# Educational Programs Committee Meeting

Apr 14, 2021 9:00 AM - 10:30 AM EDT

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UNIVERSITY OF CENTRAL FLORIDA

**Board of Trustees**
**Educational Programs Committee**
**Virtual Meeting**
**April 14, 2021, 9:00 – 10:30 am**

**Livestream:**
https://ucf.webex.com/ucf/onstage/g.php?MTID=e6cf80b664c34774a2e99214df20485d5
**Conference call number: 1-408-418-9388, access code:** 132 149 6268

**REVISED AGENDA**

1. Call to order                          Alex Martins, *Chair, Educational Programs*
                                          *Committee*

2. Roll Call                              Gwen Ransom, *Executive Assistant*
                                          *Office of the Provost*

3. Minutes of the February 9, 2021 meeting    Chair Martins

4. Reports                                Chair Martins

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

        New Business                      Alex Martins

        EPC-1                             2021 UCF Accountability Plan
                                          Michael D. Johnson
                                          M. Paige Borden, *Associate Provost and Chief*
                                          *Analytics Officer, Analytics and Integrated Planning*

        EPC-2                             Tenure with Hire
                                          Michael D. Johnson

        EPC-3                             2021 UCF Tenure Recommendations
                                          Michael D. Johnson

        EPC-4                             Conferral of Degrees
                                          Michael D. Johnson

| | |
|---|---|
| EPC-5 | Degree Program Termination<br>Modern Languages Combination Program – Foreign Languages<br>Timothy D. Letzring, *Senior Associate Provost for Academic Affairs*<br>Lynn Hepner, *Associate Dean, College of Arts and Humanities* |
| EPC-6 | New Degree Program Proposal-Ph.D. in Kinesiology<br>Timothy D. Letzring, *Senior Associate Provost for Academic Affairs*<br>David Fukuda, *Associate Professor, Kinesiology and Physical Therapy*<br>Jeffrey Stout, *Professor, Kinesiology* |
| INFO-1 | Amendment to University Regulation – UCF-2.036<br>College Credit for Nontraditional Courses Prior to Initial Enrollment<br>Timothy D. Letzring |
| INFO-2 | Amendment to University Regulation – UCF-3.010<br>Faculty Evaluation and Improvement<br>Lucretia Cooney, *Director, Faculty Excellence* |
| Adjournment | Chair Martins |

**Board of Trustees**
**Educational Programs Committee**
**February 9, 2021**
**Virtual Meeting**
**MINUTES**

**CALL TO ORDER**
Trustee Kenneth Bradley, chair of the Educational Programs Committee, called the meeting to order at 3:30 p.m. Committee members present were Trustees Joseph Harrington, Sabrina La Rosa, and Harold Mills. Board of Trustees Chair Beverly Seay also attended.

**MEETING MINUTES**
The Educational Programs Committee approved the meeting minutes of October 14, 2020, and November 18, 2021, by unanimous consent as written.

**REPORTS**
Inspirational Spotlight
Trustee Harold Mills noted two people who had inspired him in life. He cited a middle school teacher that provided transportation for him and fellow students. Through this kindness, she inspired success among the group of peers. Trustee Mills said his son, Daniel, inspired him to work on and seek those things that bring joy to his life.

Provost Update
In his provost update, Interim Provost Michael Johnson began with good news.

- UCF faculty member Peter Delfyett was elected to the prestigious National Academy of Engineering. Dr. Delfyett is a Pegasus Professor in the College of Optics and Photonics who also has a joint appointment in Physics. The university has hired other National Academies members, but Dr. Delfyett is the first to earn this honor for work done at UCF.
- UCF received 1,000 doses of vaccine administered to eligible people in several groups, including faculty, staff, health care workers, and students.
- He introduced Mr. Matthew Hall as the new CIO and Vice President for Information Technology.
- Johnson said a COVID relief package will bring more than $85 million to UCF. This is the second-highest amount in the nation among four-year universities.

COVID-19 Pandemic
Interim Provost Johnson continued with COVID-19 information, which remains at the forefront as the spring semester unfolds.

Our campus community's behavior in coming weeks will determine how well the university will navigate the pandemic in the spring semester. Diligence will be required in following the campus protocols that include wearing masks and physical distancing. If the campus cooperates, the outlook is positive for a successful spring.

He added that successful student learning outcomes through the pandemic are essential. Johnson shared information on student course outcomes, comparing undergraduate student course outcomes for fall 2020 with the previous fall. Several academic indicators suggest a reason for optimism.

He said the faculty's concern for students in these stressful times has been crucial for student success. Faculty members have received instructions on how to help students who fall ill or quarantined. The key is to eliminate the need to decide for themselves the appropriate steps in dealing with these situations.

Continuing with pandemic information, Johnson indicates reported COVID cases at UCF are reasonably low, down last week after a small increase the previous week.

UCF established a process for faculty to seek exemptions from teaching, requiring medical evidence of a condition on the CDC's list known to cause complications if COVID is contracted, or alternatively being 70 or older.

Random testing of students at residence halls has tended to be higher in cases, showing a 3 percent positivity rate. UCF will continue random testing this spring, as well as testing of sewage discharge.

Course Planning
The update continued with spring 2021 courses; more than 2,200 sections are in-person, up from 1,400 in fall. There are in-person options for 79 percent of the classes that were on campus last spring.  A typical spring semester would have 16,000 students in class during the busiest class hour. This spring, that number maxes out around 4,400 students. Planning for summer and fall courses will be completed in coming weeks. Summer A is likely to be similar to spring in the blend of in-person and remote courses and will include all COVID-19 precautions. Currently, the plan is to return to the regular term by Summer B and fall.

Degree Programs and Enrollment Planning
Johnson continued with developments in two other areas. One is planning for new degree programs. A new strategic approach combines flexibility that programs need to make changes and considers UCF's strategic direction along with regional and state needs.

Secondly, UCF is working hard to develop a framework for strategic enrollment management. For many years, the approach was to grow 2 percent per year; this is no longer the goal.

Upcoming Campus Events
The provost highlighted two events that showcase student and faculty excellence.
- Student Research Week is March 29 to April 2, 2021, showcasing some of UCF's best undergraduate and graduate students. They will have the opportunity to present extraordinary research, scholarship, and creativity.
- The other event is Founders' Day on April 7, 2021, celebrating the very best among faculty for outstanding teaching, advising, mentoring, and service.  The event will also include the announcement of the newest Pegasus Professors and Reach for the Stars honorees.

Chair Bradley recommended trustees participate in these events if possible.

Interim Provost Johnson concluded the update with the success of faculty members who have worked to save students money by using and developing open educational resources.

- In fall 2020, faculty helped students save over $750,000 by using open-source materials in courses involving more than 30 faculty and 6,000 students across four colleges.
- Since 2016, our commitment to provide free and low-cost course materials has saved more than 50,000 students nearly $11 million.

Annual Plan Mid-Year Assessment (INFO-1)
Chair Bradley presented this item and noted modifications and additions.

**NEW BUSINESS**
Emerging Issue – Faculty Mix (INFO-2)
Chair Bradley introduced the committee staff to present this information item. This the fourth phase of the emerging issue presentations.

Interim Provost Johnson outlined the presentation with a recap of the previous three phases. He indicates that this fourth phase topic would include: a Fall 2020 ratio update; 2019-20 Faculty Snapshot and trends; recruitment and hiring; COACHE Survey; and faculty retention initiatives.

Student Faculty Ratio Over the Years
Student numbers grew while the number of faculty members decreased; reasons for the difference include COVID-19 survey results predicting a significant drop in student enrollment, which prompted UCF to change enrollment practices, and a faculty hiring freeze. In the end, UCF enrollment was at normal levels.

Year-Over-Year Faculty Status
Turnover in faculty levels has improved (decreased) over the past decade:  2010-2011 8.3 percent turnover versus 2019-2020 5.4 percent turnover.  The total number of faculty increased from 1,249 in 2010-2011 to 1,650 in 2019-2020.

Year-over-year faculty turnover results from retirements, pursuing opportunities elsewhere, receiving negative evaluations, and deaths. Approximately 100 faculty members are hired and depart yearly, often with departures and hiring being equal.

The university makes considerable investments in hiring and retaining faculty; achieving our goals for faculty will require more work.

Trustees made several recommendations:

- Department chairs and deans should continue to focus on retaining excellent faculty and staff.
- The university must address recruitment, hiring, and retaining of diverse faculty.
- Encourage the State University System to collect and disseminate data on faculty hiring and retention, which allows for comparisons to state and national benchmarks.
- Establish a systematic mechanism for exit interviews for all faculty leaving the university to determine trends and improve retention.

**ADJOURNMENT**
Chair Bradley adjourned the Educational Programs Committee meeting on February 9, 2021, at 5:00 p.m.


Reviewed by:  _____          _____
                     Alex Martins                                           Date
                     Chair, Educational Programs Committee



Submitted by:  _____          _____
                     Janet Owen                                           Date
                     Associate Corporate Secretary

**UCF BOARD OF TRUSTEES**
**Agenda Item Summary**
Educational Programs Committee
April 14, 2021

**Title:** 2021 UCF Accountability Plan

☐ **Information**  ☐ **Information for upcoming action**  ☒ **Action**
**Meeting Date for Upcoming Action:**  **April 22, 2021**

**Purpose and Issues to be Considered:**
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.

**Background Information:**
The 2021 Accountability Plan include highlights of UCF's strategic direction; performance-based funding, preeminence, and key performance metrics; the enrollment plan; and potential academic program development.

The Board of Governors is scheduled to consider the plans at their June 22-24, 2021 meeting.

