. The consolidation of degree programs into one is consistent with national trends and allows the university to improve assessment of

Revised 12/2016

the effectiveness and impact of its teacher preparation programs. The consolidation will be beneficial to prospective, current, and future students.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is offered on the main campus in Orlando, and the new Social Science Education track within Secondary Education will also be available on the main campus.

- 3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.**

The students currently seeking the B.S. in Social Science Education will be migrated to the track within the Secondary Education degree. Students will continue to receive the State of Florida's certification to teach history, social science, economics and political science. No faculty will be impacted by the change from a free-standing degree program to a track. No teach-out plan is needed.

- 4. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

The same faculty will be teaching the same courses to the same students, so there will not be a shift in the distribution.

- 5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.**

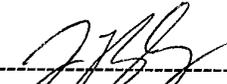
There are no negative impacts, since all students and faculty members will continue within the program. This is a structural change for the degree program, not a discontinuation of the curriculum. UCF remains committed to producing social science educators who reflect the diversity of the schools in which they will teach.

- 6. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.**

The university will continue to offer the Social Science Education track within Secondary Education, so we will not be notifying FCS institutions of any proposed termination. We will utilize our Regional Campuses unit to communicate to each of

Revised 12/2016

our six FCS DirectConnect partners that students interested in teaching history, economics, social science, or political science in high schools will be seeking a B.S. in Secondary Education within the Social Science Education track.



Signature of Requestor/Initiator

2/20/17

Date



Signature of Campus EO Officer

2/27/17

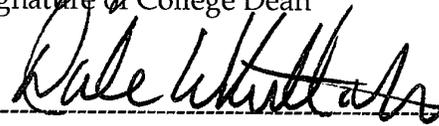
Date

 (on behalf of Dean Carroll)

Signature of College Dean

3/1/17

Date



Signature of President or Vice President for Academic Affairs

3/1/2017

Date

Date Approved by the Board of Trustees

Date

Signature of the Chair of the Board of Trustees

Date

ITEM: EPC-5

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Classification of Instructional Program (CIP) Code Changes

DATE: March 16, 2017

PROPOSED BOARD ACTION

Approval of CIP code changes related to program terminations and consolidations.

BACKGROUND INFORMATION

The Florida Board of Governors requires approval of CIP code additions, deletions, and revisions by university boards of trustees. Upon approval of the university board of trustees, the changes will be sent to the Florida Board of Governors to update the Board's Academic Program Inventory.

The College of Education and Human Performance is consolidating six bachelor's level education programs into two programs titled teacher education and secondary education. The consolidation of educational degree programs is consistent with national trends and allows the university to improve assessment of the effectiveness and impact of its teacher preparation programs. The following CIP code changes have been approved by the appropriate undergraduate committee for the UCF Board of Trustees' approval:

- B.S. in teacher education – CIP code 13.1205
 - Termination of the B.S. degree in art education - the students currently seeking the B.S. degree in art education will be migrated to the track within the teacher education degree program. The program exception allowing for a 126-hour curriculum will carry into the new consolidated program. Request approval to terminate the CIP code 13.1302.
 - Termination of the B.S. degree in world languages education - the students currently seeking the B.S. in world languages education will be migrated to the track within the teacher education degree program. Request approval to terminate the CIP code 13.1306.
- B.S. degree in secondary education – CIP code 13.1206
 - Termination of the B.S. degree in English language arts education - the students currently seeking the B.S. degree in English language arts education will be migrated to the English language arts education track within the secondary education degree program. Request approval to terminate the CIP code 13.1305.
 - Termination of the B.S. degree in mathematics education –the students currently seeking the B.S. degree in mathematics education will be migrated to the math education track within the secondary education degree program. Request approval to terminate the CIP code 13.1311.

