



UNIVERSITY OF CENTRAL FLORIDA

**Board of Trustees Meeting
Educational Programs Committee
Virtual Meeting**

April 9, 2020, 2:00 – 4:00 p.m.

Conference call in phone number 844-992-4726 - access code: 790 565 321#

AGENDA

I. CALL TO ORDER

Kenneth Bradley
Chair, Educational Programs Committee

II. ROLL CALL

Gwen Ransom
*Executive Assistant
Office of the Provost*

III. MEETING MINUTES

- [Approval of February 6, 2020 Educational Programs Committee meeting minutes](#)

Kenneth Bradley

IV. NEW BUSINESS

- Conferral of Degrees ([EPC-1](#))
- Tenure with Hire ([EPC-2](#))
- 2020 Tenure Recommendations ([EPC-3](#))
- 2020 Accountability Plan ([EPC-4](#))
- New Degree Program ([EPC-5](#))
Bachelor of Science in Data Science
- Provost Update:

Michael D. Johnson
*Interim Provost and Vice President for
Academic Affairs*

Michael D. Johnson

Michael D. Johnson

Paige Borden
*Associate Provost and Chief Analytics Officer
Analytic and Integrated Planning*

Timothy Letzring
Senior Associate Provost for Academic Affairs

Michael D. Johnson

V. OTHER BUSINESS

VI. CLOSING COMMENTS



UNIVERSITY OF CENTRAL FLORIDA

**Board of Trustees
Educational Programs Committee
February 6, 2020
President's Boardroom, Millican Hall**

MINUTES

CALL TO ORDER

Trustee Kenneth Bradley, chair of the Educational Programs Committee, called the meeting to order at 2:00 p.m. Committee members Vice-Chair Caryl McAlpin, Trustee Harold Mills, and Trustee William Self were present. Trustee Kyler Gray attended via teleconference.

Chair Bradley welcomed two new committee members: Vice-Chair Caryl McAlpin and Trustee Harold Mills to Board of Trustees and Educational Programs Committee.

MEETING MINUTES

November 12, 2019, meeting minutes were submitted for approval, motion to approve was made by Trustee Mills, and Trustee Self seconded. The committee unanimously approved the minutes as written.

NEW BUSINESS

Tenure with Hire (EPC-1)

Tenure with Hire for two newly hired faculty members, who have been deemed eligible for tenure based on UCF requirements was submitted for approval by Interim Provost Michael Johnson. Department faculty and the university administrative officers have approved granting tenure to these faculty members.

Trustee Self made a motion to approve, and Trustee McAlpin seconded.

Chair Bradley commented on the outstanding credentials of both faculty members. Bradley also requested an explanation of Tenure with Hire be available at a future meeting.

Trustee McAlpin asked what percentage of faculty are tenured; there was an estimated amount provided.

The committee unanimously approved the two new faculty members for Tenure with Hire.

Academic Program Development Process (INFO-1)

Dr. Timothy Letzring, Senior Associate Provost for Academic Affairs presented updated details on the internal and external processes for development and approval of new academic programs and included information on where both the Educational Programs Committee and the full Board of Trustees participate in this process. Trustee Harold Mills asked if degree programs were eliminated. Letzring indicated that there are occasions that call for the termination of degree programs.

Mills indicated concern with the creation of too many degree programs.

Trustee Self asked if during the CAVP review process; was input provided by the Board of Governors (BOG) staff. Dr. Paige Borden, Associate Provost and Chief Analytics Officer, confirmed that BOG staff does review the program at the pre-proposal level and provide input to the CAVP committee.

Self also added that the approval process has heavy faculty input.

Trustee McAlpin asked how long from creation to the approval of a new degree program. Letzring added that approval times vary and could take two years.

New Degree Program Proposal – Master of Science in Financial Technology (FinTech) (EPC-2)

Letzring also presented three new degree program proposals for approval, beginning with the Master of Science in Financial Technology (FinTech); this degree program has specialized self-supporting tuition. The degree refers to the application of technological innovation in the financial services industry.

Letzring provided that the tuition rate was approved by the Finance and Facilities Committee in January 2020.

Trustee Self made a motion to approve, and Trustee Mills seconded.

The committee unanimously approved the FinTech Master of Science degree program.

New Degree Program Proposal – Master of Science in Computer Vision (EPC-3)

The new degree proposal Master of Science in Computer Vision is 5th rank in the US-based on the strength of faculty and publications in this subfield. The program aims to provide technical skills and domain knowledge to future professionals who seek to acquire expertise in Computer Vision and related areas.

Trustee Mills made a motion to approve, and Trustee Self seconded.

The committee unanimously approved the Master of Science in Computer Vision degree program.

New Degree Program Proposal – Ph.D. in Sustainable Coastal Systems (EPC-4)

Tim Letzring presented the final new degree program proposal, Ph.D. in Sustainable Coastal Systems. This program which received unanimous approval at the July 18, 2019 Board of Trustees meeting; the resubmission is to align with the Board of Governors' timeline for June 2020 consideration.

Letzring explained the Sustainable Coastal Systems degree program addresses the need for well-trained professionals in a field that is by nature interdisciplinary. As the transition zone between the land and sea, the coast gives rise to complex issues in science, technology, and public policy.

Trustee Self made a motion to approve, and Trustee McAlpin seconded.

The committee unanimously approved the Ph.D. in Sustainable Coastal Systems degree program.

Provost's Update – (INFO-2):

Interim Provost Michael Johnson welcomed Educational Programs Committee chair Kenneth Bradley to the new role, along with newly appointed committee members vice-chair Caryl McAlpin and trustee Mills.

Michael Johnson went on to speak about his new role as interim provost, which is to keep our academic programs moving toward prominence, with the message deans, faculty, and staff to continue forward with the academic enterprise.

Johnson presented information on UCF's progress toward increased excellence, with the most improved ranking in U.S. News and World Report's rankings of top public institutions. He explained that the focus for UCF remains on continuing to improve student success, research, and serving the public good.

Provost Johnson continued to provide to the trustees, information from several areas, including improving quality by hiring excellent faculty, which is evident by the many UCF faculty members that are award recipients over the past two years.

Johnson also provided information on UCF's effort to attract top students – explaining that fall enrollment included 90 National Merit Scholars and currently have an all-time high of 340 enrolled. UCF also set records for SAT, ACT, and GPA averages for the incoming freshman class, along with the largest minority enrollment of 48 percent.

He explained that student success is even more important than enrollment and presented that UCF achieved an overall school-record 91.5 percent retention rate last fall, with African American and Hispanic enrollment being slightly higher.

In introducing Dr. Theodora Berry, the newly hired vice provost of the Division of Student Learning and Academic Success and Dean of the College of Undergraduate Studies, Johnson spoke about the important action of reorganizing central efforts to support student success and Dr. Berry's role in continuing this endeavor.

Interim provost Johnson closed with highlighting both Student Research Week and UCF Celebrates the Arts festival, which are upcoming premier events that will showcase talented students at UCF.

2020 BOT Educational Programs Committee Meeting Dates (INFO-3)

Educational Programs Committee Chair Bradley concluded the meeting with the submission of the upcoming committee meeting dates for 2020.

ADJOURNMENT

Chair Bradley adjourned the Educational Programs Committee meeting on February 6, 2020, at 2:50 p.m.

Reviewed by:

Kenneth Bradley
Chair, Educational Programs Committee

Date

Submitted by:

Janet Owen
Associate Corporate Secretary

Date

ITEM: EPC-1

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
April 9, 2020**

Title: Conferral of Degrees for Spring 2020 Commencement Ceremonies

Background:

UCF expects to award the following degrees in Spring 2020

Baccalaureate Degrees:	7,281
Master's Degrees:	1,270
Doctoral and Specialist:	156
Total:	8,707

Issues to be Considered:

Spring 2020 conferral for 8,707 graduates.

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Recommended Action:

Recommend approval of the conferral of Degrees during for Spring 2020.

Authority for Board of Trustees Action:

BOG 1.001 (4)(a)

UCF BOT EPC Charter 2.1

Contract Reviewed/Approved by General Counsel:

N/A

Committee Chair or Chair of the Board approval:

Chair Kenneth Bradley has approved adding this item to the agenda.

