



UNIVERSITY OF CENTRAL FLORIDA

**Board of Trustees  
University of Central Florida  
Educational Programs Committee  
May 18, 2017, 9:15 – 10:15 a.m.  
Conference call-in phone #800-442-5794, passcode 463796  
FAIRWINDS Alumni Center**

**AGENDA**

**I. CALL TO ORDER**

Robert Garvy  
Chair, Educational Programs  
Committee

**II. ROLL CALL**

Gwen Ransom  
Executive Administrative Assistant to  
Dr. Paige Borden

**III. MEETING MINUTES**

Chair Garvy

- [Approval of the March 16, 2017,  
Educational Programs Committee meeting minutes](#)

**IV. NEW BUSINESS**

- 2017 Tenure Recommendations ([EPC-1](#))  
A. Dale Whittaker  
Provost and Executive Vice President  
Cynthia Young  
Vice Provost for Faculty Excellence  
and UCF Global, Pegasus Professor of  
Mathematics
- Tenure with Hire ([EPC-2](#))  
A. Dale Whittaker  
Cynthia Young
- 2017-18 UCF Work Plan ([EPC-3](#))  
A. Dale Whittaker  
M. Paige Borden  
Associate Provost for Academic Program  
Quality and Associate Vice President for  
Institutional Knowledge Management
- Ready, Set, Work Initiative – Progress Update  
([INFO-1](#))  
Dr. Maribeth Ehasz, Vice President,  
Student Development and Enrollment  
Services

- Provost's Update A. Dale Whittaker
  - Faculty Spotlight: UCF National Center for Forensic Science [\(INFO-2\)](#) Candice Bridge  
Assistant Professor, National Center for Forensic Science, Chemistry Department  
College of Sciences
  - Time to Degree [\(INFO-3\)](#) A. Dale Whittaker
  - Higher Education and Florida's Future [\(INFO-4\)](#) A. Dale Whittaker

## V. OTHER BUSINESS



UNIVERSITY OF CENTRAL FLORIDA

**MINUTES**  
**Educational Programs Committee**  
**University of Central Florida**  
**Board of Trustees**  
March 16, 2017  
FAIRWINDS Alumni Center

**CALL TO ORDER**

Trustee Robert Garvy, chair of the Educational Programs Committee, called the meeting to order at 9:45 a.m. Committee members Keith Koons and Beverly Seay were present. Committee member Ken Bradley attended via teleconference. Also present were Chairman Marcos Marchena and trustee David Walsh.

**MINUTES**

The January 13, 2017, meeting minutes were approved as written.

**NEW BUSINESS**

Conferral of Degrees (EPC-1)

Dale Whittaker, Provost and Executive Vice President, requested approval for the spring 2017 conferral of degrees. A motion to recommend the conferral of degrees to the Board of Trustees was unanimously approved.

2019-20 Proposed Academic Calendar (EPC-2)

Paige Borden, Associate Provost for Academic Program Quality and Associate Vice President for Institutional Knowledge Management, presented the 2019-20 proposed academic calendar for approval. The calendar meets the minimum requirement of classroom instruction days required by state regulations, and it was reviewed and approved by the UCF Academic Calendar Committee. A motion to recommend the 2019-20 Proposed Academic Calendar to the Board of Trustees was unanimously approved.

New Degree Programs (EPC-3a-d)

Elizabeth Klonoff, Vice President for Research and Dean of the College of Graduate Studies, presented the Ph.D. degree in big data analytics program and the Ph.D. degree in integrative anthropological sciences program degrees. A motion to recommend these new degree programs to the Board of Trustees was unanimously approved.

Elizabeth Dooley, Dean of the College of Undergraduate Studies and Vice Provost for Teaching and Learning, presented the B.A. and B.S. degree programs in nonprofit management and the B.S. degree program in environmental studies. A motion to recommend these new degree programs to the Board of Trustees was unanimously approved.

2015-16 UCF Annual Accountability Report to the Board of Governors (EPC-4)

Borden provided an overview of UCF's annual accountability report to the Board of Governors. This report includes a dashboard of UCF's performance on key metrics; lists key achievements of UCF faculty members, students, and programs; and presents a narrative outlining the ways in which UCF meets the Board of Governors established strategic goals related to teaching and learning, scholarship, research and innovation, and community and business engagement. The report also shows progress on meeting institutional goals established in the UCF work plan and additional metrics included in the performance-based funding model. A motion to recommend the 2015-16 Annual Accountability Report to the Board of Trustees was unanimously approved.

Classification of Instructional Programs (CIP) Code Changes (EPC-5)

Borden informed the committee that the College of Education and Human Performance is consolidating six bachelor's level degree programs into two programs titled teacher education and secondary education. The B.S. degree in art education and the B.S. degree in world languages education will become tracks within the B.S. degree in teacher education program. The B.S. degree programs in English language arts education, mathematics education, science education, and social science education will become tracks within the secondary education degree program. A motion to recommend the Classification of Instructional Programs (CIP) code changes to the Board of Trustees was unanimously approved.

New Instructional Site – Valencia College East (INFO-1)

Borden delivered the university plans to expand its successful partnership with Valencia College by adding criminal justice programming at the Valencia College East campus and at Valencia College's School of Public Safety. By expanding collaborative ties between the two institutions, UCF students will gain 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.

Provost's Update

Whittaker provided the following updates.

- **Faculty Spotlight: UCF Planetary Exploration (INFO-2)** – Whittaker introduced Professor Humberto Campins, Pegasus Professor of Physics and Astronomy in the Department of Physics, College of Sciences. Dr. Campins studies asteroids, comets, and other small bodies in the solar system. This research is funded by NASA and by the National Science Foundation. Campins is a co-investigator on NASA's OSIRIS-Rex sample return mission to a near-Earth Asteroid. He is also a co-investigator in UCF's new Center for Lunar and Asteroid Surface Science funded by NASA's Solar System Exploration Research Virtual Institute. He was the lead of one of two teams to discover water ice and organics on the surface of an asteroid.
- **U.S. News & World Report Rankings** – Whittaker updated the committee on UCF's latest *U.S. News & World Report* graduate school rankings, which placed 22 UCF degree programs in the top 100 programs in the nation.

- Siemens Digital Grid Lab – Whittaker reported on the opening of the new Siemens Digital Grid Lab in the College of Engineering and Computer Science. The lab features cutting-edge technology used by many private and public utilities to manage the nation's power systems. He gave a brief update on his visit to SXSWedu to present information about UCF's unique digital learning and its contribution to student success. UCF has found that students taking a majority of their courses online complete their degree faster, and students who take fully online or blended courses have higher success rates.

Trustee Garvy adjourned the meeting at 11:15 a.m.

Respectfully submitted: \_\_\_\_\_

A. Dale Whittaker  
Provost and Executive Vice President

\_\_\_\_\_  
Date

**ITEM: EPC-1**

**EDUCATIONAL PROGRAMS COMMITTEE**  
University of Central Florida

**SUBJECT:** 2017 Tenure Recommendations

**DATE:** May 18, 2017

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**PROPOSED BOARD ACTION**

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

**BACKGROUND INFORMATION**

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

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**Supporting documentation:** Attachment A: 2017 Tenure Recommendations

**Prepared by:** Cynthia Young, Vice Provost for Faculty Excellence and International Affairs  
and Global Strategies

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

Attachment A

**University of Central Florida  
2017 Tenure Recommendations**

<b>Name</b>	<b>Current Rank</b>	<b>College/Unit</b>	<b>Department/Unit</b>
Francois-Xavier Gleyzon	Assistant Professor	Arts and Humanities	English
Obi Nwakanma	Assistant Professor	Arts and Humanities	English
David Poissant	Assistant Professor	Arts and Humanities	English
Alla Kourova	Assistant Professor	Arts and Humanities	Modern Languages and Literatures
Tara Snyder	Assistant Professor	Arts and Humanities	Theatre
Uluc Aysun	Assistant Professor	Business Administration	Economics
Melanie Guldi	Assistant Professor	Business Administration	Economics
Steven Whiting	Assistant Professor	Business Administration	Management
Ze Wang	Assistant Professor	Business Administration	Marketing
Sejal Barden	Assistant Professor	Education and Human Performance	Child, Family and Community Sciences
Naveen Eluru	Associate Professor	Engineering and Computer Science	Civil, Environmental, & Construction Engineering
Boo Hyun Nam	Assistant Professor	Engineering and Computer Science	Civil, Environmental, & Construction Engineering
Mingjie Lin	Assistant Professor	Engineering and Computer Science	Electrical & Computer Engineering
Yuanli Bai	Assistant Professor	Engineering and Computer Science	Mechanical and Aerospace Engineering
Tuhin Das	Assistant Professor	Engineering and Computer Science	Mechanical and Aerospace Engineering
Kristina Fisher	Assistant Professor	Health and Public Affairs	Criminal Justice
Qian Hu	Assistant Professor	Health and Public Affairs	School of Public Administration
Claire Knox	Assistant Professor	Health and Public Affairs	School of Public Administration
Herve Roy	Assistant Professor	Medicine	Burnett School of Biomedical Sciences
Debashis Chanda	Assistant Professor	Office of Research & Commercialization	NanoScience Technology Center
Manuel Rivera	Assistant Professor	Rosen College of Hospitality Mgmt	Food Services and Lodging Management
Ahmet Ozturk	Assistant Professor	Rosen College of Hospitality Mgmt	Hospitality Services
Dipendra Singh	Assistant Professor	Rosen College of Hospitality Mgmt	Hospitality Services
Kelly Semrad	Assistant Professor	Rosen College of Hospitality Mgmt	Tourism, Events and Attractions
Asli Tasci	Assistant Professor	Rosen College of Hospitality Mgmt	Tourism, Events and Attractions
Beatriz Reyes-Foster	Assistant Professor	Sciences	Anthropology
Jennifer Marla Toyne	Assistant Professor	Sciences	Anthropology
James Harper	Assistant Professor	Sciences	Chemistry
Lindsay Neuberger	Assistant Professor	Sciences	Nicholson School of Communication
Jennifer Sandoval	Assistant Professor	Sciences	Nicholson School of Communication
Bo Chen	Assistant Professor	Sciences	Physics
Thomas Dolan	Assistant Professor	Sciences	Political Science
Nikola Mirilovic	Assistant Professor	Sciences	Political Science
Amanda Anthony	Assistant Professor	Sciences	Sociology
Amy Reckdenwald	Assistant Professor	Sciences	Sociology

4/10/2017

**ITEM: EPC-2**

**EDUCATIONAL PROGRAMS COMMITTEE**  
University of Central Florida

**SUBJECT:** Tenure with Hire

**DATE:** May 18, 2017

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**PROPOSED BOARD ACTION**

Approval of tenure with hire.