- Termination of the B.S. degree in science education - the students currently seeking the B.S. degree in science education will be migrated to one of the three science-related tracks within the secondary education degree program. Request approval to terminate the CIP code 13.1316.
 - Termination of the B.S. degree in social science education- the students currently seeking the B.S. degree in social science education will be migrated to the track within the secondary education degree program. Request approval to terminate the CIP code 13.1317.
-

Supporting documentation: Academic Degree Program Termination Forms:

- Attachment A: B.S. in art education
- Attachment B: B.S. in world languages education
- Attachment C: B.S. in English language arts education
- Attachment D: B.S. in mathematics education
- Attachment E: B.S. in science education
- Attachment F: B.S. in social science education

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

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

Attachment A

Revised 12/2016

Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of Central Florida

PROGRAM NAME: B.S. Art Education

DEGREE LEVEL(S): ___ B ___
(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 13.1302
(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Summer 2017
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Summer 2017
(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs please submit this form with all the appropriate signatures for Board of Governors' consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

The College of Education and Human Performance is consolidating two education bachelor's majors into one program, Teacher Education (13.1206), rather than maintaining individual degree programs. Art Education (13.1302) will be terminated effective Summer 2017 with the new consolidated program starting in Summer 2017. The consolidation of degree programs into one is consistent with national trends and allows the university to improve assessment of the effectiveness and impact of its

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teacher preparation programs. The consolidation will be beneficial to prospective, current, and future students.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is offered on the main campus in Orlando, and the new Art Education track within Teacher Education will also be available on the main campus. Art Education (13.1302) currently has an exception for a 126-credit-hour degree program and will remain a 126-credit-hour track within Teacher Education (13.1206).

- 3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.**

The students currently seeking the B.S. in Art Education will be migrated to the track within the Teacher Education degree. Students will continue to receive the State of Florida's certification to teach art. No faculty will be impacted by the change from a free-standing degree program to a track. No teach-out plan is needed.

- 4. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

The same faculty will be teaching the same courses to the same students, so there will not be a shift in the distribution.

- 5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.**

There are no negative impacts, since all students and faculty members will continue within the program. This is a structural change for the degree program, not a discontinuation of the curriculum. UCF remains committed to producing art educators who reflect the diversity of the schools in which they will teach.

- 6. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.**

The university will continue to offer the Art Education track within Teacher Education, so we will not be notifying FCS institutions of any proposed termination. We will utilize our Regional Campuses unit to communicate to each of our six FCS

Revised 12/2016

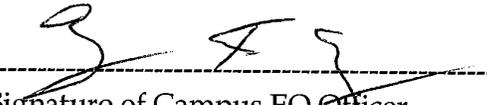
DirectConnect partners that students interested in teaching art within K-12 schools will be seeking a B.S. in Teacher Education within the Art Education track.



Signature of Requestor/Initiator

2/20/17

Date



Signature of Campus EO Officer

2/27/17

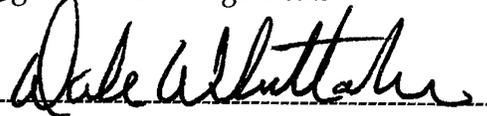
Date

 (on behalf of Dean Carroll)

Signature of College Dean

3/1/17

Date



Signature of President or Vice President for Academic Affairs

3/1/2017

Date

Date Approved by the Board of Trustees

Date

Signature of the Chair of the Board of Trustees

Date

Attachment B

Revised 12/2016

Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of Central Florida

PROGRAM NAME: B.S. World Languages Education

DEGREE LEVEL(S): B
(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 13.1306
(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Summer 2017
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Summer 2017
(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs please submit this form with all the appropriate signatures for Board of Governors' consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

The College of Education and Human Performance is consolidating two education bachelor's majors into one program, Teacher Education (13.1206), rather than maintaining individual degree programs. World Languages Education (13.1306) will be terminated effective Summer 2017 with the new consolidated program starting in Summer 2017. The consolidation of degree programs into one is consistent with national trends and allows the university to improve assessment of the effectiveness

Revised 12/2016

and impact of its teacher preparation programs. The consolidation will be beneficial to prospective, current, and future students.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is offered on the main campus in Orlando, and the new World Languages Education track within Teacher Education will also be available on the main campus.