**Recommended Action:**
Recommend approval of the 2021 UCF Accountability Plan

**Alternatives to Decision:**
N/A

**Fiscal Impact and Source of Funding:**
N/A

**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 has approved adding this item to the agenda** ☒

**Submitted by:**
M. Paige Borden, Associate Provost and Chief Analytics Officer, Analytics and Integrated Planning

**Supporting Documentation:**
Attachment A – 2021 UCF Accountability Plan
Attachment B – 2021 UCF Accountability Plan - Board of Trustees Executive Summary

**Facilitators/Presenters:**
Michael D. Johnson, Interim Provost and Vice President for Academic Affairs
M. Paige Borden

Attachment A

# 2021
# ACCOUNTABILITY PLAN

# UNIVERSITY OF CENTRAL FLORIDA

*Draft Template 4/09/21*

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# 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.

# 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 aspires to be one of the nation's leading metropolitan research universities, with a focus on student success and contributing to the betterment of society. A research university that's tightly coupled with urban growth, with entrepreneurship and with partnerships to develop the talent that simultaneously attracts and drives the innovation and investment to move our region and state forward. UCF will not be defined by its contemporaries, and rather seeks to forge a new path that will help shape the future of higher education.

Following years of growth, the university will now focus on building the critical infrastructure that will support its pursuit of excellence. With a renewed focus on academic and research quality, UCF will build a national and, in key areas, international reputation. Specifically, we will become a Top 50 public, national university in *U.S. News & World Report's* College rankings.

With a greater focus on enhancing research expenditures, scholarly activity, national academy members and post-doctoral appointments, UCF is committed to achieving the breadth and quality in programs of research and graduate education (as well as undergraduate education) consistent with consideration for membership in the Association of American Universities.

UCF will continue to reflect and celebrate the diversity that is our state's and nation's future. We will empower students of all backgrounds to discover their full potential, with the goal of eliminating achievement gaps among student populations, while realizing an overall student success four-year graduation rate above 60 percent.

As a model 21st-century university, UCF will also strive to achieve operational excellence, delivering services in new efficient and effective ways, leveraging technology to reduce administrative cost and increase investments in our academic and research enterprises.

These are not only goals UCF will commit to, but they will also be the foundation upon which the next generation of UCF students and faculty will conquer our greatest challenges.

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## STRATEGY (cont.)

## Strengths, Opportunities & Challenges

With record highs for first-year retention (92.7 percent) and multiple student success measures, UCF achieved a Student Outcomes measure rank of #36 among national, public universities in 2021 *U.S. News & World Report* rankings. UCF will now focus on four-year graduation rates (47.7 percent) and two-year A.A. graduation rates (32.2 percent) to ensure more students achieve their goals more efficiently and benefit from shorter time-to-degree, reducing the total cost of education.

UCF is fortunate to have several key areas of distinction to build upon, such as optics and photonics, modeling and simulation, engineering and computer science, hospitality management and game development. In particular, UCF's growing Academic Health Science Center and its newly opened UCF Lake Nona Medical Center will expand UCF's research and impact in health-related fields and the local economy. UCF has launched a planning process to outline a strategic roadmap for our emerging Academic Health Science Center to enable its ability to grow research expenditures, regional partnerships and expand regional impact. This expansion would be added to our sustained growth in research funding, which again set another record for UCF this past year with $205 million.

In 2020-21, UCF's attention was appropriately directed toward meeting the challenge of COVID-19. But the pandemic also represented a long-term opportunity to rethink how classes are delivered, ascertain the appropriate mix of online and in-person instruction and identify services that can be provided in new modalities to increase access.

UCF also welcomed a new president, Alexander Cartwright, who has focused on building a strong leadership team to improve administrative infrastructure that will drive efficiency and effectiveness to ensure UCF can invest in academic excellence that will contribute to student success and research outcomes.

## Three Key Initiatives & Investments

**1. Student Success:**
• Consolidate the student success and student affairs enterprise charged with increasing retention, progression, and graduation rates. Over the last five years, UCF's retention rate has improved by 3 percent, four-year graduation has improved by 18 percent, and excess hours have reduced by 13 percent.
• UCF will create a strategic enrollment management team, coupled with a strategic plan, that will focus on aligning enrollment to the university's strategic goals with input from colleges and faculty.
**2. Faculty Size, Research and Graduate Excellence:**
• Develop a new strategic plan that specifically addresses academic excellence with plans to reduce UCF's student-to-faculty ratio. Full-time faculty hires will be tied to strategic enrollment management, allowing greater research productivity, strengthening the undergraduate and graduate academic experience, and increasing student engagement.
**3. Operational Efficiency:**
• Ensure organizational alignment, process improvements, and efficiency and effectiveness efforts result in savings that can be reallocated to support instruction and support the academic mission of the university.
• Implement a new financial and human resources ERP system to transform the way UCF works through transparent, efficient, and compliant best practices to drive stronger enterprise decision-making while also improving business processes to support excellence in education and research.

# STRATEGY (cont.)
## Graduation Rate Improvement Plan Update

UCF is focused and energized in the direction of improving four-year graduation rates. Over the past five years, UCF's graduation rate has achieved an 18% increase to 47.7%. The university invested in people (25 new advisors last year), technology (integrating "on-track" predictions with "at-risk" indicators), and improved the student advising experience through operational efficiencies (academic advising alignment). In Fall 2020 – amidst the height of COVID pandemic impacts – UCF achieved a record 92.1% retention of first year students. While not losing sight of the first-year goal, UCF is elevating initiatives concentrated on sophomore and junior progression.

Reducing Average Credit Hours to Degree: **7-hour reduction** in the average total credit hours for 120-hour programs since 2013-14 (from 131.0 down to 123.8)

Think 30 Campaign:  **35% increase** in the percent of new freshmen completing 30 hours in their first year at UCF (since 2014-15). Second year FTIC students taking 30 hours increased 37%, while third year students increased by 15%.



Figure: FTIC students are rising to the "Think 30" challenge
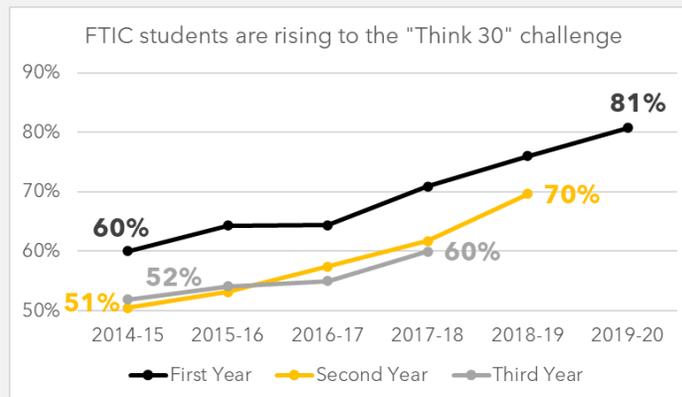
| Other Board-Approved Initiatives[1] | Impacts in 2020-21 | Plans for 2021-22 |
|---|---|---|
| Pegasus Path (degree planner) | 42% utilization rate (available to all undergraduate students) | Full review of milestone courses for all programs |
| mySchedule Builder (schedule optimizer) | 56,605 students across three semesters (available to all undergraduates). mySchedule Builder users registered for an additional 0.88 credit hours compared to non-users. | Increase student adoption |
| myKnight STAR (predictive analytics advising tool) | 61,441 students (available for all undergraduates) 2020 Cohort Campaigns initial year resulted in 74% of all incoming FTIC engaging with advisors in their first semester. | Align student indicators across multiple platforms and scale advisor use of actionable insights |
| Knight's Completion Grant | 124 awards totaling $177,126 support for students (only UCF funded awards) | Increase number of awards |

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

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## STRATEGY (cont.)

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

**Student Achievements**

1. UCF student recognitions included 2 Astronaut Scholars, 2 Goldwater Scholars, 12 Fulbright Scholars, and 15 National Science Foundation Scholars.

2. UCF's Collegiate Cybersecurity Competition Team placed 2nd in Raytheon's National Collegiate Cyber Defense Competition, the world's largest of its kind.

3. Medical student David Gittess earned a U.S. Department of Human and Health Services Excellence in Public Health Service Award for his work with farmworkers and the homeless population.

**Faculty Achievements**

1. College of Optics and Photonics Professor Peter Delfyett was elected to the National Academy of Engineering and became the first faculty member to earn the honor while at UCF.

2. Twelve UCF faculty earned NSF CAREER awards, translating to over $4 million for research ranging from energy to cybersecurity. UCF ranked 1st in Florida and 6th in the nation for the number of award recipients.

3. College of Engineering and Computer Science Professor Mubarak Shah was named a top-cited AI 2000 Most Influential Scholar for his contribution to the field of Computer Vision.

4. College of Nursing Assistant Professor Jacqueline LaManna was one of six experts awarded fellow designation in the Association of Diabetes Care & Education Specialists for her for outstanding contributions to diabetes care and education.

**Program Achievements**

1. The College of Nursing's Simulation, Technology, Innovation & Modeling (STIM) Center earned accreditation from the Society for Simulation in Healthcare, the world's largest healthcare simulation accrediting body.

2. UCF's Center for Research in Computer Vision won the worldwide Activities in Extended Video Challenge sponsored by the U.S. Department of Commerce's National Institute of Standards and Technology. Top teams from around the world including IBM, MIT, Carnegie Mellon, and Purdue competed in the challenge.

3. Top 5 Program Rankings: Rosen College of Hospitality Management ranked 1st in the nation (2nd in the world) by ShanghaiRanking's Academic Ranking of World Universities (ARWU). Florida Interactive Entertainment Academy (FIEA) graduate program ranked 1st in the nation for Game Design according to The Princeton Review and PC Gamer magazine. U.S. News and World Report Best Graduate Schools 2021 ranked the Emergency Management graduate program 2nd in the nation and the Nonprofit Management graduate program ranked 5th. UCF ranked 5th in the nation for Transportation Science and Technology by ARWU.