Submitted by: Brian Boyd
University Registrar

Supporting Documentation: Attachment A: Graduation Count

Facilitator: Michael D. Johnson
Interim Provost and Vice President for Academic Affairs

Attachment A

UCF Spring 2020 Commencement

College	Bachelor	Master	Doctorate	CollegeTotals
College of Arts and Humanities	913	70	2	985
College of Business Administration	841	246	2	1,089
College of Community Innovation and Education	820	376	25	1,221
College of Engineering and Computer Science	854	273	58	1,185
College of Graduate Studies	0	15	0	15
College of Health Professions and Sciences	777	125	34	936
College of Medicine	305	13	2	320
College of Nursing	388	27	7	422
College of Optics and Photonics	12	14	6	32
College of Sciences	1,592	69	18	1,679
College of Undergraduate Studies	412	0	0	412
Rosen College of Hospitality Management	367	42	2	411
Degree level totals:	7,281	1,270	156	8,707

ITEM: EPC-2

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
April 9, 2020**

Title: Tenure with Hire

Background:

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.

The recommendation of a faculty member for tenure shall signify that the president and the Board of Trustees believe that the employee will continue to make significant and sustained professional contributions to the university and the academic community.

The primary purpose of tenure is to protect academic freedom. The award of tenure shall provide annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.

Issues to be Considered:

Please refer to Attachment A - Tenure with Hire Justification.

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

Faculty are considered employees of the university and like other employees, compensation is negotiated during the hiring process. Recommendations for tenure are considered independently from compensation. Faculty who are awarded tenure will have annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.

Recommended Action:

The department, college and Provost support the recommendations for tenure with hire.

Authority for Board of Trustees Action:

UCF 3.015(4)(a)5 – Promotion and Tenure of Tenured and Tenure-earning Faculty

Contract Reviewed/Approved by General Counsel:

N/A

Committee Chair or Chair of the Board approval:

Chair Kenneth Bradley has approved adding this item to the agenda.

Submitted by:

Jana L. Jasinski

Vice Provost for Faculty Excellence and Pegasus Professor of Sociology

Supporting Documentation:

Attachment A: Tenure with Hire Justification

Facilitator:

Michael D. Johnson

Interim Provost and Vice President for Academic Affairs

Attachment A

**Tenure with Hire Justification
Board of Trustees Meeting
April 9, 2020**

**Alexander N. Cartwright, Professor
College of Engineering and Computer Science, Department of Electrical and Computer
Engineering**

Dr. Alexander N. Cartwright received his Ph.D. in electrical and computer engineering from the University of Iowa. He comes to UCF from the University of Missouri, where he served as chancellor. At UCF, Dr. Cartwright will serve as President.

Since joining the University of Missouri in August 2017, Chancellor Alexander N. Cartwright has led the university through strategic enrollment and research growth, as well as the successful completion of the university's \$1.3 billion fundraising campaign. He has continuously advocated for student success initiatives, pushed for a more equitable and diverse environment where every voice is heard, and increased efforts to improve engagement with Missourians and beyond.

Dr. Cartwright came to MU from the State University of New York (SUNY) where he served as provost and executive vice chancellor from September 2014 to July 2017. At SUNY Dr. Cartwright oversaw a broad portfolio, including academic policy, enrollment management, and more.

Dr. Cartwright came to the role of SUNY's provost from the University at Buffalo, State University of New York (UB), where he served on faculty since 1995. At UB, he held several senior administrative positions, including vice president for research and economic development and acting executive director of the New York State Center of Excellence in Bioinformatics and Life Sciences. In these roles, he was responsible for campus/industry relations, research funding and compliance, and research support for UB and the Center.

An internationally recognized researcher and scholar in the area of optical sensors, he is a fellow of the American Association for the Advancement of Science, SPIE, and the National Academy of Inventors. Dr. Cartwright is a prior winner of both the National Science Foundation CAREER Award and the Office of Naval Research Young Investigator Award. In addition, he earned the 2002 SUNY Chancellor's award for excellence in teaching.

The Department of Electrical and Computer Engineering and College of Engineering and Computer Science support the recommendation for tenure with hire.

ITEM: EPC-3

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
April 9, 2020**

Title: UCF 2020 Tenure Recommendations

Background:

The UCF tenure process requires that tenure-earning faculty members that are not in the College of Medicine seek tenure by the end of their sixth year of employment. Tenure-earning faculty members in the College of Medicine must seek tenure by the end of their eighth year of employment. The tenure procedure involves 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. Tenure becomes official with final approval of the University of Central Florida Board of Trustees. If approved, tenure will become effective on August 8, 2020.

Issues to be Considered:

Please refer to the Attachment A – 2020 Tenure Recommendations

Alternatives to Decision:

Not approve the award of tenure to any or all of the faculty members listed on Attachment A.

Fiscal Impact and Source of Funding:

N/A

Recommended Action:

The Interim Provost and Interim President support the 2020 Tenure Recommendations.

Authority for Board of Trustees Action:

UCF 3.015(4)(a)1 – Promotion and Tenure of Tenured and Tenure-earning Faculty

Committee Chair or Chair of the Board approval:

Chair Kenneth Bradley has approved adding this item to the agenda.

Submitted by: Jana L. Jasinski
Vice Provost for Faculty Excellence and
Pegasus Professor of Sociology

Supporting Documentation: Attachment A: 2020 Tenure Recommendations

Facilitator: Michael D. Johnson
Interim Provost and Vice President for Academic Affairs

Educational Programs Committee Meeting - New Business

Attachment A

**University of Central Florida
2020 Tenure Recommendations**

Last Name	First Name	Current Rank	College	Department
Fred	Luis	Assistant Professor	College of Arts and Humanities	Music
Dombrowski	Matthew	Assistant Professor	College of Arts and Humanities	School of Visual Arts and Design
Watson	Keri	Assistant Professor	College of Arts and Humanities	School of Visual Arts and Design
Baudot	Lisa	Assistant Professor	College of Business Administration	Accounting
Lu	Yan	Assistant Professor	College of Business Administration	Finance
Wang	Tang	Assistant Professor	College of Business Administration	Management
Rugar	Yael	Assistant Professor	College of Business Administration	Marketing
Ray	James	Assistant Professor	College of Community Innovation and Education	Criminal Justice
Peck	Jennifer	Assistant Professor	College of Community Innovation and Education	Criminal Justice
Atkins	Danielle	Assistant Professor	College of Community Innovation and Education	Health Management and Informatics
Ravich	Timothy	Assistant Professor	College of Community Innovation and Education	Legal Studies Department
Gelfuso	Andrea	Assistant Professor	College of Community Innovation and Education	School of Teacher Education
Singh	Arvind	Assistant Professor	College of Engineering and Computer Science	Civil, Environmental, and Construction Engineering
Mahalanobis	Abhijit	Assistant Professor	College of Engineering and Computer Science	Computer Science
Wisniewski	Pamela	Assistant Professor	College of Engineering and Computer Science	Computer Science
Sun	Wei	Assistant Professor	College of Engineering and Computer Science	Electrical and Computer Engineering
Pourmohammadi	Yaser	Associate Professor	College of Engineering and Computer Science	Electrical and Computer Engineering
Dong	Yajie	Assistant Professor	College of Engineering and Computer Science	Materials Science and Engineering
Ahmed	Kareem	Assistant Professor	College of Engineering and Computer Science	Mechanical and Aerospace Engineering
Rovito	Michael	Assistant Professor	College of Health Professions and Sciences	Health Sciences
Gryglewicz	Kimberley	Assistant Professor	College of Health Professions and Sciences	School of Social Work
Wharton	Tracy	Assistant Professor	College of Health Professions and Sciences	School of Social Work
Chapple	Reshawna	Assistant Professor	College of Health Professions and Sciences	School of Social Work
Diaz	Desiree	Assistant Professor	College of Nursing	Nursing Practice
Bourgault	Annette	Assistant Professor	College of Nursing	Nursing Systems
Savage	Anna	Assistant Professor	College of Sciences	Biology
Chambers	Lisa	Assistant Professor	College of Sciences	Biology
Bridge	Candice	Assistant Professor	College of Sciences	Chemistry
Baudelet	Matthieu	Assistant Professor	College of Sciences	Chemistry