- 3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.**

The students currently seeking the B.S. in World Languages Teacher Education will be migrated to the track within the Teacher Education degree. Students will continue to receive the State of Florida's certification to teach world languages. No faculty will be impacted by the change from a free-standing degree program to a track. No teach-out plan is needed.

- 4. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

The same faculty will be teaching the same courses to the same students, so there will not be a shift in the distribution.

- 5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.**

There are no negative impacts, since all students and faculty members will continue within the program. This is a structural change for the degree program, not a discontinuation of the curriculum. UCF remains committed to producing language educators who reflect the diversity of the schools in which they will teach.

- 6. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.**

The university will continue to offer the World Languages Education track within Teacher Education, so we will not be notifying FCS institutions of any proposed termination. We will utilize our Regional Campuses unit to communicate to each of

Revised 12/2016

our six FCS DirectConnect partners that students interested in teaching languages within K-12 schools will be seeking a B.S. in Teacher Education within the World Languages Education track.



Signature of Requestor/Initiator

2/20/17

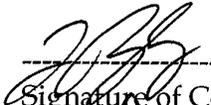
Date



Signature of Campus EO Officer

2/27/17

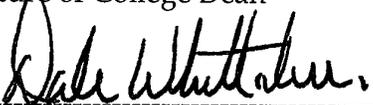
Date

 (on behalf of Dean Carroll)

Signature of College Dean

3/1/17

Date



Signature of President or Vice President for Academic Affairs

3/1/2017

Date

Date Approved by the Board of Trustees

Date

Signature of the Chair of the Board of Trustees

Date

Attachment C

Revised 12/2016

Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of Central Florida

PROGRAM NAME: B.S. in English Language Arts Education

DEGREE LEVEL(S): ___B___
(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 13.1305
(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Summer 2017
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Summer 2017
(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs please submit this form with all the appropriate signatures for Board of Governors' consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

- 1. Provide a narrative rationale for the request to terminate the program.**
The College of Education and Human Performance is consolidating four secondary education bachelor's majors into one program, Secondary Education (13.1205), rather than maintaining individual degree programs. English Language Arts Education (13.1305) will be terminated effective Summer 2017 with the new consolidated program starting in Summer 2017. The consolidation of degree programs into one is consistent with national trends and allows the university to

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improve assessment of the effectiveness and impact of its teacher preparation programs. The consolidation will be beneficial to prospective, current, and future students.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is offered on the main campus in Orlando, and the new English Language Arts Education track within Secondary Education will also be available on the main campus.

- 3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.**

The students currently seeking the B.S. in English Language Arts Education will be migrated to the English Language Arts Education track within the Secondary Education degree. Students will continue to receive the State of Florida's certification to teach English language arts. No faculty will be impacted by the change from a free-standing degree program to a track. No teach-out plan is needed.

- 4. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

The same faculty will be teaching the same courses to the same students, so there will not be a shift in the distribution.

- 5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.**

There are no negative impacts, since all students and faculty members will continue within the program. This is a structural change for the degree program, not a discontinuation of the curriculum. UCF remains committed to producing language arts educators who reflect the diversity of the schools in which they will teach.

- 6. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.**

The university will continue to offer an English Language Arts Education track within Secondary Education, so we will not be notifying FCS institutions of any

Revised 12/2016

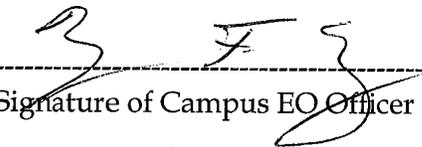
proposed termination. We will utilize our Regional Campuses unit to communicate to each of our six FCS DirectConnect partners that students interested in teaching language arts in high schools will be seeking a B.S. in Secondary Education within the English Language Arts Education track.