**Institutional Achievements**

1. UCF set a research funding record of $204.5 million (up 40% since 2016) despite two federal government shutdowns, less federal research and development funding, and the COVID-19 pandemic.

2. UCF ranks 29th in securing patents among public universities and has been among the top 100 in the world for the past six years according to the annual rankings by the National Academy of Inventors and the Intellectual Property Owners Association.

3. UCF helped launch the Center for Innovation, Design and Digital Learning, the first nationwide 24/7 support center providing technology assistance to higher education faculty.

# STRATEGY (cont.)
## Performance-Based Funding Goal Adjustments

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

Students graduating in 2019-20 and 2020-21 have entered a job market significantly altered by COVID-19. Unemployment rates among those having attained a Bachelor's degree and higher was 2.0% in January of 2020, spiked to 8.4% in April 2020, and has been slowly reducing each month to 3.7% in March 2021[1]. The most recent unemployment rates are still nearly twice as high as figures seen prior to the pandemic. UCF submits reduced goals for the next two years, projects a return to prior levels in the third year, and indicates improvement in years four and five.

**Metric 2: Median Wages of Bachelor's Graduates Employed Full-time**

Like the 2007-08 recession, UCF anticipates that new graduates would have reduced starting offers and a slower return to pre-pandemic salaries. It is difficult to estimate the impact without 2020 Occupational Employment and Wages data (awaiting release). UCF submits reduced goals in response to COVID-19.

**Metric 7: University Access Rate**

After multiple declining rates for this metric, UCF reviewed the proportion of students filing the Free Application for Federal Student Aid (FAFSA). The ratio of new students filing FAFSA forms continues to increase passing the 80% mark for 2020-21. However, the proportion that return as Pell-eligible has declined by more than two percentage points in the last two years. Nationally, the percent of students awarded Pell grants has also declined from a peak of 40.6% in 2011-12 to 34.0% in 2018-19[2]. UCF submits adjusted goals reflecting the national landscape and more in line with recent local results.

**Metric 8: Percent of Graduate Degrees Awarded within Programs of Strategic Emphasis**

Between 2016-17 and 2019-20 graduate degrees awarded within programs of strategic emphasis increased by 186 (12.2%). However, other degrees increased by 224 (19.9%). The growth in areas outside of strategic emphasis was fueled by the doubling of degrees in Hospitality Management (ranked #2 in the world[3]) and Public Administration (#25 among public universities, #38 overall[4]). In the last three years, UCF has established nine new programs with six qualifying as programs of strategic emphasis. New STEM programs include Aerospace Engineering PhD, Systems Engineering MSSE, and Big Data Analytics PhD (30.9% employment growth[5]). UCF submits adjusted goals resetting the percentage for year one and reflecting gradual improvement over the next five years.

[1] Bureau of Labor Statistics, Employment Situation Summary, Table A-4 Employment status of the civilian population 25 years and over by educational attainment (Bachelor's degree and higher – seasonally adjusted). Employment Situation Archived New Releases - https://www.bls.gov/bls/news-release/empsit.htm

[2] National Center for Education Statistics. Financial Aid: What is the percent of undergraduate students awarded Pell grants? https://nces.ed.gov/ipeds/TrendGenerator/app/answer/8/35

[3] Shanghai Ranking Consultancy, Academic Ranking of World Universities, Hospitality and Tourism Management 2020. http://www.shanghairanking.com/Shanghairanking-Subject-Rankings/hospitality-tourism-management.html

[4] U.S. News and World Report, Best Graduate Schools 2021, Public Affairs. https://www.usnews.com/best-graduate-schools/top-public-affairs-schools/public-affairs-rankings

[5] Bureau of Labor Statistics, Fastest Growing Occupations, Data scientists and mathematical science occupations, all other. https://www.bls.gov/emp/tables/fastest-growing-occupations.htm

# PERFORMANCE-BASED FUNDING METRICS

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

|  | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 66.2 | 67.9 | 67.4 | 69.1 | 69.1 | . | . | . | . | . |
| APPROVED GOALS | 65 | 67.2 | 68.5 | 69.1 | 69.5 | 69.9 | 70.1 | 70.3 | 70.5 | . |
| PROPOSED GOALS | . | . | . | . | . | 66.0 | 68.0 | 69.1 | 69.2 | 69.4 |

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

|  | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 38,600 | 38,700 | 38,600 | 40,000 | 42,200 | . | . | . | . | . |
| APPROVED GOALS | 36,600 | 39,100 | 39,700 | 40,200 | 40,600 | 41,100 | 41,300 | 41,400 | 41,400 | . |
| PROPOSED GOALS | . | . | . | . | . | 40,000 | 40,100 | 40,200 | 40,300 | 40,400 |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 15,380 | 15,400 | 12,070 | 7,580 | 4,690 | . | . | . | . | . |
| APPROVED GOALS | . | 15,120 | 15,968 | 12,000 | 7,580 | 7,530 | 7,480 | 7,430 | 7,380 | . |
| PROPOSED GOALS | . | . | . | . | . | 4,690 | 6,480 | 7,430 | 7,380 | 7,380 |

### 4. FTIC Four-Year Graduation Rate [Full-time, First Time in College students]

|  | 2012-16 | 2013-17 | 2014-28 | 2015-19 | 2016-20 | 2017-21 | 2018-22 | 2019-23 | 2020-24 | 2021-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 43.6 | 43.7 | 45.7 | 46.3 | 47.7 | . | . | . | . | . |
| APPROVED GOALS | 42 | 45 | 44.7 | 46.8 | 48 | 50.1 | 50.7 | 51.8 | 52.9 | . |
| PROPOSED GOALS | . | . | . | . | . | 50.1 | 50.7 | 51.8 | 52.9 | 53.0 |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 86.5 | 87.6 | 88.7 | 90.1 | 91.4 | . | . | . | . | . |
| APPROVED GOALS | 88 | 87.4 | 87.9 | 88.9 | 90.3 | 90.5 | 90.6 | 90.7 | 90.8 | . |
| PROPOSED GOALS | . | . | . | . | . | 90.5 | 90.6 | 90.7 | 90.8 | 90.9 |

# PERFORMANCE-BASED FUNDING METRICS (cont.)

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 52 | 51.9 | 51.6 | 51.2 | 52.9 | . | . | . | . | . |
| APPROVED GOALS | 50 | 52.5 | 52.5 | 53 | 53.4 | 53.8 | 54 | 54 | 54 | . |
| PROPOSED GOALS | . | . | . | . | . | 53.8 | 54.0 | 54.0 | 54.0 | 54.0 |

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

|  | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 | FALL 2020 | FALL 2021 | FALL 2022 | FALL 2023 | FALL 2024 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 39.7 | 39.4 | 40.6 | 39.2 | 37.6 | . | . | . | . | . |
| APPROVED GOALS | 40 | 40.2 | 40 | 41 | 41.8 | 42.4 | 42.8 | 42.8 | 42.8 | . |
| PROPOSED GOALS | . | . | . | . | . | 36.0 | 36.0 | 36.0 | 36.0 | 36.0 |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 63.4 | 62 | 62.6 | 61.2 | 60.5 | . | . | . | . | . |
| APPROVED GOALS | 62 | 63.6 | 62.5 | 63 | 63.4 | 63.8 | 64 | 64 | 64 | . |
| PROPOSED GOALS | . | . | . | . | . | 60.0 | 60.1 | 60.2 | 60.3 | 60.4 |

### 9a. BOG Choice: FCS AA Transfer Two-Year Graduation Rate [Full-Time students]

|  | 2014-16 | 2015-17 | 2016-18 | 2017-19 | 2018-20 | 2019-21 | 2020-22 | 2021-23 | 2022-24 | 2023-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 30.5 | 31.8 | 32.4 | 33 | 32.2 | . | . | . | . | . |
| APPROVED GOALS | . | . | . | . | . | . | . | . | . | . |
| PROPOSED GOALS | . | . | . | . | . | 32.3 | 32.6 | 32.9 | 33.1 | 33.3 |

### 9b. BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full-Time and Part-Time]

|  | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 | 2015-21 | 2016-22 | 2017-23 | 2018-24 | 2019-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 65.9 | 66.5 | 70 | 69.3 | 71.3 | . | . | . | . | . |
| APPROVED GOALS | . | . | . | . | . | . | . | . | . | . |
| PROPOSED GOALS | . | . | . | . | . | 71.4 | 71.4 | 71.5 | 71.5 | 71.6 |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 33.2 | 35 | 35.5 | 37.9 | 39 | . | . | . | . | . |
| APPROVED GOALS | . | . | . | 37 | 39 | 40 | 40 | 41 | 41 | . |
| PROPOSED GOALS | . | . | . | . | . | 40 | 40 | 41 | 41 | 41 |

# PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

## A. (1). Average GPA

| | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 | FALL 2020 | FALL 2021 | FALL 2022 | FALL 2023 | FALL 2024 | FALL 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 4.0 | 4.1 | 4.1 | 4.2 | 4.2 | . | . | . | . | . |
| APPROVED GOALS | 4.0 | 4.0 | 4.1 | 4.1 | 4.1 | 4.1 | 4.1 | 4.1 | 4.1 | . |
| PROPOSED GOALS | . | . | . | . | . | 4.2 | 4.2 | 4.2 | 4.2 | 4.2 |

## A. (2). Average SAT Score

| | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 | FALL 2020* | FALL 2021 | FALL 2022 | FALL 2023 | FALL 2024 | FALL 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 1262 | 1316 | 1326 | 1332 | 1315 | . | . | . | . | . |
| APPROVED GOALS | 1263 | 1265 | 1318 | 1326 | 1332 | 1332 | 1332 | 1332 | 1332 | . |
| PROPOSED GOALS | . | . | . | . | . | 1315 | 1315 | 1315 | 1315 | 1315 |

Note*: The 2020 Florida Legislature amended statute (1001.7065, FS) so that beginning in Fall 2020, this metric also includes ACT scores that have been translated into the SAT scale. The historical scores, and goals, were based on a different methodology and SAT scale standard.