Educational Programs Committee Meeting - New Business

Zhang	Teng	Assistant Professor	College of Sciences	Mathematics
Neupane	Madhab	Assistant Professor	College of Sciences	Physics
Lyakh	Arkadiy	Assistant Professor	College of Sciences	Physics
Argenti	Luca	Assistant Professor	College of Sciences	Physics
Chini	Michael	Assistant Professor	College of Sciences	Physics
Chini	Jacquelyn	Assistant Professor	College of Sciences	Physics
Hinojosa	Ramon	Assistant Professor	College of Sciences	Sociology
Huang	Hsin-Hsiung	Assistant Professor	College of Sciences	Statistics and Data Science
Wei	Wei	Assistant Professor	Rosen College of Hospitality Management	Hospitality Services
Park	Jeong-Yeol	Assistant Professor	Rosen College of Hospitality Management	Hospitality Services
Fu	Xiaoxiao	Assistant Professor	Rosen College of Hospitality Management	Tourism, Events and Attractions
Kim	Jihyun	Assistant Professor	College of Sciences	Communication
Kritzer	Elizabeth	Assistant Professor	College of Arts and Humanities	Film and Mass Media
Smith	Peter	Assistant Professor	College of Arts and Humanities	Games and Interactive Media

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
April 9, 2020**

Title: UCF 2020 Accountability Plan

Background:

The 2020 Accountability Plan includes: highlights of UCF’s strategic direction; the university’s performance-based funding, preeminence, and key performance indicator metrics; the enrollment plan; and, potential academic program development.

The Board’s acceptance of this Accountability Plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component. The Board of Governors is scheduled to consider the plans at their June 23-25, 2020 meeting.

Issues to be Considered:

Approval of UCF 2020 Accountability Plan for submission to Florida Board of Governors. Please refer to the attached Accountability Plan.

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Recommended Action:

Recommend approval of the UCF 2020 Accountability Plan

Authority for Board of Trustees Action:

BOG 2.002 (3): Each board of trustees shall prepare an accountability plan and submit updates on an annual basis for consideration by the Board of Governors.

Contract Reviewed/Approved by General Counsel:

N/A

Committee Chair or Chair of the Board approval:

Chair Kenneth Bradley has approved adding this item to the agenda.

Submitted by: M. Paige Borden
Associate Provost and Chief Analytics Officer
Division of Analytics and Integrated Planning

Supporting Documentation: Attachment A - UCF 2020 Accountability Plan
Attachment B - BOT Executive Summary

Facilitator: Michael D. Johnson
Interim Provost and Vice President for Academic Affairs

Attachment A

2020
ACCOUNTABILITY PLAN
UNIVERSITY OF
CENTRAL FLORIDA

Draft 4/1/2020



2020 ACCOUNTABILITY PLAN
University of Central Florida
Draft 4/1/2020



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2020 ACCOUNTABILITY PLAN
University of Central Florida
Draft 4/1/2020



INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2025 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.

2020 ACCOUNTABILITY PLAN
University of Central Florida
Draft 4/1/2020



STRATEGY

Mission Statement

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.

Statement of Strategy

UCF is in the final stages of the current strategic plan, *Collective Impact*. A new plan is anticipated as an early action of the new UCF leadership.

In *Collective Impact*, UCF 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 UCF will continue to pursue both to fulfill its mission. Update: UCF has achieved scale and is focused on the continued enhancements of excellence.
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. Update: UCF hired 284 net new tenure-track faculty since 2014, a 34% increase.
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. Update: Selected two challenges in 2018 that continue to advance.
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. Update: UCF continues to build upon partnerships in engineering, data science, modeling and simulation, and hospitality management. UCF also opened the UCF Downtown campus in partnership with Valencia College, is building out the Lake Nona Cancer Center, and developed a comprehensive cultural impact plan including UCF Celebrates the Arts.
5. Innovate 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. Update: UCF completed a record-setting philanthropic campaign, continues to evolve and enhance UCF Online, and increased engagement with alumni.

2020 ACCOUNTABILITY PLAN
University of Central Florida
Draft 4/1/2020



STRATEGY (cont.)

Strengths, Opportunities & Challenges

UCF continues to make strides in student success, achieving record highs for first-year retention (91.5 percent) and four-year graduation rates (46.5 percent). The 2020 U.S. News and World Report ranked UCF among the Top 50 national, public universities in average freshman retention rank, Pell grant comparative graduation rate rank, Pell grant graduation rate rank, six-year graduation rate, and graduation rate performance. The success of UCF's students is a primary goal of UCF's strategic plan and a key initiative and investment for the university.

UCF's Academic Health Science Center continues to advance with the construction of the new UCF Lake Nona Medical Center, the UCF Lake Nona Cancer Center, and a demonstrated focus on student learning with all eligible fields (medicine, nursing, and physical therapy) exceeding national averages on licensure exams.

The UCF Downtown campus opened in Fall 2019 with more than 20 academic programs. The location serves as a hub for digital media, communications, and other community-facing disciplines. In partnership with Valencia College, the new campus connects highly skilled talent with industry needs, neighborhood synergies and new opportunities.

UCF set a record for research funding with \$192 million. Major awards included \$31.5 million from NASA and NSF for the Arecibo Observatory managed by UCF to identify asteroids and maintain the facility, \$7.5 million from NASA to the Center for Lunar and Asteroid Surface Science, and \$3.4 million from NSF to student artificial intelligence and the impact on hotel and restaurant management. These are three of the many projects that helped propel UCF to record level funding.

Three Key Initiatives & Investments

Student Success and Enrollment Strategy: Expanding upon recent technological innovations to focus on progression, major readiness, and on-track four-year pathways. UCF also realigned the organization creating the Student Learning and Academic Success unit that restructures to a single unit charged with academic success and four-year graduation. Expected outcomes for these efforts are increased retention, progression and graduation rates, and reduced excess credit hours. Over the last five years, UCF's retention rate has improved retention by 3 percent, improved four-year graduation by 15 percent, and reduced excess hours by 14 percent. UCF also created an Enrollment Strategy Task Force that considered enrollment levels and mix, student and faculty success, regional needs, and alignment with the state's strategic goals. The task force involved stakeholders from across the campus and multiple presentations to the Board of Trustees focusing on stabilizing the undergraduate enrollment.

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 members while boosting UCF's growing research promise and economic impact. Over the last five years, UCF has increased tenured and tenure-track faculty by 34 percent and reduced the student-to-faculty ratio to levels similar as those from 13 years ago.

Research and graduate activity: Increase graduate degree interdisciplinarity and quality while enhancing the volume and impact of UCF research. Increasing graduate activity and research ensures the university's long-held top Carnegie Classification as a "R1: Doctoral University: Highest Research Activity" institution and furthers the volume and economic impact of UCF research, building upon the \$1.6 billion in external research grants received in the past decade. Over the last five years, UCF's research grants have increased 32 percent.

2020 ACCOUNTABILITY PLAN
University of Central Florida
Draft 4/1/2020



STRATEGY (cont.)

Graduation Rate Improvement Plan Update

Student Success Initiatives

Board-Approved Program / Initiative ¹	Impacts in 2019-20	Plans for 2020-21
Pegasus Path (degree planner)	27,548 – a 138% increase (available to all undergraduates)	Increase adoption by students and transform to tracking and early alerts
mySchedule Builder (schedule optimizer)	60,139 across three semesters (available to all undergraduates)	Increase adoption
myKnight STAR (predictive analytics advising tool)	59,485 (available for all undergraduates)	Cohort campaigns focused on retention and persistence
Think 30 (credit hour completion)	13,946 – a 10% increase (campaign to 28,256 FTIC students)	
Knight's Completion Grant	372 awards	Increase number of awards
Digital Learning Course Redesign	72,159 enrollments – 55 redesigned courses	Complete the 4 th cycle of course redesigns
Integrative Learning (QEP)	29,912	QEP sunsets – initiatives institutionalized
General Education "Refresh"	18,162 students, 21% of GEP courses, 71 trained faculty	Increase to 60% of GEP courses

¹As outlined in the BOG-approved accountability plans in June 2018

Timely Completion Initiatives

UCF's "Think 30" campaign generated large increases in FTIC student completions of 30 or more hours in an academic year. Since 2014, first year students completing 30 hours increased 27 percent, and among second year students there was an increase of 22 percent. Think 30 is only one initiative UCF is leveraging to increase 4-year graduation rates.