Signature of Requestor/Initiator

2/20/17

Date



Signature of Campus EO Officer

2/27/17

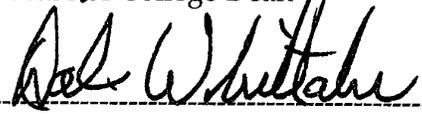
Date

 (on behalf of Dean Carroll)

Signature of College Dean

3/1/17

Date



Signature of President or Vice President for Academic Affairs

3/1/2017

Date

Date Approved by the Board of Trustees

Date

Signature of the Chair of the Board of Trustees

Date

Attachment D

Revised 12/2016

Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of Central Florida

PROGRAM NAME: B.S. in Mathematics Education

DEGREE LEVEL(S): ___B___
(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 13.1311
(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Summer 2017
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Summer 2017
(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs please submit this form with all the appropriate signatures for Board of Governors' consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

The College of Education and Human Performance is consolidating four secondary education bachelor's majors into one program, Secondary Education (13.1205), rather than maintaining individual degree programs. Mathematics Education (13.1311) will be terminated effective Summer 2017 with the new consolidated program starting in Summer 2017. The consolidation of degree programs into one is consistent with national trends and allows the university to improve assessment of

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the effectiveness and impact of its teacher preparation programs. The consolidation will be beneficial to prospective, current, and future students.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is offered on the main campus in Orlando, and the new Mathematics Education track within Secondary Education will also be available on the main campus.

- 3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.**

The students currently seeking the B.S. in Mathematics Education will be migrated to the Mathematics Education track within the Secondary Education degree. Students will continue to receive the State of Florida's certification to teach mathematics. No faculty will be impacted by the change from a free-standing degree program to a track. No teach-out plan is needed.

- 4. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

The same faculty will be teaching the same courses to the same students, so there will not be a shift in the distribution.

- 5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.**

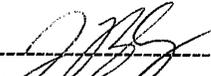
There are no negative impacts, since all students and faculty members will continue within the program. This is a structural change for the degree program, not a discontinuation of the curriculum. UCF remains committed to producing math educators who reflect the diversity of the schools in which they will teach.

- 6. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.**

The university will continue to offer a Mathematics Education track within Secondary Education, so we will not be notifying FCS institutions of any proposed termination. We will utilize our Regional Campuses unit to communicate to each of

Revised 12/2016

our six FCS DirectConnect partners that students interested in teaching mathematics in high schools will be seeking a B.S. in Secondary Education within the Mathematics Education track.



Signature of Requestor/Initiator

2/20/17

Date



Signature of Campus EO Officer

2/27/17

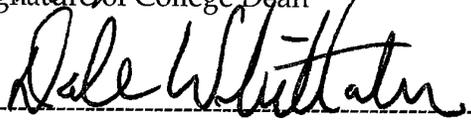
Date

 (on behalf of Dean Carroll)

Signature of College Dean

3/1/17

Date



Signature of President or Vice President for Academic Affairs

3/1/2017

Date

Date Approved by the Board of Trustees

Date

Signature of the Chair of the Board of Trustees

Date

Attachment E

Revised 12/2016

Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of Central Florida

PROGRAM NAME: B.S. Science Education

DEGREE LEVEL(S): ___B___
(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 13.1316
(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Summer 2017
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Summer 2017
(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs please submit this form with all the appropriate signatures for Board of Governors' consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

The College of Education and Human Performance is consolidating four secondary education bachelor's majors into one program, Secondary Education (13.1205), rather than maintaining individual degree programs. Science Education (13.1316) will be terminated effective Summer 2017 with the new consolidated program starting in Summer 2017. The consolidation of degree programs into one is consistent with national trends and allows the university to improve assessment of

Revised 12/2016

the effectiveness and impact of its teacher preparation programs. The consolidation will be beneficial to prospective, current, and future students.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is offered on the main campus in Orlando, and the new Secondary Education - Science Education tracks (biology, chemistry, and physics) will also be available on the main campus.

- 3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.**

The students currently seeking the B.S. in Science Education will be migrated to one of the three science-related tracks within the Secondary Education degree. Students will continue to receive the State of Florida's certification to teach biology, chemistry or physics. No faculty will be impacted by the change from a free-standing degree program to a track. No teach-out plan is needed.