**BACKGROUND INFORMATION**

New faculty members are hired each year with tenure. Normally, such faculty members have earned tenure at their previous institution and meet UCF's requirements for tenure. For others, tenure is part of the hiring package when senior faculty members are hired for administrative positions. Department faculty members and the university's administrative officers have approved granting tenure to these faculty members.

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**Supporting documentation:** Attachment A: Tenure with Hire Justification

**Prepared by:** Cynthia Young, Vice Provost for Faculty Excellence and International Affairs  
and Global Strategies

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



Attachment A

**Educational Programs Committee  
Tenure with Hire Justification  
May 18, 2017**

***Dr. Simon F. Barton, Professor***

**College of Arts and Humanities, Department of History**

Dr. Simon F. Barton received his Ph.D. degree in history from the University of York. He comes to UCF from the University of Exeter, where he was professor of medieval history and a fellow of the Royal Historical Society. Dr. Barton's research focus is politics, society and culture in Medieval Iberia; Islam and the Medieval West; aristocratic society in the Latin West; historical narratives in Medieval Iberia; and the development of Spanish national identity. He has written six books, including a popular textbook on the history of Spain. He is a member of editorial boards of a dozen journals or book series, and he has served as the President of the Society for the Medieval Mediterranean. The Department of History and the College of Arts and Humanities support the recommendation for tenure with hire.

***Dr. Deborah Carroll, Associate Professor***

**College of Health and Public Affairs, School of Public Administration**

Dr. Deborah Carroll received her Ph.D. degree in public administration and public policy from the University of Wisconsin-Milwaukee. Prior to her arrival at UCF, she was a tenured associate professor at University of Georgia, Department of Public Administration and Policy. Her research focus is financial management and fiscal policy; and the interconnectedness of the public and nonprofit sectors as it relates to implications for tax policy, tax burden, and public service provision. Dr. Carroll has authored or co-authored 46 publications. These include 22 peer-reviewed journal articles (mostly in highly ranked journals in her field), six book chapters or encyclopedia entries, and nine non-refereed or invited articles. She has presented at national and international conferences. She has served on and chaired numerous Ph.D. dissertation committees; and has taught courses on general public administration, public policy and management, policy analysis, public finance, and public sector economics. Her service has been outstanding to both her profession and the University of Georgia. The School of Public Administration and the College of Health and Public Affairs support the recommendation for tenure with hire.

***Dr. Diane Davey, Professor of Medicine***

**College of Medicine, Department of Clinical Sciences**

Dr. Diane Davey received her M.D. degree from Washington University in Saint Louis. Prior to her arrival at UCF, she was a tenured professor at the University of Kentucky. As a founding member of the College of Medicine in 2007, she has contributed in many areas since her arrival. Most notable are the establishment of a successful and award-winning second-year endocrinology module and the establishment of the Graduate Medical Education (GME) residency programs. The GME program is a significant contribution that adds to the value of the College of Medicine locally, regionally, and nationally. The complexities of getting this program started cannot be over-emphasized, requiring extensive partnerships with clinical entities, resource dedication to education, and coordination of clinical and educational workflows. During her time at UCF, Dr. Davey served as president of the American Board of Pathology and received the lifetime achievement award in her discipline. As well as being a talented educator, Dr. Davey has also maintained a clinical practice. The Department of Clinical Sciences and the College of Medicine support the recommendation for tenure.

**Tenure with Hire Justification (continued)****Dr. Jane Gibson, *Professor of Medicine*****College of Medicine, Department of Clinical Sciences**

Dr. Jane Gibson received her Ph.D. degree in pathology and laboratory medicine from the University of Florida, College of Medicine. Prior to her arrival at UCF, she practiced at Orlando Health/MD Anderson, and served as the National Director of Clinical Molecular Genetics at American Pathology Services in Orlando. Since joining the College of Medicine in 2008 as a professor of medicine (pathology), she has maintained an educational and scholarly attachment to Orlando Health as an assistant program director of MD Anderson. Dr. Gibson has held critical leadership positions at Orlando Health, including membership on the Board of that organization. At UCF, she has served as assistant dean for students, participated in a college and national leadership training program, and is now chair of the Department of Clinical Sciences. She has written two book chapters and 15 papers, and she has presented at numerous national and international conferences. Dr. Gibson has brought recognition to UCF in the field of clinical molecular diagnostics research. During her time at UCF, she has been the principal investigator or co-principal investigator for seven clinical trial research studies, totaling over \$400,000 in external funding. The Department of Clinical Sciences and the College of Medicine support the recommendation for tenure.

**Dr. Devon Jensen, *Associate Professor*****College of Education and Human Performance, Department of Child, Family and Community Sciences**

Dr. Devon Jensen received his Ph.D. degree in postsecondary policy analysis at the University of Alberta. He comes to UCF from Georgia Southern University, where he was an associate professor in higher education leadership and interim associate dean in the College of Graduate Studies. He previously held faculty appointments at the University of Calgary and the University of South Dakota; he was also a visiting scholar at the University of Southern Queensland in Australia. Dr. Jensen's achievements in leadership, research, and teaching have cultivated strong national recognition. He has taught a wide variety of courses on the topic of postsecondary education and has supervised numerous doctoral candidates. His many research interests include higher education and economic development; online education; relationship between postsecondary education, business and government; faculty development; and international higher education systems. He has presented papers at many national and international conferences. The Department of Child, Family and Community Sciences and the College of Education and Human Performance support the recommendation for tenure with hire.

**Dr. Jonathan Kibble, *Professor of Medicine*****College of Medicine, Department of Medical Education**

Dr. Jonathan Kibble received his Ph.D. degree in physiology from the University of Manchester, United Kingdom. Since joining the College of Medicine in 2008 as a founding faculty member, he has served on multiple faculty committees, directed several modules, and now leads the coordination of the two first years of the curriculum as assistant dean of undergraduate medical education. His leadership and work contributed to the \$6 million curricular contract with the University of the Virgin Islands. Dr. Kibble is a physiologist with wide recognition for his excellence in teaching; he has published a popular textbook of physiology, several sets of preparatory "flash cards," and six physiology educational applications. He served his national colleagues through editorial leadership of the *Advances in Physiology Education* journal as editor for nine years, and as chair of the Teaching Physiology Section of the American Physiological Society. He received recognition for his excellence in teaching with the 2015 Alpha Omega Alpha Distinguished Teacher Award, which is the Association of American Medical College's highest honor for an educator. Dr. Kibble has published 38 peer-reviewed articles, and he has had grant support while a faculty member at the University of Sheffield in the United Kingdom. The Department of Medical Education and the College of Medicine support the recommendation for tenure.

**Tenure with Hire Justification (continued)****Dr. Andrew Payer, Professor of Medicine****College of Medicine, Department of Medical Education**

Dr. Andrew Payer received his Ph.D. degree from Loyola University. In addition to being a founding faculty member of the College of Medicine, he served as founding faculty at Florida State University College of Medicine and held multiple positions at the University of Texas Medical Branch at Galveston. Since joining UCF, he has been instrumental in developing a state-of-the-art anatomy program that includes a willied-body program. Further, he has been able to persuade commercial surgical companies to use the lab on weekends and during academic lulls for income generation and national and international visibility for UCF. Dr. Payer is chair of the committee and sub-committee that reviews all medical college applications, and his leadership on the medical school admissions committee was critical to its early success. Dr. Payer has served on numerous national committees as well as on the Editorial Board of the *Clinical Anatomy* journal. His use of patient-based-learning approaches to the teaching of anatomy has resulted in national recognition for his work. The Department of Medical Education and the College of Medicine support the recommendation for tenure.

**Dr. Richard Peppler, Professor of Medicine****College of Medicine, Department of Medical Education**

Dr. Richard Peppler received his Ph.D. degree in anatomy from Kansas University Medical Center. He joined the UCF College of Medicine in 2007 as founding associate dean for Faculty and Academic Affairs. In addition to his contributions to the UCF medical school, Dr. Peppler also served as founding faculty of East Tennessee College of Medicine. He served as dean of the College of Graduate Health Sciences at the University of Tennessee Health Science Center. Since joining UCF, he has served in a number of critical roles, including chair of the Department of Medical Education and chair of the Curriculum Committee. He has established the infrastructure for internal and external programmatic review and has received national recognition for these efforts. Dr. Peppler has led a number of national educational committees. He is active in both medical programs and general educational review committees, including the Southern Association of Colleges and Schools and the Liaison Committee on Medical Education. Dr. Peppler continues to teach in the anatomy laboratory ad hoc. He continues to build upon successes at the College of Medicine, and he recently established the new Continued Professional Development office. The Department of Medical Education and the College of Medicine support the recommendation for tenure.

**Dr. Xugang Xia, Professor of Medicine****College of Medicine, Burnett School of Biomedical Sciences**

Dr. Xugang Xia received his M.D. degree (equivalent) from Hunan Medical University and his Ph.D. degree (equivalent) in neuroscience from the University of Tübingen Medical School. This was followed by postdoctoral training at the University of Massachusetts Medical School. He comes to UCF from Thomas Jefferson University School of Medicine, where he was a tenured full professor of pathology, anatomy, and cell biology. Dr. Xia's research program focuses on the use of novel transgenic rats as a model for understanding neurodegenerative diseases such as ALS and Alzheimer's disease. He has a history of competitive National Institutes of Health (NIH) grants and currently has two NIH R01 grants from the Neuroscience Institute. His teaching experiences include medical student and graduate courses, and he has extensive experiences in neuroscience labs and neuropharmacology. He has trained postdoctoral fellows and graduate students in laboratory research. The Burnett School of Biomedical Sciences and the College of Medicine support the recommendation for tenure with hire.

**Dr. Marcia Verduin, professor of medicine**  
**Department of Medical Education**

Dr. Marcia Verduin earned her M.D. at the University of Florida, where she was first in her class. Since joining UCF in 2007, she has served as the founding associate dean for students. In this role, she has worked to develop an infrastructure that spans admissions, registrar, special needs and accommodations, annual progress, career development and eventual matching into clinical disciplines for our students. In addition to building this program, she has maintained a very high level of national involvement and tremendous scholarly output. She has had over 40 national presentations and 26 peer-reviewed publications since joining UCF. She has been recognized for her work in academic psychiatry with national awards, received nomination into the Academic College, and is the president-elect for the Association for Academic Psychiatry. Dr. Verduin is one of very few selected for the Board of Regents of the American College of Psychiatry, the highest honor in that college. The Department of Medical Education and the College of Medicine support the recommendation for tenure.

**ITEM: EP-3**

**EDUCATIONAL PROGRAMS COMMITTEE**

University of Central Florida

**SUBJECT:** 2017-18 UCF Work Plan

**DATE:** May 17, 2017

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**PROPOSED BOARD ACTION**

Approval of 2017-18 UCF Work Plan.