UCF also focused on building capacity in key courses. In one college, funding was provided to address the general education courses with the highest waitlist volume. Central funds and college funds were redirected to provide an additional 4,697 seats in 12 key courses. The waitlists for the courses were reduced by as much as 88 percent. By creating additional seats in key general education courses, student on-track progression will increase.

Eliminating Financial Barriers

UCF invested \$15 million in carry forward dollars to support a multi-year plan focused on undergraduate completion. The new programs assisted 3,045 students in meeting their financial burdens and expended \$2.8 million through one semester (Fall 2019). The carry-forward dollars provided support for students taking 15 credit hours in the fall or spring, facilitated junior and senior on-track progression, and reduced student loan needs.

2020 ACCOUNTABILITY PLAN
University of Central Florida
Draft 4/1/2020



Key Achievements for Last Year (Student, Faculty, Program, Institutional)

Student Achievements

1. College of Engineering and Computer Science Cyber Defense Team students won the Department of Education's CyberForce National Competition.
2. Florida Interactive Entertainment Academy students' game Tablecraft won game of the year at the Interservice/Industry Training, Simulation and Education Conference.
3. UCF student recognitions included 2 Astronaut Scholars, 1 Goldwater Scholar, 5 Fulbright Scholars, 1 Critical Language Scholar, 7 National Science Foundation Scholars, and 1 Gilman Scholar.

Faculty Achievements

1. College of Sciences Physics Assistant Professor Xiofeng Feng was named a Sloan Research Fellow and received \$70,000 to further his research. Feng is the first faculty member earning this prestigious fellowship for UCF.
2. Rosen College of Hospitality Management Dean Youcheng Wang and Associate Dean Alan Fyall were awarded membership in the International Academy for the Study of Tourism based in Hong Kong. There are only 87 fellows worldwide.
3. Six UCF faculty earned NSF CAREER awards, a prestigious award in support of early-career faculty who have the potential to serve as academic role models in research and education.
4. Professor of Engineering Sudipta Seal was named a Materials Research Society Fellow. The prestigious international recognition is the first for UCF and the 10th in Florida.

Program Achievements

1. College of Community Innovation and Education in partnership with Nemours founded the PedsAcademy, the world's first pediatric school program providing education opportunities specific to a child's condition.
2. Top 5 World Program Rankings: Rosen College of Hospitality Management ranks 5th in the world by both the Academic Ranking of World Universities rankings list and *CEOWorld* magazine. Florida Interactive Entertainment Academy (FIEA) graduate program ranks 5th in the world for Game Design according to The Princeton Review and PC Gamer magazine.
3. Twenty-seven UCF programs were nationally ranked in the top 100 of their fields by *U.S. News & World Report* 2020 Best Graduate Schools.

Institutional Achievements

1. UCF completed the largest philanthropic campaign in the university's 51-year history. IGNITE: The Campaign for UCF raised \$531.5 million in gifts and commitments.
2. UCF ranks 31st among public universities in the nation and has been among the top 100 in the world for the past five years according to the annual rankings by the National Academy of Inventors and the Intellectual Property Owners Association.
3. UCF received official federal designation as a Hispanic Serving Institution.

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PERFORMANCE-BASED FUNDING METRICS

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	65.1	66.2	67.9	67.4	69.1	.	.	.	.	.
APPROVED GOALS	.	65.0	67.2	68.5	69.1	69.5	69.9	70.1	.	.
PROPOSED GOALS	.	.	.	.	.	69.5	69.9	70.1	70.3	70.5

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	37,000	38,600	38,700	38,600	40,000	.	.	.	.	.
APPROVED GOALS	.	36,600	39,100	39,700	40,200	40,600	41,100	41,300	.	.
PROPOSED GOALS	.	.	.	.	.	40,600	41,100	41,300	41,400	41,400

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	15,330	15,380	15,400	12,070	7,580	.	.	.	.	.
APPROVED GOALS	.	.	15,120	15,968	12,000	11,950	11,900	11,850	.	.
PROPOSED GOALS	.	.	.	.	.	7,580	7,530	7,480	7,430	7,380

4. FTIC Four-Year Graduation Rate [Full-time FTIC students only]

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	40.4	43.6	43.7	45.7	46.3	.	.	.	.	.
APPROVED GOALS	.	42.0	45.0	44.7	46.8	48.0	50.1	50.7	.	.
PROPOSED GOALS	.	.	.	.	.	48.0	50.1	50.7	51.8	52.9

5. Academic Progress Rate [Second Fall Retention Rate with at Least a 2.0 GPA for Full-time FTIC students]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	86.6	86.5	87.6	88.7	90.1	.	.	.	.	.
APPROVED GOALS	.	88.0	87.4	87.9	88.9	89.5	90.0	90.2	.	.
PROPOSED GOALS	90.3	90.5	90.6	90.7	90.8

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PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	49.7	52.0	51.9	51.6	51.2	.	.	.	.	.
APPROVED GOALS	.	50.0	52.5	52.5	53.0	53.4	53.8	54.0	.	.
PROPOSED GOALS	.	.	.	.	.	53.4	53.8	54.0	54.0	54.0

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

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	39.4	39.7	39.4	40.6	39.2	.	.	.	.	.
APPROVED GOALS	.	40.0	40.2	40.0	41.0	41.8	42.4	42.8	.	.
PROPOSED GOALS	.	.	.	.	.	41.8	42.4	42.8	42.8	42.8

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	61.7	63.4	62.0	62.6	61.2	.	.	.	.	.
APPROVED GOALS	.	62.0	63.6	62.5	63.0	63.4	63.8	64.0	.	.
PROPOSED GOALS	.	.	.	.	.	63.4	63.8	64.0	64.0	64.0

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	69.2	66.3	76.4	77.8	79.0	.	.	.	.	.
APPROVED GOALS	.	69.0	68.0	76.8	78.1	78.7	79.1	79.4	.	.
PROPOSED GOALS	.	.	.	.	.	79.2	79.4	79.6	79.8	80.0

10. BOT Choice: Percent of Bachelor's Degree Awarded to African American and Hispanic Students

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	31.5	33.2	35.0	35.5	37.9
APPROVED GOALS	37	38	38	39	.	.
PROPOSED GOALS	39	40	40	41	41

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PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	4.0	4.0	4.1	4.1	4.2	.	.	.	.	.
APPROVED GOALS	.	4	4	4.1	4.1	4.1	4.1	4.1	.	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1	4.1

A. (2). Average SAT Score

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	1261*	1262*	1316	1326	1332	.	.	.	.	.
APPROVED GOALS	.	1263*	1265*	1318	1326	1327	1328	1328	.	.
PROPOSED GOALS	.	.	.	.	.	1332	1332	1332	1332	1332

Note*: Historical scores and approved goals were based upon a different SAT scale standard.

B. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	2	1	3	2	.	.	.	.	.
APPROVED GOALS	.	2	2	2	3	3	4	4	.	.
PROPOSED GOALS	.	.	.	.	.	3	4	4	4	4

C. Freshman Retention Rate [Full-time FTIC students only]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	89	89	89.6	90	91	.	.	.	.	.
APPROVED GOALS	.	89	90	90	91	91.5	92.0	92.4	.	.
PROPOSED GOALS	.	.	.	.	.	91.7	92.0	92.4	92.4	92.5

D. Four-year Graduation Rate [Full-time FTIC students only]

	2011-15	2012-16	2013-17*	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	40.4	43.6	43.7	45.7	46.3	.	.	.	.	.
APPROVED GOALS	.	42	45	44.7	46.8	48.0	50.1	51.0	.	.
PROPOSED GOALS	.	.	.	.	.	48.0	50.1	51.0	51.8	52.9

Note*: The 2013-17 data will be reported to IPEDS in 2020 as part of their annual data collection cycle.