- 4. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

The same faculty will be teaching the same courses to the same students, so there will not be a shift in the distribution.

- 5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.**

There are no negative impacts, since all students and faculty members will continue within the program. This is a structural change for the degree program, not a discontinuation of the curriculum. UCF remains committed to producing biology, chemistry, and physics educators who reflect the diversity of the schools in which they will teach.

- 6. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.**

The university will continue to offer the three Science Education tracks within Secondary Education, so we will not be notifying FCS institutions of any proposed

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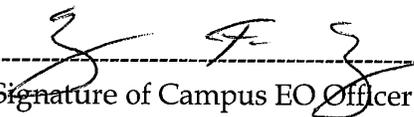
termination. We will utilize our Regional Campuses unit to communicate to each of our six FCS DirectConnect partners that students interested in teaching biology, chemistry or physics in high schools will be seeking a B.S. in Secondary Education within the Biology Education, Chemistry Education, or Physics Education track.



Signature of Requestor/Initiator

2/20/17

Date



Signature of Campus EO Officer

2/27/17

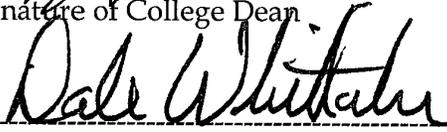
Date

 (on behalf of Dean Carroll)

Signature of College Dean

3/1/17

Date



Signature of President or Vice President for Academic Affairs

3/1/2017

Date

Date Approved by the Board of Trustees

Date

Signature of the Chair of the Board of Trustees

Date

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Revised 12/2016

Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of Central Florida

PROGRAM NAME: B.S. Social Science Education

DEGREE LEVEL(S): B
(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 13.1317
(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Summer 2017
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Summer 2017
(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs please submit this form with all the appropriate signatures for Board of Governors' consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.

The College of Education and Human Performance is consolidating four secondary education bachelor's majors into one program, Secondary Education (13.1205), rather than maintaining individual degree programs. Social Science Education (13.1317) will be terminated effective Summer 2017 with the new consolidated program starting in Summer 2017. The consolidation of degree programs into one is consistent with national trends and allows the university to improve assessment of

Revised 12/2016

the effectiveness and impact of its teacher preparation programs. The consolidation will be beneficial to prospective, current, and future students.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is offered on the main campus in Orlando, and the new Social Science Education track within Secondary Education will also be available on the main campus.

- 3. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.**

The students currently seeking the B.S. in Social Science Education will be migrated to the track within the Secondary Education degree. Students will continue to receive the State of Florida's certification to teach history, social science, economics and political science. No faculty will be impacted by the change from a free-standing degree program to a track. No teach-out plan is needed.

- 4. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

The same faculty will be teaching the same courses to the same students, so there will not be a shift in the distribution.

- 5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.**

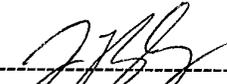
There are no negative impacts, since all students and faculty members will continue within the program. This is a structural change for the degree program, not a discontinuation of the curriculum. UCF remains committed to producing social science educators who reflect the diversity of the schools in which they will teach.

- 6. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.**

The university will continue to offer the Social Science Education track within Secondary Education, so we will not be notifying FCS institutions of any proposed termination. We will utilize our Regional Campuses unit to communicate to each of

Revised 12/2016

our six FCS DirectConnect partners that students interested in teaching history, economics, social science, or political science in high schools will be seeking a B.S. in Secondary Education within the Social Science Education track.