**BACKGROUND INFORMATION**

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

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**Supporting documentation:** 2017-18 UCF Work Plan

**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

# UCF

## 2017 Work Plan



**University of Central Florida**  
*University Work Plan Presentation  
for Board of Governors June 2017 Meeting*

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



## INTRODUCTION

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

- 1) The Board of Governors' 2025 System Strategic Plan is driven by prospective goals and associated metrics that set future benchmarks for the System;*
- 2) The Board's Annual Accountability Report provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

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

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

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



## TABLE OF CONTENTS

### **1. STRATEGY**

- a. Mission Statement
- b. Vision Statement
- c. Statement of Strategy
- d. Strengths and Opportunities
- e. Key Initiatives & Investments

### **2. PERFORMANCE BASED FUNDING METRICS**

### **3. PREEMINENT RESEARCH UNIVERSITY METRICS**

### **4. KEY PERFORMANCE INDICATORS**

- a. Teaching & Learning
- b. Scholarship, Research and Innovation
- c. Institution Specific Goals

### **5. ENROLLMENT PLANNING**

### **6. ACADEMIC PROGRAM COORDINATION**

### **7. UNIVERSITY REVENUES**

### **8. TUITION, FEES AND HOUSING PROJECTIONS**

### **9. DEFINITIONS**





## MISSION STATEMENT (What is your purpose?)

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

## VISION STATEMENT (What do you aspire to?)

From the UCF Collective Impact strategic plan:

We use the power of scale and the pursuit of excellence to solve tomorrow's greatest challenges and to make a better future for our students and society. Through learning, discovery, and partnerships, we transform lives and livelihoods.



## STATEMENT OF STRATEGY (How will you get there?)

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

In the Collective Impact plan, UCF has defined five strategic areas of focus:

- 1. Harness the power of scale to transform lives and livelihoods.** Serving a fast-growing region and state, UCF has demonstrated that maximizing a research university's impact is a function of both size and excellence, and will continue to pursue both to fulfill its mission.
- 2. Attract and cultivate exceptional and diverse faculty, students, and staff whose collective contributions strengthen us.** Believing that talent is at the core of its pursuit of excellence, UCF will aggressively continue to be a magnet for diverse and excellent individuals throughout the university.
- 3. Deploy our distinctive assets to solve society's greatest challenges.** UCF and the region have unique capabilities and needs, and the university will focus on finding and developing solutions for Florida and our broader world.
- 4. Create partnerships at every level that amplify our academic, economic, social, and cultural impact and reputation.** Continuing its commitment to being "America's leading partnership university," UCF will extend its impact through local, national, and international partnerships and continue to build its reputation of excellence.
- 5. Innovative academic, operational and financial models to transform higher education.** As a younger institution with fewer historical constraints, UCF has and will continue to develop new models for how to provide high quality education and research to meet today's needs that can become models for others.

## STRENGTHS AND OPPORTUNITIES (within 3 years)

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

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

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

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



## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

**1 – Faculty Size and Excellence:** Hire additional full-time faculty members in areas of specific focus (e.g. STEM, areas of strategic programmatic emphasis, and emerging fields). Hiring full-time faculty members enhances the undergraduate and graduate academic experience by ensuring the availability of course offerings to meet student demand, decreasing class size, increasing student engagement, supporting undergraduate and graduate research, and stabilizing UCF’s student-to-faculty ratio. An emphasis on hiring tenured and tenure-track faculty members addresses the overall mix of faculty and the recent reliance on non-tenure-track faculty members while boosting UCF’s growing research promise and economic impact. 2020 target is to grow tenured and tenure-track faculty members by 25 percent and increase the percentage of full-time faculty in academic units to 65 percent.

**2 – Research and graduate activity:** Increase graduate degree program breadth, interdisciplinarity, and quality while enhancing the volume and impact of UCF research. Increasing graduate activity supports the emerging preeminence of UCF’s graduate enterprise and supports the university in enhancing its Carnegie Classification as a “Doctoral University: Highest Research Activity” institution. To ensure continued growth and quality, UCF plans to expand and enhance programs in focused areas. This will include the hiring of research- intensive faculty members and essential staff members, the expansion of biomedical and clinical research, the development of additional graduate medical education programs, and the development of new health-related programs that capitalize on College of Medicine partnerships. Increasing graduate activity also furthers the volume and economic impact of UCF research, building upon the \$1.1 billion in external research grants received in the past decade. 2020 target is \$250 million in research grants.

**3 – Student Success:** Expansion of existing programs and implementation of new efforts to increase retention and graduation rates. Harnessing predictive analytics, updating current advising software, and focusing on program mapping and tracking to find appropriate pathways for student success are several of the initiatives that will allow UCF to shift from cohort-based approaches to individualized student interventions that can predict and prevent certain student failures before they happen. Expected outcomes for these efforts are increased retention and graduation rates, shortened time to degree, and reduced excess credit hours. 2020 target is to achieve a 92 percent retention rate (meeting the preeminence benchmark of GTE 90 percent) and a 75 percent six-year graduate rate.



## PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

### 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
.	.	64.3	65.1	66.2	67.2	67.5	68.1	68.6

### 2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
\$33,200	\$33,700	\$34,900	\$37,000	\$38,600	\$39,100	\$39,700	\$40,200	\$40,600

### 3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	\$16,260	\$15,330	\$15,280	\$15,120	\$15,000	\$14,970	\$14,750

### 4. FTIC Six-Year Graduation Rate

2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
64.6	66.6	69.2	70.1	68.3	70.8	71.7	72.8	73.6

### 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
85.0	84.9	85.0	86.6	86.5	87.4	88.8	89.4	90.0

### 6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
44.7	46.2	48.9	49.7	52.0	52.5	53.1	53.5	54.0

### 7. University Access Rate [Percent of Undergraduates with a Pell grant]

FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
36.3	38.1	38.5	39.4	39.8	40.2	40.6	41.3	41.7

### 8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
61.7	61.2	57.4	61.7	63.4	63.6	64.0	64.3	64.7

### 9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
65.0	67.0	66.9	69.2	66.3	68	69	70	71

### 10. BOT Choice: Bachelor's Degrees Awarded Annually [First Majors]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
11,515	12,321	12,372	12,629	12,832	13,190	13,550	13,930	14,320

Note: Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (ACTUAL | GOALS)

### 1. Average GPA and SAT Score

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
3.9	3.9	3.9	4.0	4.0	4.0	4.1	4.1	4.1
1244	1248	1257	1261	1262	1265	1267	1270	1272

### 2. Public University National Ranking [based on BOG's official list of publications]

2013	2014	2015	2016	2017	2018	2019	2020	2021
.	1	1	1	2	2	3	3	4

### 3. Freshman Retention Rate [Full-time students as reported to IPEDS]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
88	87	88	89	89	90	91	92	92

### 4. 6-year Graduation Rate [Full-time students as reported to IPEDS]

2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
65	67	70	70	69	72	73	74	74

### 5. National Academy Memberships

2013	2014	2015	2016	2017	2018	2019	2020	2021
.	1	1	1	6	7	7	8	8

### 6. Science & Engineering Research Expenditures (\$M)

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
97	109	143	170	188	194	199	210	218

### 7. Non-Medical Science & Engineering Research Expenditures (\$M)

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
95	105	132	168	180	186	191	196	201

### 8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures [includes private univ.]

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
4 of 8	3 of 8	3 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8

### 9. Utility Patents Awarded [over three calendar years]

2010-12	2011-13	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20
221	205	198	177	184	192	202	218	230

### 10. Doctoral Degrees Awarded Annually [First major]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
266	280	356	423	440	455	465	475	485

### 11. Number of Post-Doctoral Appointees [note: statute requires a source with time lag]

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014 ACTUAL	Fall 2015 ACTUAL	Fall 2016 GOAL	Fall 2017 GOAL
74	58	65	55	52	64	68	72	95

### 12. Endowment Size [\$Dollars in Millions]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
122.6	138.6	154.6	150.7	146.4	153	161	169	175



## KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

### Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

#### 1. Public University National Ranking [based on BOG's official list of publications]

2013	2014	2015	2016	2017	2018	2019	2020	2021
.	1	1	1	2	2	3	3	4

#### 2. Freshmen in Top 10% of High School Class

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
32	30	31	33	33	35	36	37	37

#### 3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
3 of 3	4 of 5	4 of 5	5 of 5	5 of 5	5 of 5	5 of 5	5 of 5	5 of 5

#### 4. Time to Degree for FTICs in 120hr programs

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
4.5	4.5	4.6	4.4	4.4	4.2	4.2	4.1	4.0

#### 5. Four-Year FTIC Graduation Rates [full-time students only]

2008-12	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20
40	40	40	40	44	45	46	48	50

#### 6. Bachelor's Degrees Awarded [First Majors Only]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
11,515	12,321	12,372	12,629	12,832	13,190	13,550	13,930	14,320

#### 7. Graduate Degrees Awarded [First Majors Only]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
2,679	2,587	2,918	2,673	2,682	2,700	2,750	2,825	2,950

#### 8. Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
26	28	30	31	33	33	34	35	36

#### 9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
21	21	21	21	20	21	22	23	23

#### 10. Percent of Undergraduate FTE in Online Courses

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
25	27	28	30	31	32	33	35	37

#### 11. Percent of Bachelor's Degrees in STEM & Health

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
27	29	30	33	34	35	36	36	37

#### 12. Percent of Graduate Degrees in STEM & Health

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
43	42	41	44	47	47	48	48	49



## KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

### Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

#### 1. National Academy Memberships

2013	2014	2015	2016	2017	2018	2019	2020	2021
.	1	1	1	6	7	7	8	8

#### 2. Faculty Awards

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
4	4	7	6	7	8	10	12	14

#### 3. Total Research Expenditures (\$M)

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
122	127	186	216	242	271	304	334	367

#### 4. Percent of Research Expenditures Funded from External Sources

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
75	69	46	50	49	50	52	53	54

#### 5. Utility Patents Awarded Annually [from the USPTO]

2012	2013	2014	2015	2016	2017	2018	2019	2020
79	52	67	58	59	65	72	79	83

#### 6. Licenses/Options Executed

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
11	10	17	23	38	34	34	36	38

#### 7. Number of Start-up Companies Created

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
2	5	3	8	14	15	16	18	20

### Institution Specific Goals (optional)

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

	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
<b>UCF Health Faculty Practice (percent of non-faculty costs covered by practice revenue)</b>	55% 2014-15	56% 2015-16	58% 2016-17	75% 2017-18	100% 2018-19	100% 2019-20	100% 2020-21
<b>UCF Lake Nona Medical Center</b>	secure land	HCA partnership	BOG approval	architectural /engineering plans	secure permits	begin construction	construction