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

| | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 2 | 1 | 3 | 2 | 2 | . | . | . | . | . |
| APPROVED GOALS | 2 | 2 | 2 | 3 | 3 | 4 | 4 | 4 | 4 | . |
| PROPOSED GOALS | . | . | . | . | . | 2 | 2 | 3 | 3 | 3 |

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

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 89 | 89.6 | 90 | 91 | 92 | . | . | . | . | . |
| APPROVED GOALS | 89 | 90 | 90 | 91 | 91.7 | 92 | 92.4 | 92.4 | 92.5 | . |
| PROPOSED GOALS | . | . | . | . | . | 92 | 92 | 92 | 92 | 92 |

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

| | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 | 2017-21 | 2018-22 | 2019-23 | 2020-24 | 2021-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 43.6 | 43.7 | 45.7 | 46.3 | 48 | . | . | . | . | . |
| APPROVED GOALS | 42 | 45 | 44.7 | 46.8 | 48 | 50.1 | 51 | 51.8 | 52.9 | . |
| PROPOSED GOALS | . | . | . | . | . | 50.1 | 50.7 | 51.8 | 52.9 | 53.0 |

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# PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

## E. National Academy Memberships

|  | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 6 | 6 | 6 | 7 | 8 | . | . | . | . | . |
| APPROVED GOALS | 2 | 7 | 6 | 7 | 7 | 8 | 8 | 8 | 8 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *8* | *8* | *8* | *8* | *8* |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 166 | 169 | 176 | 186 | 188 | . | . | . | . | . |
| APPROVED GOALS | 174 | 194 | 194 | 201 | 206 | 210 | 210 | 210 | 210 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *195* | *201* | *207* | *213* | *219* |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 158 | 161 | 165 | 169 | 170 | . | . | . | . | . |
| APPROVED GOALS | 171 | 186 | 186 | 192 | 198 | 201 | 201 | 201 | 201 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *174* | *177* | *180* | *183* | *187* |

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

|  | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 7 of 8 | 7 of 8 | 7 of 8 | 6 of 8 | 6 of 8 | . | . | . | . | . |
| APPROVED GOALS | 7 of 8 | 7 of 8 | 7 of 8 | 7 of 8 | 7 of 8 | 7 of 8 | 7 of 8 | 7 of 8 | 7 of 8 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *7 of 8* | *7 of 8* | *7 of 8* | *7 of 8* | *7 of 8* |

# PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

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

|  | 2014-16 | 2015-17 | 2016-18 | 2017-19 | 2018-20 | 2019-21 | 2020-22 | 2021-23 | 2022-24 | 2023-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 184 | 165 | 147 | 138 | 145 | . | . | . | . | . |
| APPROVED GOALS | 208 | 192 | 152 | 138 | 135 | 140 | 135 | 136 | 138 | . |
| PROPOSED GOALS | . | . | . | . | . | 150 | 145 | 136 | 138 | 141 |

### J. Doctoral Degrees Awarded Annually

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 440 | 429 | 438 | 415 | 466 | . | . | . | . | . |
| APPROVED GOALS | 445 | 455 | 440 | 455 | 470 | 480 | 490 | 490 | 490 | . |
| PROPOSED GOALS | . | . | . | . | . | 480 | 490 | 490 | 490 | 500 |

### K. Number of Post-Doctoral Appointees

|  | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 | FALL 2020 | FALL 2021 | FALL 2022 | FALL 2023 | FALL 2024 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 51 | 67 | 94 | 146 | 171 | . | . | . | . | . |
| APPROVED GOALS | 68 | 72 | 96 | 112 | 160 | 170 | 180 | 190 | 200 | . |
| PROPOSED GOALS | . | . | . | . | . | 170 | 180 | 190 | 200 | 200 |

### L. Endowment Size ($M)

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 146.4 | 157 | 163 | 165 | 163 | . | . | . | . | . |
| APPROVED GOALS | 169 | 153 | 165 | 175 | 182 | 190 | 190 | 191 | 200 | . |
| PROPOSED GOALS | . | . | . | . | . | 190 | 190 | 191 | 200 | 210 |

# 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]

|  | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 2 | 1 | 3 | 2 | 2 | . | . | . | . | . |
| APPROVED GOALS | 2 | 2 | 2 | 3 | 3 | 4 | 4 | 4 | 4 | . |
| PROPOSED GOALS | . | . | . | . | . | 2 | 2 | 3 | 3 | 3 |

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

|  | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 | FALL 2020 | FALL 2021 | FALL 2022 | FALL 2023 | FALL 2024 | FALL 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 33 | 31 | 34 | 36 | 35 | . | . | . | . | . |
| APPROVED GOALS | 34 | 35 | 31 | 35 | 36 | 37 | 38 | 38 | 39 | . |
| PROPOSED GOALS | . | . | . | . | . | 37 | 38 | 38 | 39 | 39 |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 4.4 | 4.4 | 4.3 | 4.3 | 4.3 | . | . | . | . | . |
| APPROVED GOALS | 4.3 | 4.2 | 4.3 | 4.3 | 4.2 | 4.2 | 4.2 | 4.2 | 4.1 | . |
| PROPOSED GOALS | . | . | . | . | . | 4.2 | 4.2 | 4.2 | 4.1 | 4.1 |

### 4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 66 | 76 | 78 | 79 | 78 | . | . | . | . | . |
| APPROVED GOALS | 69 | 68 | 76.8 | 78.1 | 79.2 | 79.4 | 79.6 | 79.8 | 80 | . |
| PROPOSED GOALS | . | . | . | . | . | 79.4 | 79.6 | 79.8 | 80 | 80 |

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

|  | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 | 2015-21 | 2016-22 | 2017-23 | 2018-24 | 2019-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 68 | 70 | 72 | 72 | 73 | . | . | . | . | . |
| APPROVED GOALS | 70 | 71 | 70 | 72 | 73 | 73 | 74 | 74 | 74 | . |
| PROPOSED GOALS | . | . | . | . | . | 73 | 74 | 74 | 74 | 74 |

# KEY PERFORMANCE INDICATORS (cont.)

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

### 6. FCS AA Transfer Three-Year Graduation Rate [Full-& Part-time students]

|  | 2013-16 | 2014-17 | 2015-18 | 2016-19 | 2017-20 | 2018-21 | 2019-22 | 2020-23 | 2021-24 | 2022-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 54 | 54 | 51 | 53 | 54 | . | . | . | . | . |
| APPROVED GOALS | . | . | . | . | 53 | 54 | 54 | 54 | 55 | . |
| PROPOSED GOALS | . | . | . | . | . | 54 | 54 | 54 | 55 | 55 |

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

|  | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 | 2017-21 | 2018-22 | 2019-23 | 2020-24 | 2021-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 40 | 41 | 43 | 43 | 43 | . | . | . | . | . |
| APPROVED GOALS | . | . | . | . | 44 | 45 | 46 | 47 | 48 | . |
| PROPOSED GOALS | . | . | . | . | . | 45 | 46 | 47 | 48 | 48 |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 12,832 | 13,070 | 13,341 | 13,959 | 14,304 | . | . | . | . | . |
| APPROVED GOALS | 12,850 | 13,190 | 13,330 | 13,600 | 14,100 | 14,250 | 14,400 | 14,550 | 14,700 | . |
| PROPOSED GOALS | . | . | . | . | . | 14,350 | 14,400 | 14,550 | 14,550 | 14,400 |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 2,681 | 2,647 | 2,752 | 2,884 | 3,059 | . | . | . | . | . |
| APPROVED GOALS | 2,770 | 2,700 | 2,670 | 2,793 | 2,900 | 2,950 | 3,000 | 3,050 | 3,100 | . |
| PROPOSED GOALS | . | . | . | . | . | 3,050 | 3,100 | 3,150 | 3,200 | 3,250 |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 33 | 35 | 36 | 38 | 39 | . | . | . | . | . |
| APPROVED GOALS | 32 | 33 | 36 | 37 | 39 | 40 | 40 | 41 | 41 | . |
| PROPOSED GOALS | . | . | . | . | . | 40 | 40 | 41 | 41 | 42 |

# KEY PERFORMANCE INDICATORS (cont.)

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

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

|  | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 | FALL 2020 | FALL 2021 | FALL 2022 | FALL 2023 | FALL 2024 | FALL 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 20 | 19 | 18 | 18 | 17 | . | . | . | . | . |
| APPROVED GOALS | 21 | 21 | 20 | 20 | 21 | 21 | 21 | 21 | 21 | . |
| PROPOSED GOALS | . | . | . | . | . | 17 | 17 | 16 | 16 | 15 |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 31 | 33 | 34 | 37 | 39 | . | . | . | . | . |
| APPROVED GOALS | 31 | 32 | 34 | 35 | 38 | 39 | 40 | 40 | 41 | . |
| PROPOSED GOALS | . | . | . | . | . | 39 | 40 | 40 | 41 | 41 |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 34 | 35 | 34 | 35 | 38 | . | . | . | . | . |
| APPROVED GOALS | 34 | 35 | 36 | 36 | 37 | 38 | 38 | 38 | 38 | . |
| PROPOSED GOALS | . | . | . | . | . | 38 | 38 | 38 | 38 | 39 |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 47 | 45 | 47 | 46 | 47 | . | . | . | . | . |
| APPROVED GOALS | 45 | 47 | 48 | 48 | 49 | 50 | 50 | 50 | 50 | . |
| PROPOSED GOALS | . | . | . | . | . | 47 | 47 | 48 | 48 | 48 |