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PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

E. National Academy Memberships

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	6	6	6	7	.	.	.	.	.
APPROVED GOALS	.	2	7	6	7	7	8	8	.	.
PROPOSED GOALS	.	.	.	.	.	7	8	8	8	8

F. Science & Engineering Research Expenditures (\$M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	170	166	169	176	186	.	.	.	.	.
APPROVED GOALS	.	174	194	194	201	206	210	210	.	.
PROPOSED GOALS	.	.	.	.	.	206	210	210	210	210

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	168	158	161	165	169	.	.	.	.	.
APPROVED GOALS	.	171	186	186	192	198	201	201	.	.
PROPOSED GOALS	.	.	.	.	.	198	201	201	201	201

H. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	7	7	7	7	6
APPROVED GOALS	.	7 of 8	.	.						
PROPOSED GOALS	7 of 8				

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PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

I. Utility Patents Awarded [over three calendar years]

	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24
ACTUAL	177	184	165	147	138	.	.	.	.	.
APPROVED GOALS	.	208	192	152	138	135	135	135	.	.
PROPOSED GOALS	.	.	.	.	.	135	140	135	136	138

J. Doctoral Degrees Awarded Annually

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	423	440	429	438	415	.	.	.	.	.
APPROVED GOALS	.	445	455	440	455	470	480	490	.	.
PROPOSED GOALS	.	.	.	.	.	470	480	490	490	490

K. Number of Post-Doctoral Appointees

	FALL 2014	FALL 2015	FALL 2016*	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	47	51	67	94	146	.	.	.	.	.
APPROVED GOALS	64	68	72	96	112	117	123	129	.	.
PROPOSED GOALS	.	.	.	.	.	160	170	180	190	200

Note*: The Fall 2016 data will be reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report in 2020.

L. Endowment Size (\$M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	150.7	146.4	157	163	165	.	.	.	.	.
APPROVED GOALS	.	169	153	165	175	182	190	190	.	.
PROPOSED GOALS	182	190	190	191	200

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KEY PERFORMANCE INDICATORS

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

1. Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	2	1	3	2	.	.	.	.	.
APPROVED GOALS	.	2	2	2	3	3	4	4	.	.
PROPOSED GOALS	.	.	.	.	.	3	4	4	4	4

2. Freshmen in Top 10% of High School Class

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	33	33	31	34	36	.	.	.	.	.
APPROVED GOALS	.	34	35	31	35	36	37	38	.	.
PROPOSED GOALS	.	.	.	.	.	36	37	38	38	39

3. Time to Degree for FTICs in 120hr programs

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	4.4	4.4	4.4	4.3	4.3	.	.	.	.	.
APPROVED GOALS	.	4.3	4.2	4.3	4.3	4.2	4.2	4.2	.	.
PROPOSED GOALS	.	.	.	.	.	4.2	4.2	4.2	4.2	4.1

4. Six-Year FTIC Graduation Rates [Full- & Part-time students]

	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24
ACTUAL	70	68	70	72	72	.	.	.	.	.
APPROVED GOALS	.	70	71	70	72	73	73	74	.	.
PROPOSED GOALS	.	.	.	.	.	73	73	74	74	74

5. FCS AA Transfer Three-Year Graduation Rate (Florida College System w/ Associate in Arts)

	2012-15	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24
ACTUAL	53	54	54	51	53
APPROVED GOALS
PROPOSED GOALS	53	54	54	54	55

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KEY PERFORMANCE INDICATORS (cont.)

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

6. Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	36	40	41	43	43	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	44	45	46	47	48

7. Bachelor's Degrees Awarded [First Majors Only]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	12,629	12,832	13,070	13,341	13,959	.	.	.	.	.
APPROVED GOALS	.	12,850	13,190	13,330	13,600	13,870	14,150	14,400	.	.
PROPOSED GOALS	.	.	.	.	.	14,100	14,250	14,400	14,550	14,700

8. Graduate Degrees Awarded [First Majors Only]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	2,673	2,681	2,647	2,752	2,884	.	.	.	.	.
APPROVED GOALS	.	2,770	2,700	2,670	2,793	2,833	2,868	2,996	.	.
PROPOSED GOALS	.	.	.	.	.	2,900	2,950	3,000	3,050	3,100

9. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	32	33	35	36	38	.	.	.	.	.
APPROVED GOALS	.	32	33	36	37	38	38	39	.	.
PROPOSED GOALS	.	.	.	.	.	39	40	40	41	41

10. Percentage of Adult (Aged 25+) Undergraduates Enrolled

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	20	20	19	18	18
APPROVED GOALS	.	21	21	20	20	21	21	21	.	.
PROPOSED GOALS	21	21	21	21	21

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KEY PERFORMANCE INDICATORS (cont.)

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

11. Percent of Undergraduate FTE in Online Courses

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	30	31	33	34	37	.	.	.	.	.
APPROVED GOALS	.	31	32	34	35	37	39	40	.	.
PROPOSED GOALS	.	.	.	.	.	38	39	40	40	41

12. Percent of Bachelor's Degrees in STEM & Health

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	33	34	35	34	35	.	.	.	.	.
APPROVED GOALS	.	34	35	36	36	37	38	38	.	.
PROPOSED GOALS	.	.	.	.	.	37	38	38	38	38

13. Percent of Graduate Degrees in STEM & Health

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	44	47	45	47	46
APPROVED GOALS	.	45	47	48	48	49	50	50	.	.
PROPOSED GOALS	49	50	50	50	50

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KEY PERFORMANCE INDICATORS (cont.)

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

14. Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
NURSING	97	92	96	95	97	97	97	97	97	97
<i>US Average</i>	87	88	90	92	91	.	.	.	.	.
MEDICINE (2YR)	100	100	97	97	98	98	98	98	98	98
<i>US Average</i>	96	96	96	96	97	.	.	.	.	.
CROSS-YEAR	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
MEDICINE (4Y-CK)	99	100	98	99	98	98	98	98	98	98
<i>US Average</i>	95	96	96	97	98	.	.	.	.	.
MEDICINE (4Y-CS)	100	99	97	96	97	97	97	97	97	97
<i>US Average</i>	96	97	96	95	95	.	.	.	.	.
MULTI-YEAR	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24
PHYSICAL THERAPY	98	98	100	99	99	95	95	95	95	95
<i>US Average</i>	91	92	92	92	92	.	.	.	.	.
Exam Scores Relative to Benchmarks										
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ABOVE OR TIED	5	5	5	5	5	5	5	5	5	5
TOTAL	5	5	5	5	5	5	5	5	5	5

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KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	6	6	6	7	.	.	.	.	.
APPROVED GOALS	.	2	7	6	7	7	8	8	.	.
PROPOSED GOALS	.	.	.	.	.	7	8	8	8	8

16. Faculty Awards

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
ACTUAL	6	7	7	8	7	.	.	.	.	.
APPROVED GOALS	.	12	8	8	10	11	12	12	.	.
PROPOSED GOALS	.	.	.	.	.	11	12	12	12	12

17. Total Research Expenditures (\$M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	216	198	200	215	225	.	.	.	.	.
APPROVED GOALS	.	218	271	248	269	290	315	315	.	.
PROPOSED GOALS	.	.	.	.	.	290	315	315	315	315

18. Research Expenditures from External Sources (\$M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	107	118	114	119	127
APPROVED GOALS
PROPOSED GOALS	133	140	140	140	140

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KEY PERFORMANCE INDICATORS (cont.)
Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	58	59	48	40	50	.	.	.	.	.
APPROVED GOALS	.	.	65	45	45	45	45	45	.	.
PROPOSED GOALS	.	.	.	.	.	45	45	45	46	47

20. Number of Licenses/Options Executed Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	23	38	34	40	28	.	.	.	.	.
APPROVED GOALS	.	31	34	34	34	36	36	36	.	.
PROPOSED GOALS	.	.	.	.	.	36	36	36	36	36