## ENROLLMENT PLANNING (ACTUAL | PLAN)

### Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2012 ACTUAL	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	24,073	23,953	24,355	24,881	25,216	25,810	26,310	26,760	27,100
FTIC (Profile Admit)	291	286	335	328	302	310	320	320	330
FCS AA Transfers	20,676	21,069	21,434	21,897	22,012	22,110	22,240	22,620	22,880
Other AA Transfers	253	263	257	325	446	450	450	460	460
Post-Baccalaureates	0	0	527	1,085	1,073	1,070	1,080	1,100	1,110
Other Undergraduates	5,424	5,476	5,376	5,557	6,203	6,250	6,290	6,390	6,470
<b>Subtotal</b>	<b>50,717</b>	<b>51,047</b>	<b>52,284</b>	<b>54,073</b>	<b>55,252</b>	<b>56,000</b>	<b>56,690</b>	<b>57,650</b>	<b>58,350</b>
<b>GRADUATE</b>									
Master's	6,020	5,705	5,415	5,663	5,812	6,110	6,320	6,430	6,610
Research Doctoral	1,728	1,707	1,757	1,724	1,732	1,820	1,900	1,980	2,070
Professional Doctoral	495	591	634	625	626	660	690	720	750
<b>Subtotal</b>	<b>8,243</b>	<b>8,003</b>	<b>7,806</b>	<b>8,012</b>	<b>8,170</b>	<b>8,590</b>	<b>8,910</b>	<b>9,130</b>	<b>9,430</b>
<b>UNCLASSIFIED</b>									
H.S. Dual Enrolled	13	25	10	42	34	30	30	30	30
Other <sup>1</sup>	812	695	721	889	879	780	820	870	920
<b>Subtotal</b>	<b>825</b>	<b>720</b>	<b>731</b>	<b>931</b>	<b>913</b>	<b>810</b>	<b>850</b>	<b>900</b>	<b>950</b>
<b>TOTAL</b>	<b>59,785</b>	<b>59,770</b>	<b>60,821</b>	<b>63,016</b>	<b>64,335</b>	<b>65,400</b>	<b>66,450</b>	<b>67,680</b>	<b>68,730</b>

Notes: 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 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

### Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN
<b>UNDERGRADUATE</b>									
Distance (80-100%)	11,510	12,433	12,807	13,559	14,523	15,860	17,050	17,720	18,340
Hybrid (50-79%)	2,648	3,054	3,208	3,644	4,158	4,630	4,820	4,980	5,230
Classroom (0-50%)	31,287	30,078	29,124	28,593	28,599	28,120	27,600	27,540	27,500
<b>Subtotal</b>	<b>45,445</b>	<b>45,565</b>	<b>45,139</b>	<b>45,796</b>	<b>47,280</b>	<b>48,610</b>	<b>49,470</b>	<b>50,240</b>	<b>51,070</b>
<b>GRADUATE</b>									
Distance (80-100%)	1,721	1,707	1,594	1,539	1,590	1,770	1,900	2,030	2,120
Hybrid (50-79%)	639	645	683	666	641	640	690	760	790
Classroom (0-50%)	3,492	3,540	3,461	3,313	3,304	3,280	3,380	3,440	3,500
<b>Subtotal</b>	<b>5,852</b>	<b>5,892</b>	<b>5,738</b>	<b>5,518</b>	<b>5,535</b>	<b>5,690</b>	<b>5,970</b>	<b>6,230</b>	<b>6,410</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which 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) – see SUDS data element 2052.





PENDING BOT APPROVAL

## ENROLLMENT PLANNING (continued)

### Planned FTE Enrollment Plan by Student Level

	2015-16 ACTUAL	2016-17 ESTIMATE	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<b>RESIDENT</b>									
LOWER	15,371	15,610	15,890	16,130	16,400	16,600	16,730	16,820	1.14%
UPPER	29,129	29,630	30,160	30,620	31,130	31,510	31,760	31,930	1.15%
GRAD I	3,139	3,220	3,380	3,490	3,570	3,660	3,780	3,850	2.64%
GRAD II	701	660	690	740	780	820	860	890	5.22%
<b>TOTAL</b>	<b>48,339</b>	<b>49,120</b>	<b>50,120</b>	<b>50,980</b>	<b>51,880</b>	<b>52,590</b>	<b>53,130</b>	<b>53,490</b>	<b>1.31%</b>
<b>NON RESIDENT</b>									
LOWER	979	1,170	1,190	1,200	1,220	1,240	1,250	1,260	1.15%
UPPER	987	1,260	1,280	1,300	1,320	1,340	1,350	1,350	1.07%
GRAD I	534	570	590	610	630	640	660	680	2.88%
GRAD II	662	730	760	820	860	910	950	980	5.22%
<b>TOTAL</b>	<b>3,162</b>	<b>3,730</b>	<b>3,820</b>	<b>3,930</b>	<b>4,030</b>	<b>4,130</b>	<b>4,210</b>	<b>4,270</b>	<b>2.25%</b>
<b>TOTAL</b>									
LOWER	16,350	16,780	17,070	17,330	17,620	17,830	17,980	18,080	1.16%
UPPER	30,116	30,880	31,440	31,920	32,450	32,840	33,110	33,290	1.15%
GRAD I	3,673	3,780	3,970	4,110	4,190	4,310	4,450	4,530	2.67%
GRAD II	1,363	1,380	1,450	1,550	1,630	1,730	1,810	1,860	5.11%
<b>TOTAL</b>	<b>51,501</b>	<b>52,820</b>	<b>53,930</b>	<b>54,910</b>	<b>55,890</b>	<b>56,710</b>	<b>57,350</b>	<b>57,760</b>	<b>1.38%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	448	530	540	540	550	560	560	570	1.09%
UPPER	367	420	430	440	440	450	450	460	1.36%
GRAD I	479	500	530	550	560	570	590	600	2.51%
GRAD II	20	20	20	20	30	30	30	30	8.45%
<b>TOTAL</b>	<b>1,313</b>	<b>1,470</b>	<b>1,520</b>	<b>1,550</b>	<b>1,580</b>	<b>1,610</b>	<b>1,630</b>	<b>1,660</b>	<b>1.78%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note\*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.

### Medical Student Headcount Enrollments

	2015-16 ACTUAL	2016-17 ESTIMATE	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN	Annual Growth
<b>MEDICAL DOCTORATES</b>									
RESIDENT	347	360	362	362	362	362	362	362	0%
NON-RESIDENT	113	117	118	118	118	118	118	118	0%
<b>TOTAL</b>	<b>460</b>	<b>477</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>0%</b>



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Emergency Management	43.0302	-	-	N	120	Nov-2017
Life Care Management	52.09xx	HLTH		N	340	Mar-2018
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Emergency Management	43.0302		FIU, UF	Y	65	Mar-2018
Athletic Training	51.0913	HLTH	FIU, USF-T	N	56	Mar-2018
Entrepreneurship	52.0701		USF	N	40	Mar-2018
<b>DOCTORAL PROGRAMS</b>						
Strategic Communication and Risk	09.0000	GAP	-	N	36	Mar-2018
Aerospace Engineering	14.0201	STEM	UF	N	30	Mar-2018
Nanotechnology	15.1601	STEM	-	N	30	Mar-2018
Social Work (DSW)	51.1503	HLTH	FAU	N	45	Mar-2018

### New Programs For Consideration by University in 2018-20

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-19.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Cognitive Sciences	35.2501	STEM	-	N	50	Nov-2018
<b>DOCTORAL PROGRAMS</b>						
Biomedical Engineering	14.05.01	STEM	FAMU, FIU, FSU, UF, USF- T	N	30	July-2018
Interdisciplinary Neuroscience	26.1501	STEM	FSU	N	50	Mar-2019
Nonprofit Management	44.0401	-	FAU, FIU, FSU	N	40	Jul-2018



## UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2015-16 Actual	2016-17 Estimated
<b>Main Operations</b>		
State Funds	\$ 288.7	\$ 326.4
Tuition	\$ 266.6	\$ 276.2
<b>SUBTOTAL</b>	<b>\$ 555.4</b>	<b>\$ 602.6</b>
<b>Health-Science Center / Medical Schools</b>		
State Funds	\$ 26.1	\$ 26.1
Tuition	\$ 14.9	\$ 15.5
<b>SUBTOTAL</b>	<b>\$ 41.0</b>	<b>\$ 41.6</b>
<b>Center for Students with Unique Abilities</b>		
State Funds	\$ 0	\$ 8.0
Tuition	\$ 0	\$ 0
<b>TOTAL IFAS</b>	<b>\$ 0</b>	<b>\$ 8.0</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 596.4</b>	<b>\$ 652.2</b>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). **Tuition also includes other revenue such as application fees, late registration fees, library fines, and miscellaneous revenues.**

## OTHER BUDGET ENTITIES

Auxiliary Enterprises	\$ 172.2	\$ 177.5
Contracts & Grants	\$ 114.0	\$ 121.5
Local Funds	\$ 508.6	\$ 509.4
Faculty Practice Plans	\$ 3.1	\$ 3.9

**Note: Revenues do not include transfers.**



## UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential <sup>5</sup>	\$44.20	\$44.20	\$44.20	\$44.20	\$44.20	\$44.20	\$44.20
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$149.27</b>	<b>\$149.27</b>	<b>\$149.27</b>	<b>\$149.27</b>	<b>\$149.27</b>	<b>\$149.27</b>	<b>\$149.27</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement <sup>2</sup>	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$11.67	\$11.67	\$11.67	\$11.67	\$11.67	\$11.67	\$11.67
Health	\$10.84	\$10.84	\$10.84	\$10.84	\$10.84	\$10.84	\$10.84
Athletic	\$14.32	\$14.32	\$14.32	\$14.32	\$14.32	\$14.32	\$14.32
Transportation Access	\$9.10	\$9.10	\$9.10	\$9.10	\$9.10	\$9.10	\$9.10
Technology <sup>1</sup>	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
<b>Total Fees</b>	<b>\$63.01</b>	<b>\$63.01</b>	<b>\$63.01</b>	<b>\$63.01</b>	<b>\$63.01</b>	<b>\$63.01</b>	<b>\$63.01</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$212.28</b>	<b>\$212.28</b>	<b>\$212.28</b>	<b>\$212.28</b>	<b>\$212.28</b>	<b>\$212.28</b>	<b>\$212.28</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Total Tuition for 30 Credit Hours</b>	<b>\$4,478.10</b>	<b>\$4,478.10</b>	<b>\$4,478.10</b>	<b>\$4,478.10</b>	<b>\$4,478.10</b>	<b>\$4,478.10</b>	<b>\$4,478.10</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,890.30</b>	<b>\$1,890.30</b>	<b>\$1,890.30</b>	<b>\$1,890.30</b>	<b>\$1,890.30</b>	<b>\$1,890.30</b>	<b>\$1,890.30</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$6,368.40</b>	<b>\$6,368.40</b>	<b>\$6,368.40</b>	<b>\$6,368.40</b>	<b>\$6,368.40</b>	<b>\$6,368.40</b>	<b>\$6,368.40</b>
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$511.06	\$511.06	\$511.06	\$511.06	\$511.06	\$511.06	\$511.06
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$25.55	\$25.55	\$25.55	\$25.55	\$25.55	\$25.55	\$25.55
Total per credit hour	\$536.61	\$536.61	\$536.61	\$536.61	\$536.61	\$536.61	\$536.61
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$19,809.90</b>	<b>\$19,809.90</b>	<b>\$19,809.90</b>	<b>\$19,809.90</b>	<b>\$19,809.90</b>	<b>\$19,809.90</b>	<b>\$19,809.90</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,656.80</b>	<b>\$2,656.80</b>	<b>\$2,656.80</b>	<b>\$2,656.80</b>	<b>\$2,656.80</b>	<b>\$2,656.80</b>	<b>\$2,656.80</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$22,466.70</b>	<b>\$22,466.70</b>	<b>\$22,466.70</b>	<b>\$22,466.70</b>	<b>\$22,466.70</b>	<b>\$22,466.70</b>	<b>\$22,466.70</b>
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Housing/Dining<sup>4</sup></b>	<b>\$9,300.00</b>	<b>\$9,554.00</b>	<b>\$9,554.00</b>	<b>\$9,554.00</b>	<b>\$9,554.00</b>	<b>\$9,554.00</b>	<b>\$9,554.00</b>
\$ Change		\$254.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		2.7%	0.0%	0.0%	0.0%	0.0%	0.0%