Signature of Requestor/Initiator

2/20/17

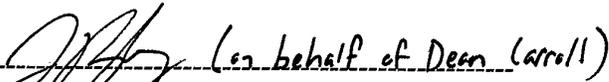
Date



Signature of Campus EO Officer

2/27/17

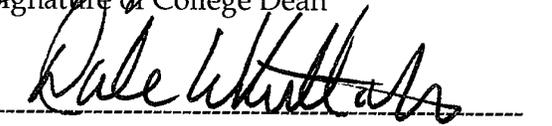
Date

 (on behalf of Dean Carroll)

Signature of College Dean

3/1/17

Date



Signature of President or Vice President for Academic Affairs

3/1/2017

Date

Date Approved by the Board of Trustees

Date

Signature of the Chair of the Board of Trustees

Date

ITEM: INFO-1

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: New Instructional Site – Valencia College East

DATE: March 16, 2017

PROPOSED BOARD ACTION

Information only.

BACKGROUND INFORMATION

The Department of Criminal Justice and UCF Regional Campuses plan to add criminal justice programming at the Valencia College East campus and the Valencia College's School of Public Safety, located within a mile of each other in East Orlando. The proposal calls for fifty percent or more of UCF's bachelor's degree, master's degree, and graduate certificate programs in criminal justice to be offered at the new locations

Board of Governors' Regulation

In accordance with Board of Governors' regulation 8.009 (Educational Sites), the two Valencia College locations will be classified as UCF instructional sites.

SACSCOC Policy

The Southern Association of Colleges and Schools Commission on Colleges requires member institutions to notify SACSCOC of changes in accordance with the substantive change policy and, when required, seek approval prior to the initiation of changes. A prospectus is required for new instructional sites where fifty percent or more of a program will be taught.

UCF Requirements

- UCF Regulation 2.034 (Educational Sites) requires the president's approval to establish an instructional site.
- UCF Policy 4-505.1 (Reporting of Substantive Change) requires that the UCF Board of Trustees be notified of the planned change.

Expanding the successful partnership between UCF and Valencia College further strengthens collaborative ties between the two institutions and provides UCF students' unique access to specialized facilities, equipment, and experiences associated with the Valencia College School of Public Safety. This facility serves as the primary site for law enforcement training, education, and ongoing certification among criminal justice professionals in Central Florida; it is one of

three certified training facilities in the state. Additionally, the presence of UCF faculty members and additional staff members on site at Valencia College East and Valencia College's School of Public Safety will provide new opportunities for student recruitment at the graduate and undergraduate levels.

Supporting documentation: None

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

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

ITEM: INFO-2

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: UCF's Planetary Exploration

DATE: March 16, 2017

For information only.

Supporting documentation: Attachment A: UCF's Planetary Exploration

Prepared by: Humberto Campins, Pegasus Professor
Professor, Physics and Astronomy, College of Sciences

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

UCF's Planetary Exploration



Humberto Campins, Ph.D.