# KEY PERFORMANCE INDICATORS (cont.)

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

## 15. Professional Licensure & Certification Exam First-time Pass Rates

| CALENDAR YEAR | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| **NURSING** | 92 | 96 | 95 | 97 | 96 | 97 | 97 | 97 | 97 | 97 |
| *US Average* | 88 | 90 | 92 | 91 | 90 | . | . | . | . | . |
| **MEDICINE (2YR)** | 100 | 97 | 97 | 98 | 98 | 98 | 98 | 98 | 98 | 98 |
| *US Average* | 96 | 96 | 96 | 97 | 97 | . | . | . | . | . |

| CROSS-YEAR | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| **MEDICINE (4Y-CK)** | 100 | 98 | 99 | 98 | 98 | 98 | 98 | 98 | 98 | 98 |
| *US Average* | 96 | 96 | 97 | 98 | 98 | . | . | . | . | . |

| MULTI-YEAR | 2014-16 | 2015-17 | 2016-18 | 2017-19 | 2018-20 | 2019-21 | 2020-22 | 2021-23 | 2022-24 | 2023-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| **PHYSICAL THERAPY** | 98 | 100 | 99 | 99 | 99 | 95 | 95 | 95 | 95 | 95 |
| *US Average* | 92 | 92 | 92 | 92 | 91 | . | . | . | . | . |

### Exam Scores Relative to Benchmarks

| | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| ABOVE OR TIED | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| TOTAL | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |

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

### 16. National Academy Memberships

|  | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 6 | 6 | 6 | 7 | 8 | . | . | . | . | . |
| APPROVED GOALS | 2 | 7 | 6 | 7 | 7 | 8 | 8 | 8 | 8 | . |
| PROPOSED GOALS | . | . | . | . | . | 8 | 8 | 8 | 8 | 8 |

### 17. Faculty Awards

|  | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 | FALL 2020 | FALL 2021 | FALL 2022 | FALL 2023 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 7 | 7 | 8 | 7 | 5 | . | . | . | . | . |
| APPROVED GOALS | 12 | 8 | 8 | 10 | 11 | 12 | 12 | 12 | 12 | . |
| PROPOSED GOALS | . | . | . | . | . | 12 | 12 | 12 | 12 | 12 |

### 18. Total Research Expenditures ($M)

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 198 | 200 | 215 | 225 | 239 | . | . | . | . | . |
| APPROVED GOALS | 218 | 271 | 248 | 269 | 290 | 315 | 315 | 315 | 315 | . |
| PROPOSED GOALS | . | . | . | . | . | 247 | 258 | 268 | 279 | 290 |

### 19. Research Expenditures from External Sources ($M)

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 118 | 114 | 119 | 127 | 139 | . | . | . | . | . |
| APPROVED GOALS | . | . | . | . | 133 | 140 | 140 | 140 | 140 | . |
| PROPOSED GOALS | . | . | . | . | . | 142 | 145 | 151 | 156 | 162 |

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

### 20. Utility Patents Awarded

|  | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 59 | 48 | 40 | 50 | 55 | . | . | . | . | . |
| APPROVED GOALS | . | 65 | 45 | 45 | 45 | 45 | 45 | 46 | 47 | . |
| PROPOSED GOALS | . | . | . | . | . | 45 | 45 | 46 | 47 | 47 |

### 21. Number of Licenses/Options Executed Annually

|  | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 38 | 34 | 40 | 28 | 28 | . | . | . | . | . |
| APPROVED GOALS | 31 | 34 | 34 | 34 | 36 | 36 | 36 | 36 | 36 | . |
| PROPOSED GOALS | . | . | . | . | . | 36 | 36 | 36 | 36 | 36 |

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

|  | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 14 | 9 | 1 | 0 | 5 | . | . | . | . | . |
| APPROVED GOALS | 10 | 15 | 10 | 12 | 14 | 15 | 15 | 15 | 15 | . |
| PROPOSED GOALS | . | . | . | . | . | 15 | 15 | 15 | 15 | 15 |

# KEY PERFORMANCE INDICATORS (cont.)
## Institution Specific Goals

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

### UCF Lake Nona Medical Center (LNMC) & Academic Health Sciences Center (AHSC)

| | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | BOG APPROVAL | SECURE PERMITS | BEGIN CONST | CONST CONT | LNMC OPEN, AHSC PLANNING | . | . | . | . | . |
| APPROVED GOALS | . | . | . | . | LNMC Opened March 2021 | ROT 4th YR | ROT 3rd YR | EXPANSION – SHELLED BEDS | APPRV BUILD NUR COLL ON AHSC CAMPUS | . |
| *PROPOSED GOALS* | . | . | . | . | . | *Develop AHSC strategic plan* | *Expand 4th year clinical rotations; submit NIH T32 training grant proposal; increase number of human subject grants/contracts by 10% per year through 2025* | *Expand 3rd year clinical rotations; expand PhD training and biostatistics capacity for human subjects' research* | *Provide infrastructure support for clinical research; evaluate mechanisms to enhance research across AHSC* | *Initiative development of COM Strategic Plan IV; increase grant proposal submissions and extramural funding by 25% over 2023* |

# ENROLLMENT PLANNING

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

| UNDERGRADUATE | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 55,253 | 56,424 | 58,402 | 58,962 | 61,115 | . | . | . | . | . |
| APPROVED GOALS | . | 56,000 | 57,595 | 58,410 | 59,230 | 59,365 | 59,410 | 59,384 | 59,313 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *61,200* | *60,900* | *60,600* | *60,300* | *60,000* |

| GRADUATE | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 8,170 | 8,840 | 9,319 | 9,722 | 10,195 | . | . | . | . | . |
| APPROVED GOALS | . | 8,590 | 9,148 | 9,500 | 10,257 | 10,696 | 11,072 | 11,393 | 11,675 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *10,580* | *11,000* | *11,400* | *11,700* | *11,900* |

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

| UNDERGRADUATE | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| FTIC: New | 6,403 | 6,879 | 7,230 | 7,321 | 8,038 | 7,300 | 7,300 | 7,300 | 7,300 | 7,300 |
| FTIC: Returning | 19,115 | 19,426 | 20,110 | 20,935 | 21,861 | 23,200 | 23,300 | 23,300 | 23,200 | 23,100 |
| Transfer: FCS w/ AA | 22,012 | 21,636 | 21,617 | 21,612 | 21,545 | 21,100 | 20,800 | 20,600 | 20,500 | 20,200 |
| Transfer: Other | 6,649 | 7,417 | 8,324 | 7,948 | 8,472 | 8,400 | 8,400 | 8,400 | 8,300 | 8,300 |
| Post-Baccalaureates | 1,074 | 1,066 | 1,121 | 1,146 | 1,199 | 1,200 | 1,100 | 1,000 | 1,000 | 1,000 |
| *Subtotal* | 55,253 | 56,424 | 58,402 | 58,962 | 61,115 | 61,200 | 60,900 | 60,600 | 60,300 | 60,000 |

| GRADUATE | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| Master's | 5,812 | 6,359 | 6,668 | 6,944 | 7,427 | 7,750 | 8,100 | 8,400 | 8,650 | 8,810 |
| Research Doctoral | 1,732 | 1,787 | 1,897 | 1,960 | 1,926 | 1,970 | 2,010 | 2,090 | 2,120 | 2,150 |
| Professional Doctoral | 626 | 694 | 754 | 818 | 842 | 860 | 890 | 910 | 930 | 940 |
| *Subtotal* | 8,170 | 8,840 | 9,319 | 9,722 | 10,195 | 10,580 | 11,000 | 11,400 | 11,700 | 11,900 |
| **TOTAL** | 63,423 | 65,264 | 67,721 | 68,684 | 71,310 | 71,780 | 71,900 | 72,000 | 72,000 | 71,900 |

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.

# ENROLLMENT PLANNING (cont.)

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

|  | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| ACTUAL | 11 | 12 | 13 | 12 | 14 | . | . | . | . | . |
| APPROVED GOALS | . | . | . | 14 | 15 | 16 | 17 | 17 | 17 | . |
| *PROPOSED GOALS* | . | . | . | . | . | *16* | *17* | *17* | *17* | *17* |

## Full-Time Equivalent (FTE) Enrollment by Course Level

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| LOWER | 16,797 | 17,299 | 17,882 | 18,737 | 19,062 | 19,800 | 19,500 | 19,500 | 19,500 | 19,500 |
| UPPER | 30,483 | 31,302 | 32,298 | 33,685 | 34,288 | 36,100 | 37,200 | 37,300 | 37,200 | 37,100 |
| GRAD 1 | 4,152 | 4,285 | 4,674 | 4,844 | 4,974 | 5,300 | 5,600 | 5,900 | 6,100 | 6,200 |
| GRAD 2 | 1,383 | 1,406 | 1,480 | 1,591 | 1,671 | 1,650 | 1,700 | 1,750 | 1,800 | 1,850 |
| **TOTAL** | **52,815** | **54,292** | **56,334** | **58,858** | **59,995** | **62,850** | **64,000** | **64,450** | **64,600** | **64,650** |

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

|  | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|---|---|---|---|---|---|---|
| **UNDERGRADUATE** | | | | | | | | | | |
| All Distance (100%) | 31 | 33 | 32 | 31 | 32 | 82 | 34 | 34 | 35 | 35 |
| Primarily Dist. (80-99%) | 0 | 0 | 2 | 6 | 6 | 2 | 6 | 6 | 6 | 6 |
| Hybrid (50-79%) | 9 | 10 | 10 | 11 | 11 | 4 | 11 | 11 | 11 | 11 |
| Classroom (0-49%) | 60 | 58 | 56 | 53 | 51 | 12 | 49 | 49 | 48 | 48 |
| **GRADUATE** | | | | | | | | | | |
| All Distance (100%) | 29 | 31 | 36 | 38 | 39 | 62 | 39 | 39 | 40 | 40 |
| Primarily Dist. (80-99%) | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 1 | 1 |
| Hybrid (50-79%) | 12 | 11 | 10 | 10 | 10 | 7 | 10 | 10 | 10 | 10 |
| Classroom (0-49%) | 60 | 58 | 54 | 52 | 50 | 28 | 49 | 50 | 49 | 49 |