## DEFINITIONS

### Performance Based Funding

#### 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

#### 2. Median Wages of Bachelor's Graduates Employed Full-time

One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

#### 3. Cost to the Student

Net Tuition & Fees  
for Resident Undergraduates  
per 120 Credit Hours

This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS.

#### 4. Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

#### 5. Academic Progress Rate

2nd Year Retention  
with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

#### 6. University Access Rate

Percent of Undergraduates  
with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

#### 7. Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).



<b>8a. Graduate Degrees within Programs of Strategic Emphasis</b>	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).
<b>8b. Freshmen in Top 10% of High School Class</b> Applies to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10).
<b>BOG Choice Metrics</b>	
<b>9a. Percent of Bachelor's Degrees Without Excess Hours</b>	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).
<b>9b. Number of Faculty Awards</b>	This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).
<b>9c. National Ranking for University</b>	This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.
<b>BOT Choice Metrics</b>	
<b>10a. Percent of R&amp;D Expenditures Funded from External Sources</b> FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>10b. Bachelor's Degrees Awarded to Minorities</b> FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).



<b>10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News</b> FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.
<b>10d. Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>10e. Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>10f. Number of Licenses/Options Executed Annually</b> UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida.
<b>10g. Percent of Undergraduate FTE in Online Courses</b> UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. 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.). Source: Accountability Report (Table 3C), State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

#### Preeminent Research University Funding Metrics

<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.





<b>Freshman Retention Rate</b> (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
<b>6-year Graduation Rate</b> (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: <a href="http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf">http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf</a> .
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
<b>Science &amp; Engineering Research Expenditures (\$M)</b>	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
<b>Non-Medical Science &amp; Engineering Research Expenditures (\$M)</b>	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.





## Key Performance Indicators

## Teaching &amp; Learning Metrics

<b>Freshmen in Top 10% of HS Graduating Class</b>	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
<b>Professional/Licensure Exam First-time Pass Rates</b>	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
<b>Average Time to Degree for FTIC in 120hr programs</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
<b>FTIC Graduation Rates In 4 years (or less)</b>	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
<b>Bachelor's Degrees Awarded To African-American and Hispanic Students</b>	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). 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.
<b>Adult (Aged 25+) Undergraduates Enrolled Fall term</b>	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
<b>Percent of Undergraduate FTE Enrolled in Online Courses</b>	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.).
<b>Percent of Bachelor's Degrees in STEM &amp; Health</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
<b>Percent of Graduate Degrees in STEM &amp; Health</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



## Key Performance Indicators (continued)

## Scholarship, Research &amp; Innovation Metrics

<b>Faculty Awards</b>	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: <a href="http://mup.asu.edu/research_data.html">http://mup.asu.edu/research_data.html</a> .
<b>Total Research Expenditures (\$M)</b>	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of R&amp;D Expenditures funded from External Sources</b>	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Licenses/Options Executed</b>	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
<b>Number of Start-up Companies</b>	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).

**ITEM: INFO-1**

**EDUCATIONAL PROGRAMS COMMITTEE**  
University of Central Florida

**SUBJECT:** Ready, Set, Work Initiative – Progress Update

**DATE:** May 18, 2017

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**PROPOSED BOARD ACTION:**

Information only.

**BACKGROUND INFORMATION:**

Governor Scott issued the Ready, Set, Work University Challenge in December 2015. The UCF Board of Trustees' Chairman Marchena and President Hitt accepted this challenge.

This presentation will highlight UCF's progress and opportunities in meeting this challenge.

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**Supporting documentation:** Attachment A: "Ready, Set, Work" Presentation

**Prepared by:** Dr. Briant Coleman, Assistant Vice President, Strategic Initiatives and Communications for Student Development and Enrollment Services

**Submitted by:** Dr. Maribeth Ehasz, Vice President for Student Development and Enrollment Services

Attachment A

# Ready, Set, Work

**Dr. Maribeth Ehasz, Vice President for Student Development and Enrollment Services**

**May 18, 2017**  
**UCF Board of Trustees**

# Overview

- Introduction
- Supporting Major and Career Choices
  - Career Services
  - Student Career Success Plan
- Ready, Set, Work Challenge
- Enhancements
- First Destination Survey
  - Psychology
  - Nursing
- Resources
- Discussion