21. Number of Start-up Companies Created

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	8	14	9	1	0	.	.	.	.	.
APPROVED GOALS	.	10	15	10	12	14	15	15	.	.
PROPOSED GOALS	.	.	.	.	.	14	15	15	15	15

Institution Specific Goals

UCF Lake Nona Medical Center

2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
HCA PARTNER-SHIP	BOG APPROVAL	SECURE PERMITS	BEGIN CONST-RUCTION	CONST-RUCTION CONTINUES	OPENING	ROTATIONS 4 th YEAR	ROTATIONS 3 rd YEAR	EXPANSION – SHELLLED BEDS	APPRVL TO BUILD NURSING COLL. ON AHSC CAMPUS

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ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level [all degree-seeking students, all campuses]

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	54,075	55,253	56,424	58,402	58,962	.	.	.	.	.
APPROVED GOALS	.	.	56,000	57,595	58,410	58,400	58,400	58,400	.	.
PROPOSED GOALS	.	.	.	.	.	59,230	59,365	59,410	59,384	59,313
GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	8,012	8,170	8,840	9,319	9,722	.	.	.	.	.
APPROVED GOALS	.	.	8,590	9,148	9,500	10,000	10,400	10,710	.	.
PROPOSED GOALS	.	.	.	.	.	10,522	11,057	11,510	11,888	12,217

Fall Headcount Enrollment by Student Type [all degree-seeking students, all campuses]

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
FTIC: New	6,535	6,403	6,879	7,230	7,321	7,332	7,332	7,332	7,332	7,332
FTIC: Returning	18,675	19,115	19,426	20,110	20,935	21,618	22,136	22,521	22,808	23,023
Transfer: FCS w/ AA	21,897	22,012	21,636	21,617	21,612	21,475	21,164	20,889	20,640	20,408
Transfer: Other	5,883	6,649	7,417	8,324	7,948	7,655	7,578	7,507	7,437	7,377
Post-Baccalaureates	1,085	1,074	1,066	1,121	1,146	1,150	1,155	1,161	1,167	1,173
Subtotal	54,075	55,253	56,424	58,402	58,962	59,230	59,365	59,410	59,384	59,313
GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Master's	5,663	5,812	6,359	6,668	6,944	7,410	7,776	8,081	8,336	8,552
Research Doctoral	1,724	1,732	1,787	1,897	1,960	2,010	2,060	2,110	2,160	2,210
Professional Doctoral	625	626	694	754	818	837	860	881	897	913
Subtotal	8,012	8,170	8,840	9,319	9,722	10,257	10,696	11,072	11,393	11,675
TOTAL	62,087	63,423	65,264	67,721	68,684	69,487	70,061	70,482	70,777	70,988

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (eg, dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs.

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ENROLLMENT PLANNING (cont.)

Percent of Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits [Fall term]

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	11	11	12	13	12	.	.	.	.	.
APPROVED GOALS	.	.	.	.	14	15	16	17	.	.
PROPOSED GOALS	.	.	.	.	.	15	16	17	17	17

Full-Time Equivalent (FTE) Enrollment by Course Level

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LOWER	16,024	16,797	17,299	17,882	18,737	19,064	19,117	19,177	19,222	19,243
UPPER	29,772	30,483	31,302	32,298	33,685	34,293	34,410	34,462	34,465	34,432
GRAD 1	4,087	4,152	4,285	4,674	4,844	4,976	5,184	5,439	5,627	5,781
GRAD 2	1,431	1,383	1,406	1,480	1,591	1,673	1,698	1,736	1,794	1,851
TOTAL	51,313	52,815	54,292	56,334	58,858	60,006	60,409	60,814	61,108	61,307

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent FTE Enrollment by Method of Instruction

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
UNDERGRADUATE										
All Distance (100%)	.	31	33	32	31	31	31	32	32	33
Primarily Dist. (80-99%)	.	0	0	2	6	8	8	8	8	8
Hybrid (50-79%)	.	9	10	10	11	11	11	12	12	12
Classroom (0-49%)	.	60	58	56	53	50	50	48	48	47
GRADUATE										
All Distance (100%)	.	29	31	36	38	34	35	37	37	38
Primarily Dist. (80-99%)	.	0	0	0	0	4	4	3	3	3
Hybrid (50-79%)	.	12	11	10	10	10	10	10	10	9
Classroom (0-49%)	.	60	58	54	52	52	51	50	50	50

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ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2020-21

The SUS Council of Academic Vice Presidents 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 2019 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Neuroscience	26.1501	STEM	-	N	400	Feb-2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Cognitive Sciences	30.2501	STEM	-	N	50	Oct-2020
Cyber Security	11.1003	STEM	FAMU, FIU, FSU, USF, UWF	Y	60	Aug-2020
Event Leadership	52.0907	-	-	Y	60	Aug-2020
Planetary Science and Space Exploration	40.0203	STEM	-	N	40	Apr-2021
Themed Experiences	50.0401	GAP	UF	N	120	Jun-2020
DOCTORAL PROGRAMS						
Biomedical Engineering	14.0501	STEM	FAMU, FIU, FSU, UF, USF	N	15	Dec-2020
Kinesiology	31.0505	STEM,HLTH	FSU, UF	N	24	Jun-2020
Planetary Science and Space Exploration	40.0203	STEM	-	N	40	Apr-2021
Rehabilitation Sciences	51.2314	HLTH	FSU, UF	N	20	Feb-2021
Social Work	51.1503	HLTH	FAU	N	30	Feb-2021

New Programs for Consideration by Institution in AY 2021-22

These programs will be used in the 2021 Accountability Plan list for programs under consideration for 2021-22.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
DOCTORAL PROGRAMS						
Interdisciplinary Studies	30.0000	-	-	Y	12	Jun-2021
Neuroscience	26.1501	STEM	FSU	Y	50	Sep-2021



DEFINITIONS

Performance Based Funding (PBF)

PBF-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 44 states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2), and National Student Clearinghouse (NSC).

PBF-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 44 states and districts, including the District of Columbia and Puerto Rico. State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2).

PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours

This metric compares the average sticker price and the average gift aid amount. The sticker price includes: (1) tuition and fees for resident undergraduates; (2) books and supplies (we use a proxy as calculated by the College Board); and (3) the average number of credit hours attempted by students who were admitted as an FTIC student who graduated with a bachelor's degree from a program that requires only 120 credit hours. The gift aid amount includes: (1) financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students during the most recent academic year; (2) the total number of credit hours for those resident undergraduates. The average gift aid award per credit hour was multiplied by 120 and compared to the sticker price. Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.

PBF-4. Four 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 were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]

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 next Fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).

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DEFINITIONS (cont.)

PBF-6. 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: State University Database System (SUDS).

PBF-7. 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. Students who were not eligible for Pell-grants (e.g., Unclassified, non-resident aliens, post-baccs) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

PBF-8a. Graduate Degrees within Programs of Strategic Emphasis

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

PBF-8b. Freshmen in Top 10% of High School Class *(Applies only 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.

PBF-9. Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. 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). Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. Source: State University Database System (SUDS).

Note: This metric does not report the number of students who paid the "Excess Hour Surcharge" (1009.286, FS).

PBF-10.FAMU: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS: This is a count of first-major baccalaureate degrees awarded to students who entered as FCS AA Transfers. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. A student who earns two baccalaureate degrees under two different degree CIPs is counted twice. Source: State University Database System (SUDS).

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DEFINITIONS (cont.)

PBF-10.FAU: Total Research Expenditures (\$M): Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PBF-10.FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African-Americans: Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included.

PBF-10.FIU: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PBF-10.FPOLY: Percent of Bachelor's Graduates with 2+ Workforce Experiences: The percentage of Bachelor's recipients who completed at least two workforce experiences. Workforce experiences includes: External Internships, Industry-sponsored Capstone Projects, and Undergraduate Research (students on a funded research grant), and certifications. It is a requirement for all majors to conduct an external internship prior to graduation.

PBF-10.FSU: Percent of Bachelor's Graduates who took an Entrepreneurship Class: The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating.

PBF-10.NCF: Percent of FTIC Graduates Completing 3+ HIP's: The percentage of graduating seniors who started as FTIC students and who completing three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service learning, (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice).