# ACADEMIC PROGRAM COORDINATION

## New Programs for Consideration by Institution in AY 2021-22

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 2020 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 5TH YEAR | PROPOSED DATE OF SUBMISSION TO UBOT |
|---|---|---|---|---|---|---|
| **UNDERGRADUATE** | | | | | | |
| N/A | | | | | | |
| **MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS** | | | | | | |
| Business Analytics | 30.7102 | STEM | - | N | 24 | Fall 2021 |
| FinTech | 30.7104 | STEM | - | N | 60 | Fall 2021 |
| Planetary Science and Space Exploration | 40.0203 | STEM | - | N | 40 | Spring 2022 |
| **DOCTORAL PROGRAMS** | | | | | | |
| Biomedical Engineering | 14.0501 | STEM | FAMU, FIU | N | 15 | Fall 2021 |
| Planetary Science and Space Exploration | 40.0203 | STEM | - | N | 40 | Spring 2022 |

## New Programs for Consideration by Institution in AY 2022-23

These programs will be used in the 2022 Accountability Plan list for programs under consideration for 2022-23.

| PROGRAM TITLES | CIP CODE | AREA OF STRATEGIC EMPHASIS | OTHER INST W/ SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT IN 5TH YEAR | PROPOSED DATE OF SUBMISSION TO UBOT |
|---|---|---|---|---|---|---|
| **UNDERGRADUATE** | | | | | | |
| N/A | | | | | | |
| **MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS** | | | | | | |
| Health Sciences | 51.2208 | HLTH | UF, UNF | N | 200 | Spring 2023 |
| **DOCTORAL PROGRAMS** | | | | | | |
| Social Work | 44.0701 | - | FIU, FSU, USF | N | 30 | Spring 2023 |

# 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 all 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 State Wage Interchange System (SWIS), 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 all states and districts, including the District of Columbia and Puerto Rico. Sources:  State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

**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. Sources: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees as approved by the Florida Board of Governors.

**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).

# 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-baccalaureate students) 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 New College of Florida and Florida Polytechnic University_)

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 each university on the Common Data Set.

**PBF-9a: FCS AA Transfer Two-Year Graduation Rate [Full-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 second academic year. Full-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).

**PBF-9b: Pell Recipient Six-Year Graduation Rate [full- & part-time students]:** This metric is based on the percentage of students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time or part-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 sixth year. 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).

**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).

**PBF-10.FAU: Total Research Expenditures:** Total expenditures 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.

# DEFINITIONS (cont.)

**PBF-10.FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African-Americans:** Race/Ethnicity data is self-reported by students to the university. 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. Source: State University Database System (SUDS).

**PBF-10.FIU: Number of Post-Doctoral Appointees**: The number of postdoctoral appointees awarded annually. Source: 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 or more Workforce Experiences:** The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

**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. Source: Florida State University student survey data reported to the Florida Board of Governors.

**PBF-10.NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices:** The percentage of graduating seniors who started as FTIC students and who complete 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, and (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). Source: New College of Florida student survey data reported to the Florida Board of Governors.

**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 (full-time 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 also includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

**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 Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).

# DEFINITIONS (cont.)

**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) collaborative assignments & projects, (5) diversity/global learning, (6) ePortolios, (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). Source: University of West Florida student data reported to the Florida Board of Governors.

## 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 the most recent rankings. Sources:  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 the 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).

**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).

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# DEFINITIONS (cont.)

**PRE-E: National Academy Memberships:** National Academy Memberships held by faculty. Source: 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 (NSF) 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, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

**PRE-I: Patents Awarded:** Total utility patents awarded 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)". Source: United States Patent and Trademark Office (USPTO).

**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. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

**PRE-L: Endowment Size (M):** Assets invested by an institution to support its educational mission. Source: 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. Sources: 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.

**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 each university on the Common Data Set.

# DEFINITIONS (cont.)

**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: 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: 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. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

**KPI-5: 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-6: 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 are excluded. Source: State University Database System (SUDS).

**KPI-7: 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-8: Bachelor's Degrees Awarded & KPI-9: 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).

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**KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students:** Race/Ethnicity data is self-reported by students to each university. 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 excluded. 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).

**KPI-11: 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. Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

**KPI-12: 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 Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

**KPI-13: Percent of Bachelor's Degrees in STEM & Health & KPI-14: Percent of Graduate Degrees in STEM & Health:** The percentage of 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 conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

**KPI-15: 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 U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

**KPI-16: National Academy Memberships:** National Academy Memberships held by faculty. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

# DEFINITIONS (cont.)

**KPI-17: 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, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

**KPI-18: 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-19: 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-20: Utility Patents Awarded:** The number of utility patents in a calendar year, excluding design, plant or similar patents. Source: United States Patent and Trademark Office (USPTO).

**KPI-21: Number of Licenses/Options Executed Annually:** Licenses/options executed in the fiscal year for all technologies Source: As reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

**KPI-22: Number of Start-up Companies Created:** The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: 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, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

**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. Source: State University Database System (SUDS).

# DEFINITIONS (cont.)

**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 Integrated Postsecondary Education Data System (IPEDS) 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. Source: State University Database System (SUDS).

**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 Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

# 2021 Accountability Plan Executive Summary

# UCF Board of Trustees Educational Programs Committee

April 14, 2021

# Annual Request from Board of Governors

<u>Sections</u>
- Strategy
- Performance-based Funding Metrics
- Preeminent Metrics
- Key Performance Metrics
- Enrollment Planning
- Academic Program Coordination

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# Preeminence Metrics *(Need 11 to Qualify)*

## ✓ Achieved 8 Metrics

- Average GPA and SAT Score
- Public University Rankings
- Freshman Retention Rate
- National Academy Memberships
- Research Expenditures in non-Medical Sciences (Sci & Engr Only)
- National Rankings in Research Expenditures Patents Awarded
- Doctoral Degrees Awarded

## Pursuing 4 Metrics

- FTIC 4-Year Graduation Rate *(Improve 12 percentage points from 48%)*
- Total Research Expenditures (S&E Only) *(Increase $12m from $188m)*
- Post-Doctoral Appointees (S&E Only) *(Increase 29 from 171)*
- Endowment Size *(Increase $337m from $163m)*

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# PBF Areas of Strength *(9+ points)*

| Metric | Points | 2021 Point Shift |
|---|---|---|
| Bachelor's Graduate Wages | 10 | **+1** |
| Net Tuition for Bachelor's Degree | 10 | |
| Academic Progress Rate | 10 | |
| Bachelor's Degrees in Strategic Areas | 10 | |
| Master's Degrees in Strategic Areas | 10 | |
| Bachelor's Degrees to Hispanic or Black Students | 9 | **+2** |

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# PBF Areas UCF Can Improve

| Metric | Points | 2021 Point Shift |
|---|---|---|
| Bachelor's Graduate Employed or Reenrolled | 8 | |
| University Access Rate (Pell Students) | 8 | **-1** |
| FTIC 4-Year Graduation Rate | 8 | **+1** |
| FTIC Pell 6-Year Graduation Rate | 3 (of 5) | **New\*** |
| AA Transfer 2-Year Graduation Rate | 1 (of 5) | **New\*** |

Prior single metric was worth 9 points, combined replacement metrics are worth 4 points.

# PBF Recommended Goal Reductions

| Metric | 2022 Approved (Proposed) | 2026 (Proposed) |
|---|---|---|
| **Bachelor's Graduate Employed or Reenrolled** *(COVID economic impact)* | **69.6%** *66.0%* | *69.4%* |
| **Bachelor's Graduate Wages** *(COVID economic impact)* | **$41,100** *$40,000* | *$40,400* |
| **University Access Rate (Pell Students)** *(UCF reduction mimics national trend)* | **42.4%** *36.0%* | *36.0%* |
| **Master's Degrees in Strategic Areas** *(Recent growth was higher in non-strategic areas)* | **63.8%** *60.0%* | *60.4%* |

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# Approval Caveats

- 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 22$^{nd}$ prior to full Board consideration.

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# Appendix

| Performance-Based Funding Metrics | 10-Point Excellence | SUS 2020 Rank | 2021 DRAFT (2019-20 Data) | Trend | 2021 Approved Goal | 2022 Approved Goal (Proposed Goal) |
|---|---|---|---|---|---|---|
| 1 Percent of Bachelor's Graduates Employed Full-time or Continuing their Education in the U.S. One Year After Graduation | 72.8% | 7th | 69.1% (8 points) | | 69.5% | 69.9% (66.0%) |
| 2 Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | $40,700 | T-4th | $42,200 (10 points) | | $40,600 | $41,100 ($40,000) |
| 3 Net Tuition and Fees per 120 Credit Hours | $9,000 | 7th (max pts) | $4,690 (10 points) | | $11,950 | $7,530 ($4,690) |
| 4 FTIC 4-year Graduation Rate (Full-time students) | 50% | 5th | 47.7% (8 points) | | 48.0% | 50.1% |
| 5 Academic Progress Rate (FTIC 2-year Retention Rate with GPA > 2.0) | 90% | 3rd (max pts) | 91.4% (10 points) | | 90.3% | 90.5% |
| 6 Bachelor's Degrees Awarded Within Programs of Strategic Emphasis | 50% | 9th (max pts) | 52.9% (10 points) | | 53.4% | 53.8% |
| 7 University Access Rate (Percent of Fall Undergraduates with a Pell grant) | 42% | 5th | 37.6% (8 points) | | 41.8% | 42.4% (37.6%) |
| 8 Graduate Degrees Awarded Within Programs of Strategic Emphasis | 60% | 5th (max pts) | 60.5% (10 points) | | 63.4% | 63.8% (60.0%) |
| 9 Percent of Bachelor's Degrees Without Excess Hours | 80% | 9th | | | | |
| 9A AA Xfer 2-year Graduation Rate (Sum-Fall FT FCS AA Xfer students) | 50% | n/a | 32.2% (1 point)* | | n/a | n/a (32.3%) |
| 9B Pell 6-year Graduation Rate (Sum-Fall All FTIC students with Pell) | 80% | n/a | 71.3% (3 points)* | | n/a | n/a (71.4%) |
| 10 NEW: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students | 40% | n/a | 39% (9 points) | | 39.0% | 40.0% |
| | | | 87 Points | | | |
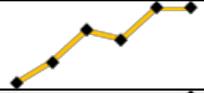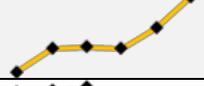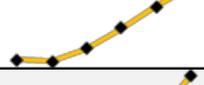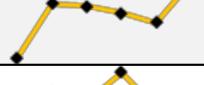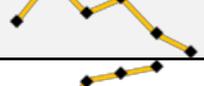
*: Out of a 5-point maximum scale