**Pegasus Professor
Professor, Physics and Astronomy
Department of Physics
College of Sciences**

**UCF Board of Trustees
Educational Programs Committee
March 16, 2017**

INFO-2: Attachment A



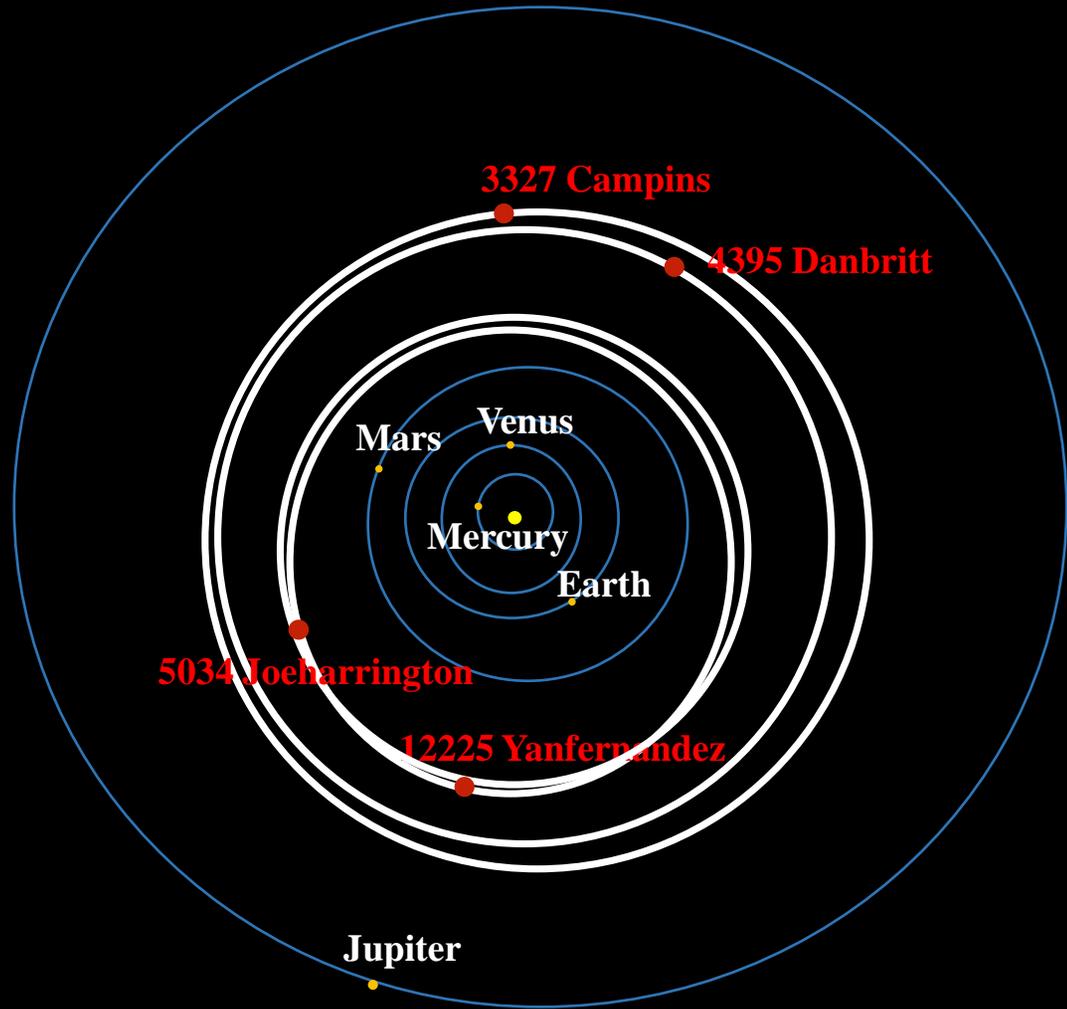
NASA's OSIRIS-REx Mission

- **launched September 8, 2016**
- **returning an asteroid sample in 2023**





Asteroids named after UCF planetary group faculty members





UCF's Planetary Exploration

- focused on NASA's goals
- making a major impact
- science: asteroids, comets, lunar surface, martian moons, planetary rings, extra-solar planets, microgravity
- spacecraft missions
 - OSIRIS-Rex, Lucy, NeoCAM, New Horizons, Asteroid Redirect Mission
 - CubeSats: Q-PACE, SurfSat
 - experiments: space station, Blue Origin, microgravity aircraft





UCF's Planetary Exploration...continued

- Grants: \$2 million from NASA and NSF in 2016
 - UCF's Center for Lunar and Asteroid Surface Science, funded by NASA
 - UCF's Planetary Sciences Microgravity Laboratory, funded by NASA and the State of Florida
 - Leader in In-situ Resource Utilization, contracts with Deep Space Industries and Honeybee Robotics





Opportunities

- Higher profile for UCF Science on the world stage
- Space missions with 100x greater funding, i.e., missions with budgets up to \$1 billion
 - science leadership wins missions
 - NASA Discovery/New Frontier: \$500 million to \$1 billion per proposal
 - comet missions, Phobos sample return
 - mission instruments ~\$30-50 million



Opportunities...*continued*

- NASA science and exploration is a deep well
 - funding stream is flowing...more can flow to UCF and Central Florida
- UCF leadership in NASA planetary exploration
 - poised to lead a major space mission
 - small investment brings returns many times greater
 - planetary science can be a major profit center through NASA funding