PBF#10.UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students: 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. Source: State University Database System (SUDS).

PBF-10.UF: 6-Year Graduation Rates (FT only): The 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 the same institution by the summer term of their sixth academic year. Only full-time students are included in this calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

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DEFINITIONS (cont.)

PBF-10.UNF: Percent of Undergraduate FTE in Online Courses: 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.). Source: State University Database System (SUDS).

PBF-10.USF: 6-Year Graduation Rates (FT/PT): The 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 the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) First Year Seminar & Experiences, (2) Common Intellectual Experience, (3) Writing-Intensive Courses, (4) Collab Assignments & Projects, (5) Diversity/Global Learning, (6) ePortfolios, (7) Service Learning, Community-Based Learning, (8) Internships, (9) Capstone Courses & Projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice).

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: 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'). Source: State University Database System (SUDS).

PRE-B: National University Rankings: 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.

PRE-C: Freshmen Retention Rate: Freshman Retention Rate (Full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS) and data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).

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DEFINITIONS (cont.)

PRE-D: 4-year 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 were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS) and data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).

PRE-E: National Academy Memberships: National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

PRE-F: Total Science & Engineering Research Expenditures: Research Expenditures within Science & Engineering disciplines. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-G: Science & Engineering Research Expenditures in Non-Health Sciences: Research expenditures within Science & Engineering in non-medical sciences. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-H: National Ranking in Research Expenditures: The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF online database.

PRE-I: Patents Awarded: Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".

PRE-J: Doctoral Degrees Awarded Annually: Includes Doctoral research degrees and professional doctoral degrees awarded in medical and health care disciplines. Source: State University Database System (SUDS).

PRE-K: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size (\$M): This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators (KPI)

KPI-1: Public University National Ranking: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

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DEFINITIONS (cont.)

KPI-2: Freshmen in Top 10% of High School Class: 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: As reported by the university to the Common Data Set.

KPI-3: Time to Degree for FTICs in 120hr programs: This metric is the number of years between the start date (using the student entry date) 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. Source: State University Database System (SUDS).

KPI-4: Six-Year FTIC Graduation Rates [full- & part-time students]: The 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 the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

KPI-5: FCS AA Transfer Three-Year Graduation Rate [full- & part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were not excluded. Source: State University Database System (SUDS).

KPI-6: Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]: 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 who received a Pell grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-7: Bachelor's Degrees Awarded & KPI-8: Graduate Degrees Awarded: This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

KPI-9: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. 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. Source: State University Database System (SUDS).

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DEFINITIONS (cont.)

KPI-10: Percentage of Adult (Aged 25+) Undergraduates Enrolled: This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-11: Percent of Undergraduate FTE in Online Courses: 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.). Source: State University Database System (SUDS).

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-14: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.

KPI-15: National Academy Memberships: National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

KPI-16: Faculty Awards: Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.

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DEFINITIONS (cont.)

KPI-17: Total Research Expenditures: Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-18: Research Expenditures Funded from External Sources: This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-19: Utility Patents Awarded [from the USPTO]: The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.

KPI-20: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

KPI-21: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the ‘Type of Student at Most Recent Admission’. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs.

ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits: This table reports the percent of baccalaureate-seeking resident undergraduates who *earned* fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses.

ENRL-3 Full-Time Equivalent Enrollment by Course Level: This table reports Full-time Equivalent (FTE) enrollment which is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. This FTE calculation 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys.

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. 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.).



STATE UNIVERSITY SYSTEM OF FLORIDA



Attachment B

2020 Accountability Plan Executive Summary

April 2020





Annual Request from Board of Governors

Sections

- Strategy
- Performance-based Funding Metrics
- Preeminent Metrics
- Key Performance Metrics
- Enrollment Planning
- Academic Program Coordination

Disclaimer for 2020: Plan was created before COVID-19 developments and their impacts on UCF.



	Performance-Based Funding Metrics	10-Point Excellence	2020 Preliminary	Trend	SUS 2019 Comparison
1	Percent of Bachelor's Graduates Employed Full-time or Continuing their Education in the U.S. One Year After Graduation (Employed at \$25,000+).	72.8%	69.1% (8 points, +1)		6th
2	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	\$40,700	\$40,000 (9 points)		2nd (1 pt from max)
3	Net Tuition and Fees per 120 Credit Hours	\$9,000	\$7,580 (10 points)		4th^ (max)
4	FTIC 4-year Graduation Rate (Full-time students)	50.0%	46.3% (7 points, +1)		5th
5	Academic Progress Rate (FTIC 2-year Retention Rate with GPA > 2.0)	90.0%	90.1% (10 points, +2)		3rd (max)
6	Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	50.0%	51.2% (10 points)		6th (max)
7	University Access Rate (Percent of Fall Undergraduates with a Pell grant)	42.0%	39.2% (9 points)		6th (1 pt from max)
8	Graduate Degrees Awarded Within Programs of Strategic Emphasis	60.0%	61.2% (10 points)		5th (max)
9	Percent of Bachelor's Degrees Without Excess Hours	80.0%	79.0% (9 points)		7th (1 pt from max)
10	NEW: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students	40.0%	37.9% (7 points, -3)		n/a*
			89 points		

^: Rapidly reducing metric - expect other SUS schools to have a similar improvement.

*: New BOT Choice metric designed to have a max of 7 points. Replaced total degrees awarded metric.



	Preeminent University Metrics	Benchmark	UCF 2020	Trend	SUS* 2019 Comparison
A	Average GPA and SAT Score (for incoming freshman in Fall semester)	4.0 GPA/1200 SAT	4.2		T-2nd
		1200 SAT	1332		2nd
B	Public University Ranking (in more than one national ranking)	Top 50 in 2 or more publications	2		4th
C	Freshman Retention Rate (Summer-Fall Full-time FTIC)	90%	91.5%		T-3rd
D	4-year Graduation Rate (Summer-Fall Full-time FTIC)	60%	46.3%		4th
E	National Academy Memberships	>= 6	7		4th
F	Total Annual Research Expenditures (Science & Engineering only)	>= \$200M	\$186		4th
G	Total Annual Research Expenditures in Non-Medical Sciences (S&E only)	\$150M	\$169		4th
H	National Ranking in Research Expenditures	5 in Top 100	6		4th
I	Patents Awarded (over 3-year period)	100	138		3rd
J	Doctoral Degrees Awarded Annually	400	415		4th
K	Number of Post-Doctoral Appointees	200	146		5th
L	Endowment Size	\$500M	\$165		5th
Metrics Met:			8		

*: Only ranked among UF, FSU, USF, UCF, and FIU



Approval Caveats

- Today's approval is for the plan only.
- Items that require specific approval will still come to the committee and the full Board for decisions at the appropriate time.
- Minor edits to the plan may still be needed through April 23rd prior to full Board consideration.

Disclaimer for 2020: Plan was created before COVID-19 developments and their impacts on UCF.





UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
April 9, 2020

Title: New Degree Program Preproposal – Bachelor of Science in Data Science

Background:

All graduate degree programs utilizing a new CIP Code are required to be reviewed and approved by the Board of Trustees.

Issues to be Considered:

- **Program Description:**

Data Science is an emerging discipline that seeks to infer insights from large amounts of data (“big data”) by using various statistical techniques and algorithms. The discipline is concerned with both statistical techniques that measure the validity of such insights and with computational techniques for managing data and resources efficiently. There is a great need for people with technical skills in these areas, prompted by the large amounts of information that governments and businesses are collecting. Thus, this degree program aims to train people to develop algorithms and computerized systems to facilitate the discovery of information from big data. The Bachelor of Science program in Data Sciences is interdisciplinary in its approach, being offered jointly by the departments of Computer Science, Statistics and Data Science, Mathematics, and Industrial Engineering and Management Systems at UCF.