# Division of Student Development and Enrollment Services

Helping Students Stay In School, Be Healthy, Live Ethically...Graduate



SAFETY, SECURITY,  
PREVENTION, CARE

## SDES PRIORITIES: 2016-17



SOCIAL JUSTICE,  
DIVERSITY AND  
INCLUSION



ENROLLMENT



CAREER READINESS  
AND SUPPORT



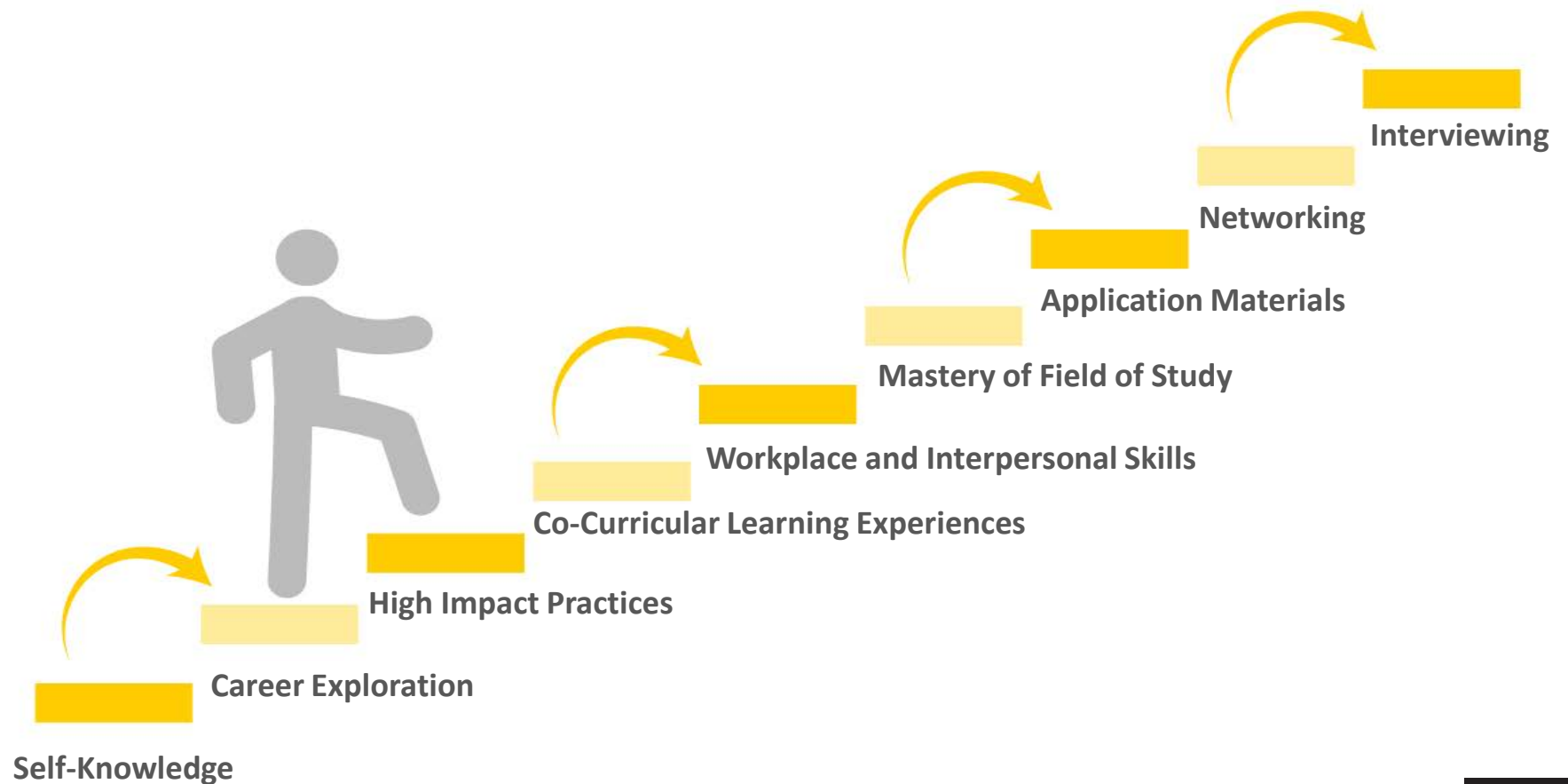
STUDENT LEARNING AND  
SUCCESS



# Career Services

Exploration · Experience · Employment

## Student Career Success Plan



# Career Services

Exploration · Experience · Employment

**Do Your Research –  
Networking and Salary  
Comparisons**

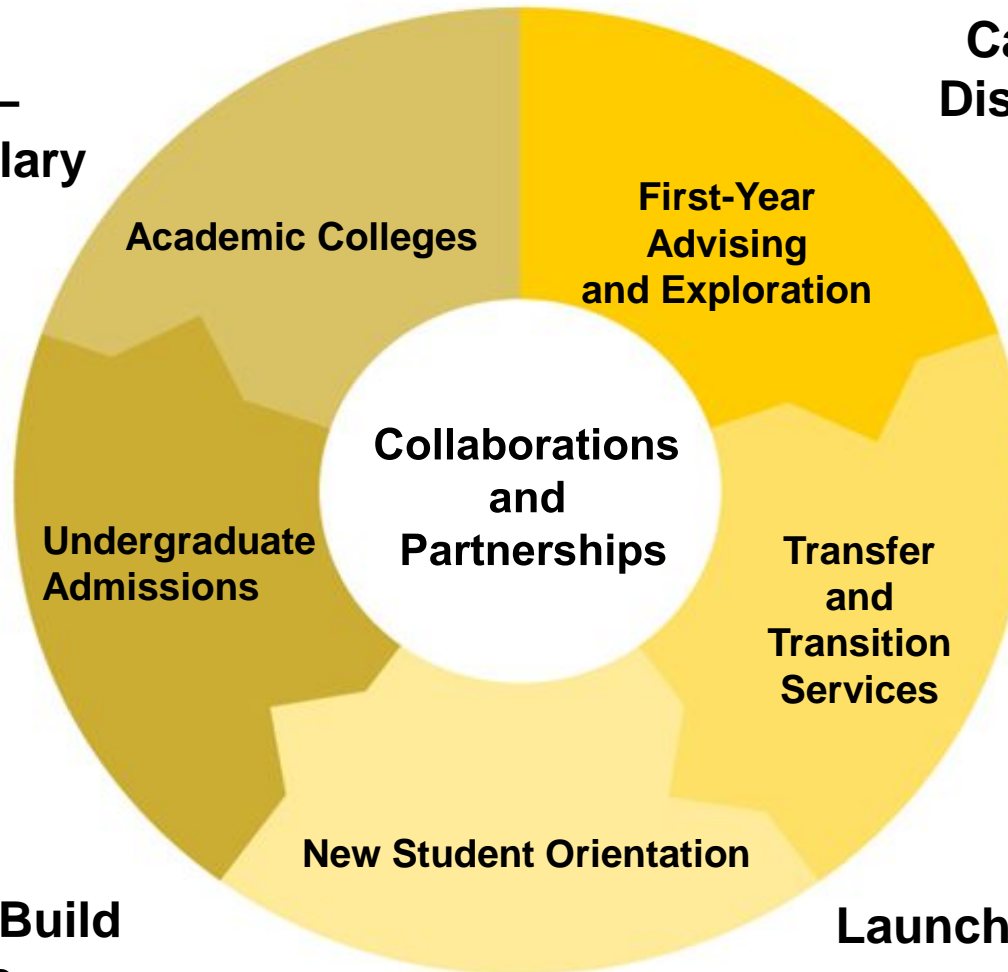
BENEFITS



**Gain Experience – Build  
a Competitive Edge**



**Career Exploration –  
Discover Options and  
Find the Right Fit**



**Launch Your Career – Find  
Job Opportunities**

**Jobs**





# Ready, Set, Work Challenge

# Ready, Set, Work Challenge

“We should be aiming for 100 percent job placement within a year of graduation – especially with a university’s most popular degrees...”

- Governor Rick Scott

December 2, 2015

Source: <http://www.flgov.com/>

“We are ready and we are set to provide an outstanding education for our students, which prepares them for the workplace and for a meaningful career.”

- Marcos R. Marchena

Chairman, UCF Board of Trustees

- Dr. John C. Hitt

UCF President

Source: Acceptance letter to the Governor, December 22, 2015



# Ready, Set, Work Challenge

- UCF's Commitment

- Ensure that 100 percent of graduates in psychology and registered nursing will get a job within a year of graduation or further their education
- Improve job placement in key, large programs

- UCF Taskforce Established – January 2016

- 20 representatives from across the campus
- Review and enhance ways to inform students about:
  - Major
  - Career
  - Salary
- Inventory of career readiness practices

# Enhancements

# Early Connections With Students

- **(NEW)** Every new admitted student now receives information regarding major, employment outlook, and salary from the Office of Undergraduate Admissions
- **(NEW)** Redesigned the Office of Career Services website to improve access to career options, majors, salaries, and employability information
  - Quick access button prominently featured
- **(NEW)** Established expectations, benchmarks, and incentives for new students to complete the UCF *MyPlan* – a values, interests, personality, and skills assessment
  - 2015 – *MyPlan* Registrations: **526**
  - 2016 – *MyPlan* Registration: **1240**
- **(NEW)** Improved communication about career exploration to new students:
  - Reached **6,475** First Time In College students
  - Reached **7,083** Transfer students

# New Student Orientation

- **(NEW)** Added Major and Career Exploration sessions to new student orientation
- **(NEW)** Integrated National Association of Colleges and Employees (NACE) career competencies in the new student orientation peer leadership courses

*NACE Career Competencies:*

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Critical Thinking and Problem Solving</li><li>• Oral and Written Communications</li><li>• Teamwork and Collaboration</li><li>• Digital Technology</li></ul> | <ul style="list-style-type: none"><li>• Leadership</li><li>• Professionalism and Work Ethic</li><li>• Career Management</li><li>• Global and Intercultural Fluency</li></ul> |
|---|--|
- **(NEW)** Established a Major Exploration Week to educate new and returning students about career options and opportunities
  - **(NEW)** Held 26 group interpretation sessions on *MyPlan* titled Your Personality, Your Career

# First-Year Advising and Exploration

- **(NEW)** Developed a new career curriculum for first-year students
  - Career curriculum will be included in all advising sessions
  - Advisors will hold career exploration advising sessions with undeclared students
- **(NEW)** Cross-trained all academic advisors, resident assistants, and career counselors
- **(NEW)** Launched a series of Knight to Knight Career Conversations for all students living on-campus. Required intentional career conversations between resident assistants and residential students
  - What are you going to do when you leave UCF and graduate?
  - What are you going to do while you are here at UCF?
  - What is your current major?
  - When do you plan to graduate?

# Academic Initiatives

## Psychology:

- Established a new Career PREP Certificate program
- Launched the Psychology Touchstone course to help students established career paths and competencies
- Added a service learning course to the curriculum to help students gain experiences outside the classroom
- Established the Beyond the Degree trainings
- Created a developmental assessment center called the Career Readiness Solution

## Nursing

- Established a partnership with Florida Hospital to create virtual practice interview experiences
- Conducted a training on employability training



# First Destination Survey

# First Destination Survey

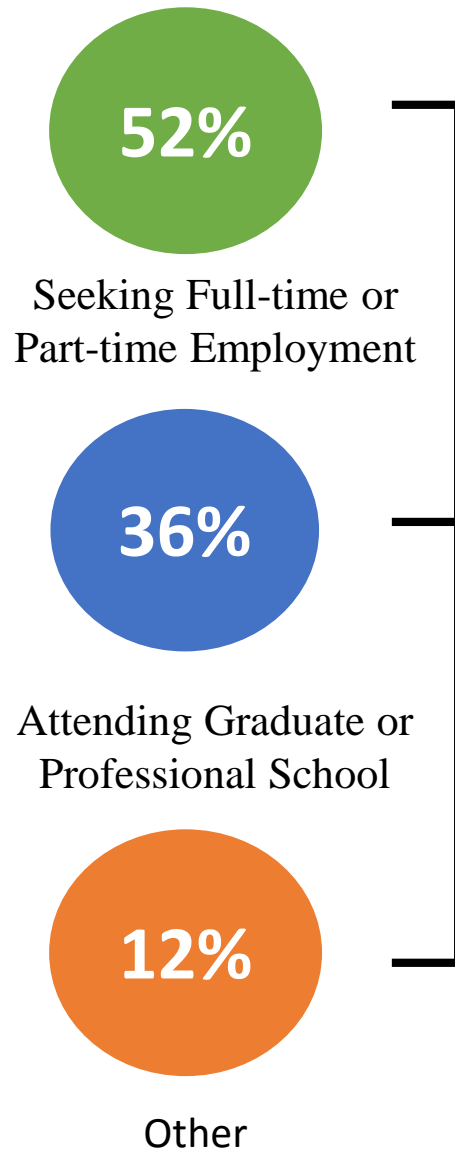
- The First Destination Survey was developed in 2013 to collect key information about the post-graduation outcomes of UCF graduates
- Students are asked about their immediate primary plans upon graduating through two main pathways: **employment** and **further education**

- Status of employment plan
- Name of the employer
- Industry
- Location
- Annual salary

- Status of further education plan
- Name of the institution
- Degrees considered
- Location
- Field of study