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| | Preeminent University Metrics | Benchmark | 2020 Result | SUS* 2020 Comparison | UCF 2016 | UCF 2021 | 2021 Result | 2021 Goal | TREND | 2022 Goal (Proposed) |
|---|---|---|---|---|---|---|---|---|---|---|
| A | **Average GPA and SAT Score** (for incoming freshman in Fall semester) | **4.0 GPA/1200** | ✓ | T-2nd | 4 | **4.2** | ✓ | 4.1 | | 4.1 *(4.2)* |
| | | **1200 SAT** | | 2nd | 1261 | **1315^** | | 1332 | | 1332 *(1315)* |
| B | **Public University Ranking** (in more than one national ranking) | **Top 50** in 2 or more publications | ✓ | 4th | 1 | **2** | ✓ | 3 | | 4 *(2)* |
| C | **Freshman Retention Rate** (Summer-Fall Full-time FTIC) | **90%** | ✓ | T-3rd | 89% | **92%** | ✓ | 91.7% | | 92% |
| D | **4-year Graduation Rate** (Summer-Fall Full-time FTIC) | **60%** | | 4th | 40.4% | **48%** | | 48% | | 50.1% |
| E | **National Academy Memberships** | **>= 6** | ✓ | T-4th | 1 | **8** | ✓ | 7 | | 8 |
| F | **Total Annual Research Expenditures** (Science & Engineering only) | **>= $200M** | | 5th | $170 | **$188** | | $206 | | $210 *($195)* |
| G | **Total Annual Research Expenditures in Non-Medical Sciences** (S&E only) | **$150M** | ✓ | 5th | $168 | **$170** | ✓ | $198 | | $201 *($174)* |
| H | **National Ranking in Research Expenditures** | **5 in Top 100** | ✓ | T-4th | 7 | **6** | ✓ | 7 | | 7 |
| I | **Patents Awarded** (over 3-year period) | **100** | ✓ | 4th | 177 | **145** | ✓ | 135 | | 140 *(150)* |
| J | **Doctoral Degrees Awarded Annually** | **400** | ✓ | 5th | 423 | **466** | ✓ | 470 | | 480 |
| K | **Number of Post-Doctoral Appointees** | **200** | | 5th | 47 | **171** | | 160 | | 170 |
| L | **Endowment Size** | **$500M** | | 5th | $151 | **$163** | | $182 | | $190 |
| | | **Metrics Met:** | | | **5** | **8** | | | | |

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

^ 51 changed the calculation due to amended statute (1001.7065, FS)

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| | KPI | 2021 Actual | 2021 Approved Goal | 2022 Approved Goal *(Proposed Goal)* |
|---|---|---|---|---|
| 1 | **Public University National Ranking** | **2** | 3 | 4 *(2)* |
| 2 | **Freshman in Top 10% of HS Class** | **35%** | 36% | 37% |
| 3 | **Time to Degree for FTICs in 120hr programs** | **4.3** | 4.2 | 4.2 |
| 4 | **Percent of Baccalaureate Degrees Awarded Without Excess Hours** | **78%** | 79% | 79.4% |
| 5 | **Six-Year FTIC Graduation Rates** | **73%** | 73% | 73% |
| 6 | **FCS AA Transfer Three-Year Graduation Rates** | **54%** | 53% | 54% |
| 7 | **Pell Recipient Four-Year Graduation Rate** | **43%** | 44% | 45% |
| 8 | **Bachelor's Degrees Awarded** | **14,304** | 14,100 | 14,250 *(14,350)* |
| 9 | **Graduate Degrees Awarded** | **3,059** | 2,900 | 2,950 *(3,050)* |
| 10 | **Percentage of Bachelor's Degrees Awarded to African-American and Hispanic Students** | **39%** | 39% | 40% |
| 11 | **Percent of Adult (Age 25+) Undergraduates Enrolled** | **17%** | 21% | 21% *(17%)* |
| 12 | **Percent of Undergradaute FTE in Online Courses** | **39%** | 38% | 39% |
| 13 | **Percent of Bachelor's Degrees in STEM & Health** | **38%** | 37% | 38% |
| 14 | **Percent of Graduate Degrees in STEM & Health** | **47%** | 49% | 50% *(47%)* |

| | KPI | 2021 Actual | 2021 Approved Goal | 2022 Approved Goal *(Proposed Goal)* |
|---|---|---|---|---|
| 15 | **Licensure: Nursing** | **96%** | 97% | 97% |
| | **Licensure: Medicine (2YR)** | **98%** | 98% | 98% |
| | **Licensure: Medicine (4Y-CK)** | **98%** | 98% | 98% |
| | **Licensure: Physical Therapy** | **99%** | 95% | 95% |
| | **Licensure: Exams Above Benchmarks** | **4** | 4 | 4 |
| 16 | **National Academy Memberships** | **8** | 7 | 8 |
| 17 | **Faculty Awards** | **5** | 11 | 12 |
| 18 | **Total Research Expenditures ($M)** | **$239** | $290 | $315 *($247)* |
| 19 | **Research Expenditures from External Sources** | **$139** | $133 | $140 *($142)* |
| 20 | **Utility Patents Awarded** | **55** | 45 | 45 |
| 21 | **Number of Licenses/Options Executed Annually** | **28** | 36 | 36 |
| 22 | **Number of Start-up Companies Created** | **5** | 14 | 15 |
| | | | | |
| Enr | **Percent of Baccalaureate-Seeking Resident Undergradautes Eearning 15+ Credits** | **14%** | 15% | 16% |

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# UCF BOARD OF TRUSTEES
## Agenda Item Summary
Educational Programs Committee
April 14, 2021

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**Title:** Tenure with Hire

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☐ **Information**          ☐ **Information for upcoming action**          ☒ **Action**

**Meeting Date for Upcoming Action:**   **April 22, 2021**

**Purpose and Issues to be Considered:**
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.

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

**Recommended Action:**
The department, college and Provost support the recommendations for tenure with hire.

**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.

**Authority for Board of Trustees Action:**
UCF 3.015(4)(a)5 – Promotion and Tenure of Tenured and Tenure-earning Faculty

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**Contract Reviewed/Approved by General Counsel**  ☐  **N/A** ☒

**Committee Chair or Chair of the Board 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**
<div align="center">

**Tenure with Hire Justification**
**April 2021**

</div>


**Grace M. Bochenek, Professor**
**College of Graduate Studies, School of Modeling, Simulation, and Training**

Dr. Grace M. Bochenek received her Ph.D. in industrial and systems engineering from the University of Central Florida.  Dr. Bochenek has served in major executive positions in the Department of Defense (DoD) that include serving as Director for the Tank and Automotive Research, Development and Engineering Center, and Chief Technology Officer of the U.S. Army Materiel Command.  In the Department of Energy, she served as Director of the National Energy Technology Laboratory and had a presidential appointment serving as the Acting Secretary of Energy.  She has made significant interdisciplinary contributions to the fields of advanced 3D visualization, human (soldier) interface design, human (soldier) performance, simulation-based acquisition and, system design. At UCF, she will serve as the Director of the School of Modeling, Simulation, and Training.  She has published numerous peer-reviewed international publications and proceedings, presented at national and international conferences, and invited talks, demonstrating strong external recognition of her contributions.  Dr. Bochenek was an adjunct faculty at Wayne State University, where she developed and taught a course in human-computer interaction including interface design and virtual reality technology.  She has served on multiple committees supporting the Interservice Industry Training, Simulation and, Education Conference one of the largest modeling, simulation, and training conferences in the world, and participated in DoD technical program reviews, among many other service activities in the profession.  The School of Modeling, Simulation, and Training and College of Graduate Studies support the recommendation for tenure with hire.


**Stephen S. Eikenberry, Professor**
**College of Optics and Photonics**

Dr. Stephen S. Eikenberry received his Ph.D. in astronomy from Harvard University. Eikenberry comes to UCF as a tenured professor in astronomy and physics from the University of Florida, and previously an associate professor at Cornell University.  He is a well-established educator and researcher in Applied Optics and a highly regarded author with numerous peer-reviewed journal articles and conference proceedings.

Dr. Eikenberry has extensive teaching experience at the undergraduate and graduate levels, having taught courses in life in the universe and observational techniques for astronomy, and has supervised many Ph.D. students to completion.  He has received numerous honors, including the University of Florida Research Foundation Professorship and Undergraduate Teacher of the Year.  Dr. Eikenberry has served as a member and chair of the Scientific Oversight Committee for the Institut de Estudis Espaitials de Catalunya (IEEC-Spain), among many other service activities in the university.  The College of Optics and Photonics supports the recommendation for tenure with hire.