- **Benefits:**

The benefit to UCF will be a stronger connection to companies who use data science, by placing skilled and competent graduates in those companies. These will benefit the reputation of the departments involved at UCF. The degree program will also result in increased cooperation and collaboration among the undergraduate faculty in the Departments of Computer Science, Statistics and Data Science, Mathematics, and Industrial Engineering and Management Systems. This increased cooperation is already happening through the M.S. in Data Analytics degree that is offered jointly by the Departments of Computer Science, Statistics and Data Science, and Industrial Engineering and Management Systems and the Ph.D. program in Department of Statistics and Data Science. Indeed, this degree program will provide bachelors students who are prepared to enter the M.S. and Ph.D. programs.

The degree program will help Orlando’s burgeoning computing industry, which has startup and established companies using data science. Marvin Gardner, principle director with the Aerospace Corporation, Eastern Range Directorate, a recent central Florida start-up, states that “as a manager within the Aerospace industry and as the current Chairman of The National Space Club Florida Committee we are continuing to anticipate a growing need for advanced analytics in many of the business and engineering activities within the aerospace community, and thus very strongly support UCF’s proposed Bachelor of Science degree program in Data Science.” Other industries in the area, particularly in the industries of health care (Florida Hospital, etc.), hospitality (Disney World, Universal Orlando Resort, etc.), and electronic video gaming (Electronic Arts), already make use of data analytics to increase revenues, and will also provide a source for careers of graduates from this program.

- **Career/Workforce Needs:**

The demand for data scientists has been steadily increasing in the past years. A 2016 survey conducted by Harvey Nash/ KPMG CIO3 determined that data analytics was the most in-demand technology need for the second year in a row. Nearly 40% of Information Technology leaders in the survey expressed concerns about having enough skilled professionals in the Big Data area. According to a 2017 study, commissioned by the Business- Higher Education Forum4 an expected "2.72 million new jobs posted in 2020 will seek workers with skills in data science and analytics." On a national scale, the Bureau of Labor Statistics (BLS) expects nationwide employment of professionals in "management analyst" occupations, which include "business analysts," to increase 14% from 2016 to 20265. Employment growth for these occupations should outpace employment across all occupations nationwide, which is expected to grow only 7.5% over the same time period.

Alternatives to Decision:

There is no alternative if this degree program is not approved.

Fiscal Impact and Source of Funding:

The program tuition is set at regular tuition rates and funded as an E&G program.

Recommended Action:

The Provost's office recommends approval of the new degree program. The program met seven of the eight BOG Criteria "with strength."

Authority for Board of Trustees Action:

BOG Regulation 8.011 – Authorization for New Academic Degree Programs and Other Curricular Offerings.

Contract Reviewed/Approved by General Counsel:

N/A

Committee Chair or Chair of the Board approval:

Chair Kenneth Bradley has approved adding this item to the agenda.

Submitted by:	Michael D. Johnson Interim Provost and Vice President for Academic Affairs
Supporting Documentation:	Attachment A: Analysis Summary for New Degree Authorization – Data Science Please click the link below to view the full proposal: https://bot.ucf.edu/files/2020/03/Data-Science-BS-Full-Proposal-2.pdf
Facilitator:	Timothy Letzring, Senior Associate Provost for Academic Affairs

Attachment A

**Analysis Summary for New Degree Authorization
Program Name: Data Science B.S.**

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university’s mission and relate to specific institutional strengths.	<p>Met with Strength. A key phrase from the current mission statement indicates UCF will provide “high-quality, broad based education and experienced-based learning;” As evidenced in the remaining sections of this rubric, this interdisciplinary collaborative program clearly meets this important goal. In addition, by consulting with an industrial advisory board in developing this program, the B.S. in Data Science will meet the societal needs of the region and state.</p>
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	<p>Met. The related programs in the four departments were reviewed by external consultants within the last seven years. Each has made progress toward the recommendations from those reviews, some of which directly affect this proposal. In the 2016-17 review of the B.S. in Statistics program, recommendations included exploring “the feasibility of developing research efforts in big data.” This new program will provide these additional avenues. The B.S. in Information Technology degree was up for accreditation for the first time in 2014. As a result of suggestions by the accreditors, two new faculty members -- including Dr. Liqiang Wang, a researcher in cloud computing and big data analytics -- will support this program through instruction and research. The new course ISC 4701 Praxis was developed based on the changes made as a result of the 2016-17 and 2011-12 program review recommendations for the B.S. in Mathematics and the Industrial Engineering B.S.I.E. to provide more internship and other real-world opportunities. ISC 4701 is a capstone course designed with high-impact practices providing opportunities for students to engage in the benefits of research or internship opportunities with industry partners.</p>

	Criteria	Proposal Response to Criteria
3.	<p>The proposal describes an appropriate and sequenced course of study, including expected student learning outcomes, an assessment plan to verify student learning, and, in the case of advanced technology and related disciplines, industry-driven competences. Evidence is provided that, if appropriate, the university anticipates seeking accreditation for the proposed program.</p>	<p>Met with Strength. The B.S. in Data Science is a 120-credit hour degree program with a well outlined four-year degree plan. The requirements of the program consist of 39 hours of General Education Program (GEP) courses (because of required prerequisite courses); 11 hours of common program prerequisites (CPP) not fulfilled by the GEP; core requirement at a basic level, which are all fulfilled by the GEP and CPP; 49 hours of core coursework at an advanced level; and 21 credit hours of electives. The core coursework was selected with input from an industrial advisory board and is designed to provide the student with fundamental computer science, mathematical and statistical knowledge, and skills to make progress in the field. The electives are chosen primarily from upper level courses after meeting with a program advisor. The program contains clearly defined and identified learning outcomes. As part of this program development, Valencia College began its own preparation for an AA degree in Data Science to assist transfer students in this field.</p>
4.	<p>Evidence is provided that a critical mass of faculty is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty in later years, based on estimated enrollments.</p>	<p>Met with Strength. The four departments already offer or collaborate on several graduate programs in this field. These include the M.S. in Data Analytics, M.S. in Statistical Computing, and the Ph.D. in Big Data Analytics. With the expertise already in place for these graduate programs, faculty from each of the participating departments committed to provide an undergraduate program in this field. Because of the efficiencies provided by building on existing graduate programs, there is only a need for one new faculty member in year two.</p>
5.	<p>Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; and appropriate clinical and internship sites are sufficient to initiate the program.</p>	<p>Met with Strength. UCF's library current collections are sufficient to support the start of the proposed B.S. in Data Science. The program will share resources with the M.S. in Data Analytics, M.S. in Business Analytics, M.S. in Statistics and Ph.D. in Big Data Analytics. No additional funding for books, databases or journals is being requested by the library at this time. The process compared library holdings with other similar institutions, including BYU, Purdue, and Colorado State in the benchmark assessment. The UCF Libraries' assessment concluded that the list of databases we currently hold compares favorably with these institutions.</p>

	Criteria	Proposal Response to Criteria
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	<p>Met with Strength. The proposal provided robust and detailed career demand data and information related to this interdisciplinary program, including 14% growth through 2026 in the professions related to this program (Bureau of Labor Statistics-BLS) and a 73% increase in statewide job postings for data scientists (Educational Advisory Board-EAB). Sources for the data included Inside Higher Education, BLS, IBM Analytics, and EAB. Given current enrollments in related programs, the headcount and FTE are realistic. The four departments' related programs already meet some diverse population metrics such as women in a STEM field. This program also outlined ways to continue to increase diversity of this program through using scholarships and awards, as well as leveraging UCF's HSI status.</p>
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, which is comparable to the budgets of similar programs, and which provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	<p>Met with Strength. Because this is an interdisciplinary program involving four departments, the impact of this program is minimal and spread out across the programs. This makes the budget not only realistic, but very manageable and an efficient use of current resources. The program utilizes current courses and faculty for a good portion of the program, minimizing any negative effect to current bachelor programs. The program only requires one new faculty, to be hired in year 2.</p>
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	<p>Met with Strength. The proposal outlines the teaching, research, and service by each collaborating department reflecting some of the uniqueness of each. For example, Mathematics provides significant general education courses to the rest of the university. As an overview, each has similar outcomes as STEM related departments. They average over 1500 sch per faculty member, grant expenditures ranges from \$600,000 per year to \$4,000,000 per year, they all publish research at respectable levels, and provide meaningful service to the university and their respective disciplines.</p>