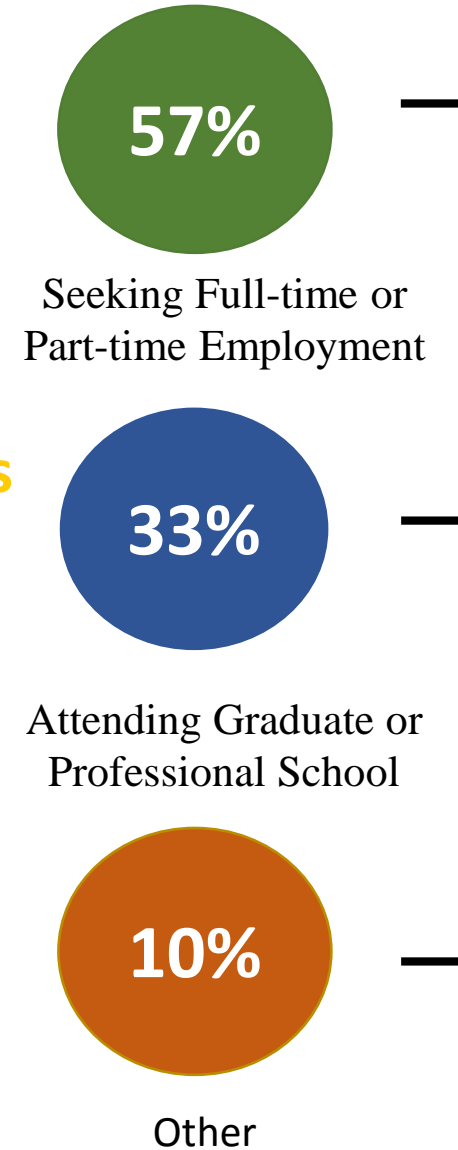
# UCF Graduate Career Outcomes

Summer 2014 - Spring 2015



## Psychology Graduates

Summer 2015 - Spring 2016

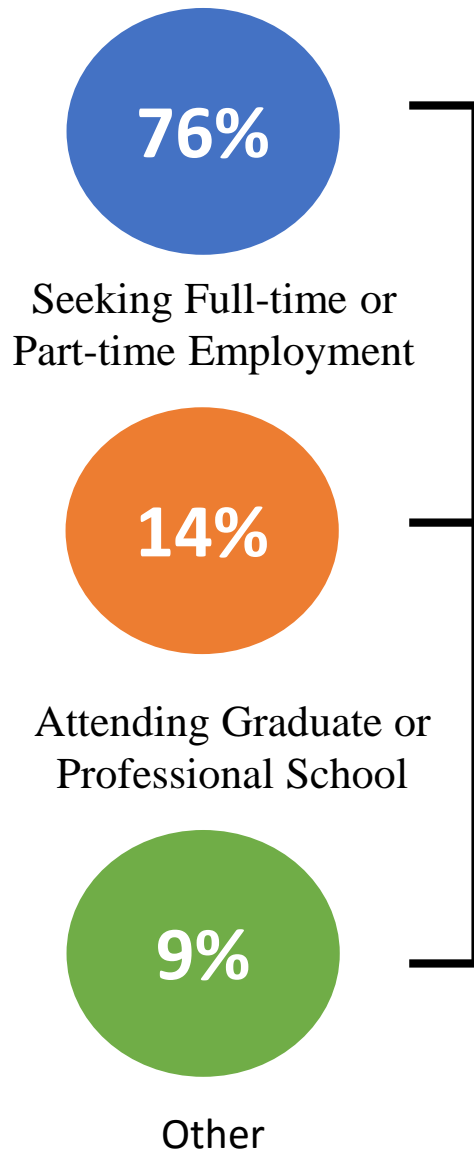


Source: 2014-15 and 2015-16 First Destination Survey



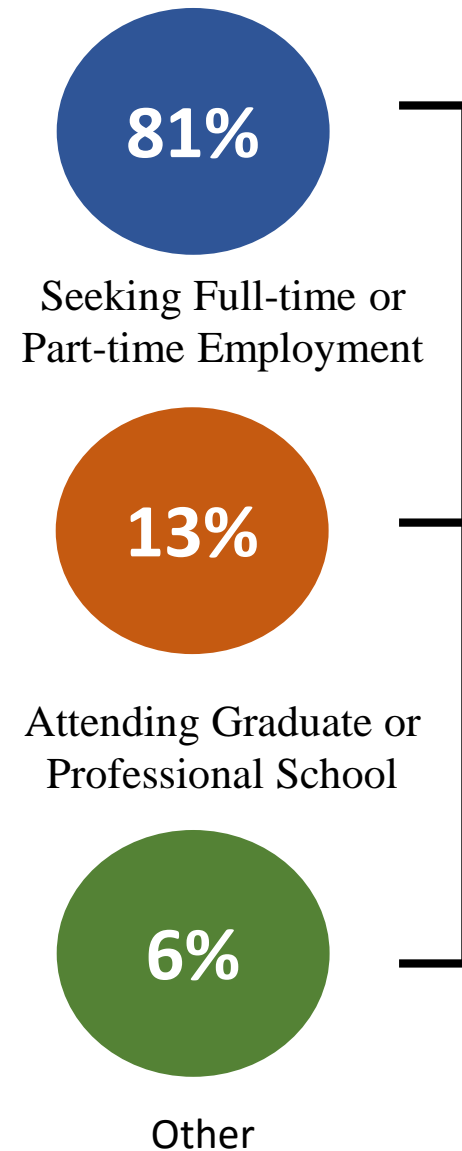
# UCF Graduate Career Outcomes

Summer 2014 - Spring 2015



## Nursing Graduates

Summer 2015 - Spring 2016



Source: 2014-15 and 2015-16 First Destination Survey



# Resources

Career Services – <http://career.ucf.edu>



# Thank You



**ITEM: INFO-2**

**EDUCATIONAL PROGRAMS COMMITTEE**

*University of Central Florida*

**SUBJECT:** UCF National Center for Forensic Science

**DATE:** May 18, 2017

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For information only.

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**Supporting documentation:** Attachment A: Forensic Science Presentation

**Prepared by:** Candice Bridge, National Center for Forensic Science Assistant Professor  
Chemistry Department, College of Sciences

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



Attachment A

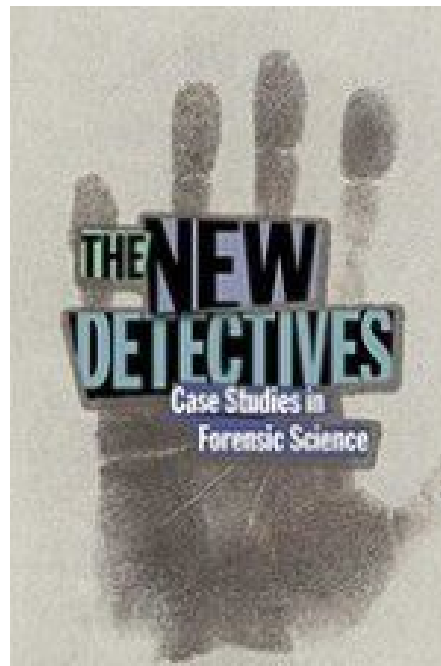
# Why I Do What I Do

UCF BOT Educational Programs Committee  
May 18, 2017

Candice Bridge, Assistant Professor-NCFS Assistant Professor



# Personal Story



**Motivations**

**Awareness**

**Education**

**Mentoring**

**Good Science**



**High-Fives!**

# Research Group

- Lubricants used in sexual assaults
- 15 amazing people
- All researchers
- Education website for attorneys
- Presentations → Collaborations
- Grads mentoring UGs





"Viewed from half a world away, a bomb is a political concern; viewed from less than a foot away, a bomb is just a high-stakes exercise in problem-solving, where making a mistake means a final, terminal education in the physics of expanding gases"  
-Anonymous-

**Thank You!**



**ITEM: INFO-3**

**EDUCATIONAL PROGRAMS COMMITTEE**  
*University of Central Florida*

**SUBJECT:** Time to Degree

**DATE:** May 18, 2017

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For information only.

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**Supporting documentation:** Attachment A: Presentation

**Prepared by:** Christine Dellert, Assistant Vice President for Strategic Communications & Marketing

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

Attachment A

# Breaking the Four-year Myth

## Time to Degree and Graduation Rates







“

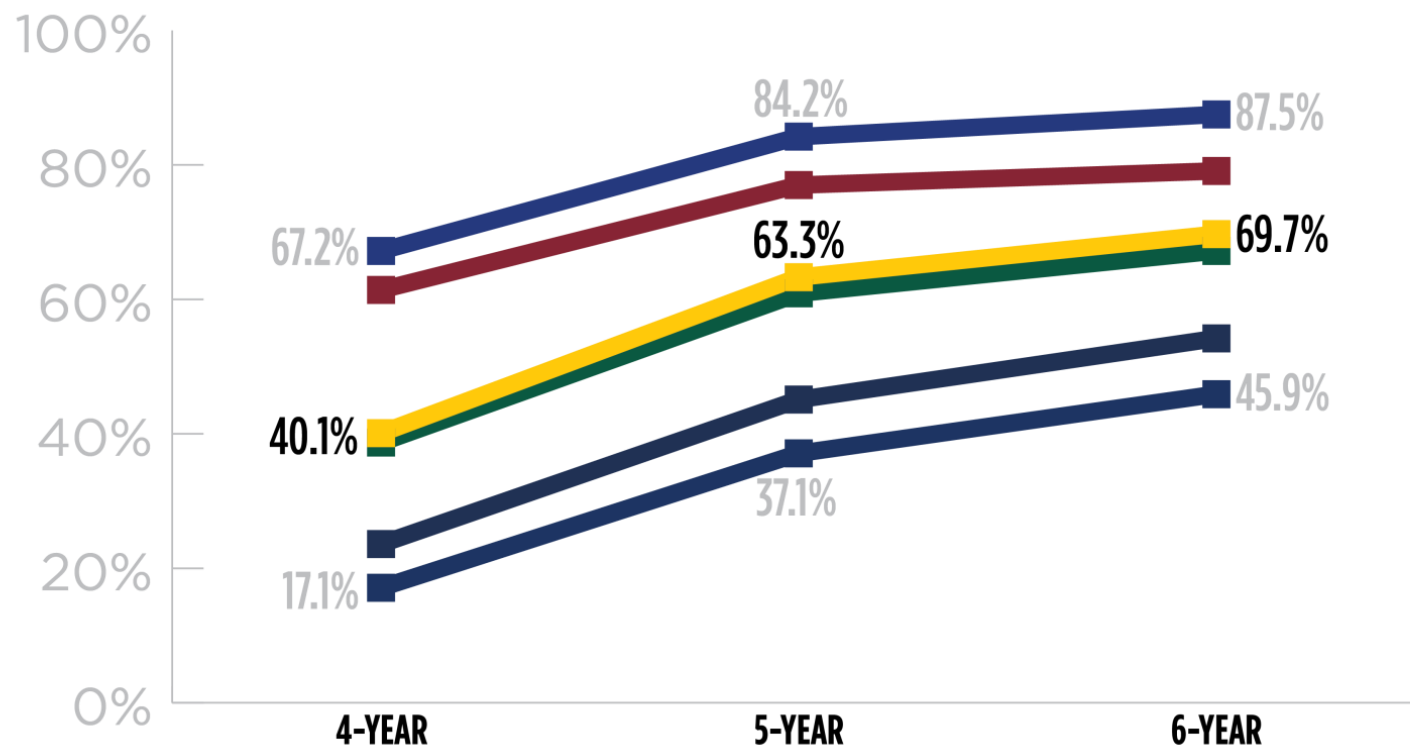
At most public universities, only **19 percent** of full-time students earn a degree in four years...

Even at state flagship universities – selective, research-intensive institutions – only **36 percent** of full-time students complete their bachelor's degree on time.

”

Most College Students Don't Earn a Degree in 4 Years, Study Finds. *The New York Times*, Dec. 1, 2014

# Graduation Rate Comparisons



FOUR-YEAR GRAD	
UF	67.2%
FSU	61.4%
UCF	40.1%
USF	38.7%
FIU	23.6%
FAU	17.1%

Source: 2014 data from The Education Trust



# Comparing Part-Time and Pell Eligible

FOUR-YEAR GRAD	
<b>UF</b>	<b>67.2%</b>
<b>FSU</b>	<b>61.4%</b>
<b>UCF</b>	<b>40.1%</b>
<b>USF</b>	<b>38.7%</b>
<b>FIU</b>	<b>23.6%</b>
<b>FAU</b>	<b>17.1%</b>

PART-TIME	
<b>FAU</b>	<b>38.4%</b>
<b>FIU</b>	<b>33.7%</b>
<b>UCF</b>	<b>29.4%</b>
<b>USF</b>	<b>23.7%</b>
<b>FSU</b>	<b>11.1%</b>
<b>UF</b>	<b>8.6%</b>

PELL ELIGIBLE	
<b>FIU</b>	<b>56.4%</b>
<b>USF</b>	<b>41.9%</b>
<b>FAU</b>	<b>39.5%</b>
<b>UCF</b>	<b>38.1%</b>
<b>FSU</b>	<b>33.2%</b>
<b>UF</b>	<b>31.5%</b>

Source: 2014 data from The Education Trust

## Four-year UCF graduates are...

**1.3x** more likely to keep  
the same major

**2.4x** more likely to be  
enrolled full-time\*

**1.4x** more likely to be involved  
in experiential learning

**2.1x** more likely to have never  
received Pell awards

...than five- or six-year grads.

\* Full time for 75% or more of their enrolled terms





**ITEM: INFO-4**

**EDUCATIONAL PROGRAMS COMMITTEE**  
*University of Central Florida*

**SUBJECT:** Higher Education and Florida's Future

**DATE:** May 18, 2017

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For information only.

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**Supporting documentation:** Attachment A: Presentation

**Prepared by:** Christine Dellert, Assistant Vice President for Strategic Communications and Marketing

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

# Higher Education and Florida's Future



# Matching Degrees to Top Job Opportunities

## Top 10 Job Areas in FL Requiring a Bachelor's

Registered Nurses

Software Developers, Applications

Accountants

Network and Computer Systems Administrators

Computer Systems Analysts

Medical and Health Services Managers

Marketing Managers

Management Analysts

Information Technology Project Managers

Sales Managers

**5,176**

degrees awarded  
in job areas  
(2015-16)

**40%**

of total degrees  
awarded

**20,418**

enrolled and pending  
in job areas  
(Fall 2017)

**37%**

of Fall 2017  
undergrad enrollment

Source: The Conference Board, Help Wanted OnLine (HWOL).  
Prepared by: Florida Department of Economic Opportunity, Bureau of Labor Market Statistics, April 2017



UCF



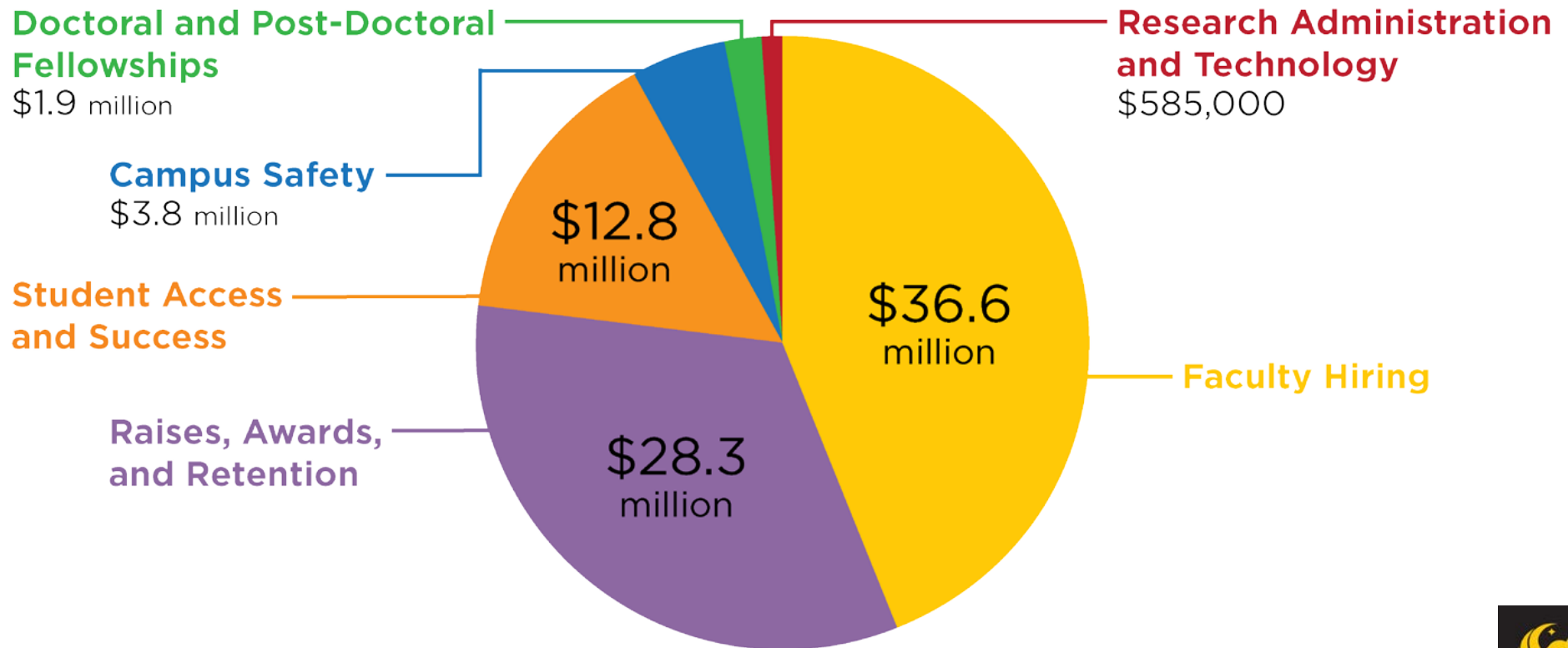
# Top Program Job Placement Rates



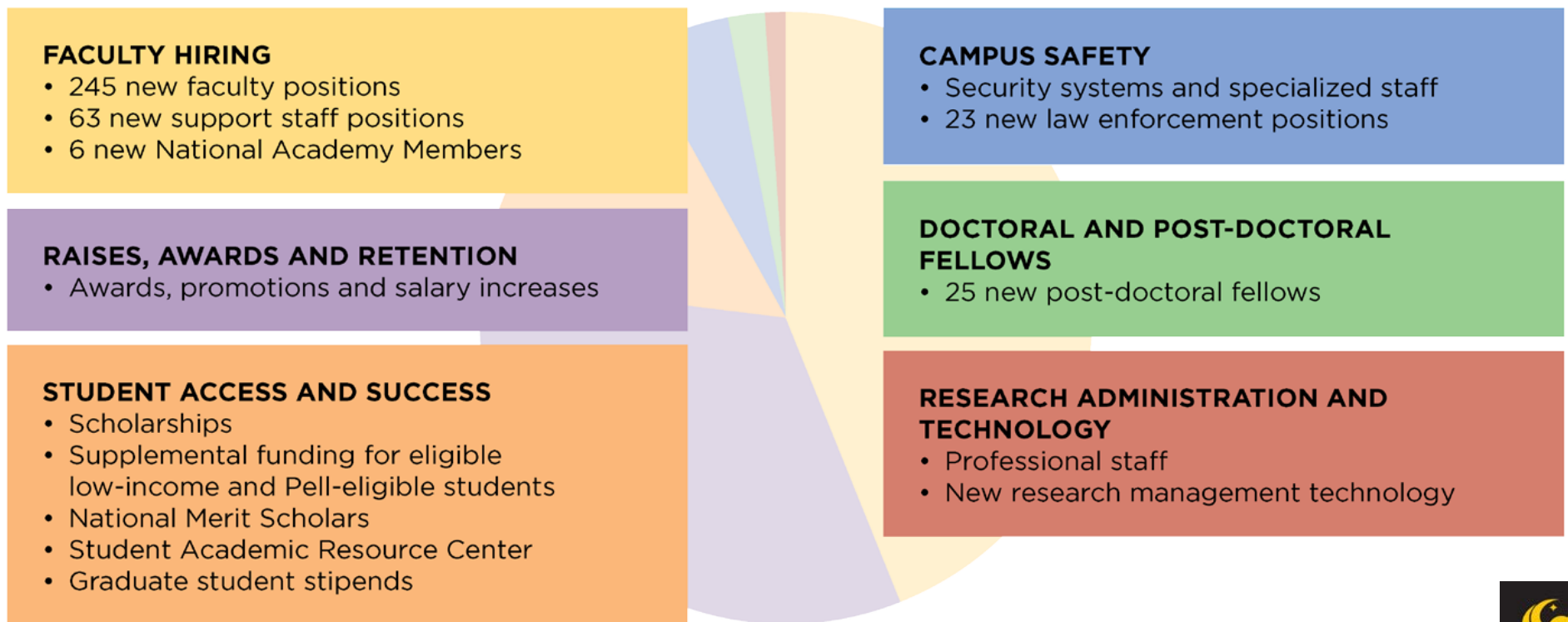
Source: Florida Department of Education  
Florida Education & Training Placement Information Program State University Reports



# Spending on Priorities



# Return on Investment



# Improve Four-Year Graduation Rates



2012-13 FTIC cohort four-year graduation rate increased to **43.6%** from **40%**

.....

**64.3%** of 2015-16 FTIC cohort took 30 or more credits, compared to **59.9%** in 2014-15

.....

UCF Students who take **30** or more credit hours per year average higher GPAs (3.2 for FTICs)

.....

SGA Scholarships and 'Enhancement 30' Awards

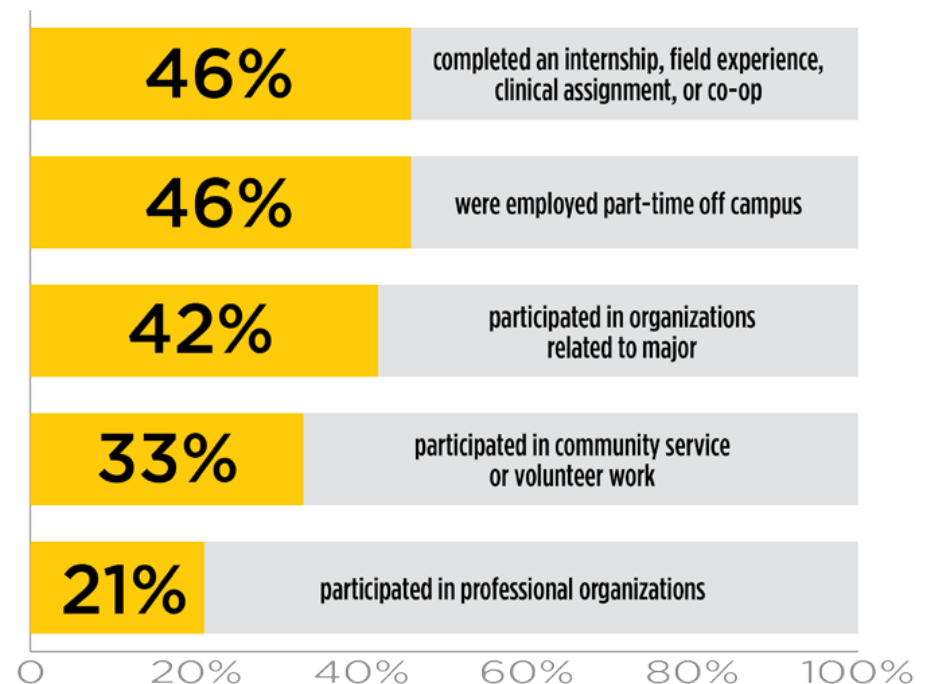
# Preparing Students for Jobs

## NEW INTERNSHIP EXAMPLES:

Psychology partnering with the Office of Experiential Learning to count internships as course electives

Mandatory internships for all Public Administration majors and Elementary Education and Secondary Education Lifelong Learning majors

Internship abroad opportunities for Latin American Studies majors to meet cornerstone requirements



Source: 2015-16 First Destination Survey, UCF Operational Excellence and Assessment Support (OEAS).