**Matthew T. Theriot, Professor**
**College of Health Professions and Sciences, School of Social Work**

Dr. Matthew T. Theriot received his Ph.D. in social welfare from the University of California, Berkeley.  He comes to UCF from the University of Tennessee, where he was a social worker professor.  At UCF, he will serve as the Director of the School of Social Work.  While at the University of Tennessee, Dr. Theriot held the position of ASCEND (Adaptations for a Sustainable Climate of Excellence and Diversity) Director and served as Associate Provost for Faculty Development and Strategic Initiatives. He has numerous peer-reviewed journal articles and book chapters.  Dr. Theriot has presented at many regional and national conferences and invited presentations.  He has extensive teaching experience at the undergraduate and graduate levels. He has taught interviewing skills and the helping relationship in social work practice, social welfare, and teaching methods in social work.

Dr. Theriot has received several awards, including the National Alumni Associate Outstanding Teacher Award, Chancellor's Excellence in Advising Award, and Provost's Junior Faculty Fellow.  Dr. Theriot served on the board of directors for the Council on Social Work Education and currently serves on CSWE's Commission on Membership and Professional Development, among many other service activities in the profession, college, and university.  The School of Social Work and College of Health Professions and Sciences support the recommendation for tenure with hire.

## UCF BOARD OF TRUSTEES
**Agenda Item Summary**
Educational Programs Committee
April 14, 2021

**Title:** 2021 Tenure Recommendations

☐ **Information**  ☐ **Information for upcoming action**  ☒ **Action**
**Meeting Date for Upcoming Action:  April 22, 2021**

**Purpose and Issues to be Considered:**
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.

**Background Information:**
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, 2021.

**Recommended Action:**
The Interim Provost and President support the 2021 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

**Authority for Board of Trustees Action:**
UCF 3.015(4)(a)1 – Promotion and Tenure of Tenured and Tenure-earning Faculty

**Contract Reviewed/Approved by General Counsel**  ☐  **N/A** ☒

**Committee Chair or Chair of the Board 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:  2021 Tenure Recommendations

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

# University of Central Florida
## 2021 Tenure Recommendations

| Last Name | First Name | Current Rank | College | Department |
|---|---|---|---|---|
| Stephens | Sonia | Assistant Professor | College of Arts and Humanities | English |
| Stanfill | Melissa | Assistant Professor | College of Arts and Humanities | English |
| Sousa | Sandra | Assistant Professor | College of Arts and Humanities | Modern Languages and Literatures |
| Park | Chung | Assistant Professor | College of Arts and Humanities | Music |
| Favela | Luis | Assistant Professor | College of Arts and Humanities | Philosophy |
| Beever | Jonathan | Assistant Professor | College of Arts and Humanities | Philosophy |
| Reed | David | Assistant Professor | College of Arts and Humanities | Theatre |
| Lynch | Claudia | Assistant Professor | College of Arts and Humanities | Theatre |
| Horn | Elizabeth | Assistant Professor | College of Arts and Humanities | Theatre |
| Kobaslija | Amer | Assistant Professor | College of Arts and Humanities | School of Visual Arts and Design |
| Davila | Victor | Assistant Professor | College of Arts and Humanities | School of Visual Arts and Design |
| Dierdorff | Wesley | Assistant Professor | College of Arts and Humanities | School of Visual Arts and Design |
| Wheeler | Stephanie | Assistant Professor | College of Arts and Humanities | Writing and Rhetoric |
| Wallace | Dana | Assistant Professor | College of Business Administration | Accounting |
| Schmidbauer | Eric | Assistant Professor | College of Business Administration | Economics |
| Rubenstein | Alex | Assistant Professor | College of Business Administration | Management |
| Kelchner | Viki | Assistant Professor | College of Community Innovation and Education | Counselor Education and School Psychology |
| Joe | Jacqueline | Assistant Professor | College of Community Innovation and Education | Counselor Education and School Psychology |
| Caudy | Michael | Assistant Professor | College of Community Innovation and Education | Criminal Justice |
| Campbell | Laurie | Assistant Professor | College of Community Innovation and Education | Learning Sciences and Educational Research |
| Yu | Chia-Yuan | Assistant Professor | College of Community Innovation and Education | School of Public Administration |
| Damico | Nicole | Assistant Professor | College of Community Innovation and Education | School of Teacher Education |
| Safi | Farshid | Assistant Professor | College of Community Innovation and Education | School of Teacher Education |
| Kibler | Kelly | Assistant Professor | College of Engineering and Computer Science | Civil, Environmental, and Construction Engineering |
| Liu | Fei | Assistant Professor | College of Engineering and Computer Science | Computer Science |
| Garibay | Ivan | Assistant Professor | College of Engineering and Computer Science | Industrial Engineering and Management Systems |
| Yang | Yang | Assistant Professor | College of Engineering and Computer Science | Materials Science and Engineering |
| Towson | Jacqueline | Assistant Professor | College of Health Professons and Sciences | School of Communication Sciences and Disorders |
| Wells | Adam | Assistant Professor | College of Health Professons and Sciences | School of Kinesiology and Physical Therapy |
| Dawson | Nicole | Assistant Professor | College of Health Professons and Sciences | School of Kinesiology and Physical Therapy |
| Lamanna | Jacqueline | Assistant Professor | College of Nursing | Nursing Practice |
| Thiamwong | Ladda | Assistant Professor | College of Nursing | Nursing Systems |

**2021 Tenure Recommendations (cont.)**

| Callaghan | Michael | Assistant Professor | College of Sciences | Anthropology |
|---|---|---|---|---|
| Cook | Geoffrey | Assistant Professor | College of Sciences | Biology |
| Xia | Xiaohu | Assistant Professor | College of Sciences | Chemistry |
| Mosher | Matthew | Assistant Professor | College of Sciences | Nicholson School of Communication and Media |
| Dove | Adrienne | Assistant Professor | College of Sciences | Physics |
| Baggio | Jacopo | Assistant Professor | College of Sciences | School of Politics, Security, and International Affairs |
| Boutton | Andrew | Assistant Professor | College of Sciences | School of Politics, Security, and International Affairs |
| Schmidt | Joseph | Assistant Professor | College of Sciences | Psychology |
| Newins | Amie | Assistant Professor | College of Sciences | Psychology |
| Back | Robin | Assistant Professor | Rosen College of Hospitality Management | Foodservice and Lodging Management |
| Bufquin | Diego | Assistant Professor | Rosen College of Hospitality Management | Foodservice and Lodging Management |
| Altin | Mehmet | Assistant Professor | Rosen College of Hospitality Management | Hospitality Services |
| Hahm | Jeeyeon | Assistant Professor | Rosen College of Hospitality Management | Tourism, Events and Attractions |

# UCF BOARD OF TRUSTEES
## Agenda Item Summary
## EDUCATIONAL PROGRAMS COMMITTEE
## April 14, 2021

**Title:** Conferral of Degrees

☐ **Information**          ☐ **Information for upcoming action**          ☒ **Action**

**Meeting Date for Upcoming Action:**   April 22, 2021

**Purpose and Issues to be Considered:**
Approval for Spring 2021 Conferral of Degrees

**Background Information:**
UCF expects to award the following degrees during the Spring commencement ceremonies on May 6-8, 2021.

| | |
|---|---|
| Baccalaureate Degrees: | 7,662 |
| Master's Degrees: | 1,300 |
| Doctoral and Specialist: | 144 |
| Total: | 9,106 |

**Recommended Action:**
Recommend approval of the conferral of degrees during the Spring 2021 Commencement.

**Alternatives to Decision:**
N/A

**Fiscal Impact and Source of Funding:**
N/A

**Authority for Board of Trustees Action:**
BOG 1.001 (4)(a)
UCF BOT EPC Charter 2.1

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**Contract Reviewed/Approved by General Counsel:** ☐     **N/A** ☒

**Committee Chair or Chair of the Board has approved adding this item to the agenda**  ☒

**Submitted by:**        Brian Boyd, University Registrar

**Supporting**
**Documentation:**      Attachment A:  UCF 2021 Spring Commencement Graduation Count

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

# UCF 2021 Spring Commencement

| College | Bachelor | Master | Doctorate | CollegeTotals |
|---|---|---|---|---|
| College of Arts and Humanities | 661 | 75 | 6 | 742 |
| College of Business Administration | 861 | 193 | 2 | 1,056 |
| College of Community Innovation and Education | 869 | 424 | 13 | 1,306 |
| College of Engineering and Computer Science | 1,033 | 244 | 47 | 1,324 |
| College of Graduate Studies | 0 | 18 | 0 | 18 |
| College of Health Professions and Sciences | 806 | 141 | 35 | 982 |
| College of Medicine | 356 | 10 | 2 | 368 |
| College of Nursing | 389 | 28 | 9 | 426 |
| College of Optics and Photonics | 17 | 24 | 6 | 47 |
| College of Sciences | 1,921 | 97 | 21 | 2,039 |
| College of Undergraduate Studies | 364 | 0 | 0 | 364 |
| Rosen College of Hospitality Management | 385 | 46 | 3 | 434 |
| Degree level totals: | 7,662 | 1,300 | 144 | 9,106 |

**UCF BOARD OF TRUSTEES**
**Agenda Item Summary**
Educational Program Committee
April 14, 2021

**Title**: Academic Degree Program Termination – Modern Languages Combination Program
    Foreign Languages

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☐    **Information**       ☐    **Information for upcoming action**       ☒    **Action**

**Meeting Date for Upcoming Action:**    **April 22, 2021**

**Purpose and Issues to be Considered:** To terminate the Modern Languages Combination Bachelor's Degree (CIP Code 16.0101). This request has been approved up through UCF's curriculum management approval process. Since this termination of an undergraduate degree removes a CIP code and degree level from UCF's degree inventory, BOG Regulation 8.012 requires Board of Trustees approval and notification to the Board of Governors.

**Background Information:**
The Bachelor's in Modern Languages Combination (16.0101) allowed a student to study two languages that could consist of French, German, or Spanish as a first language, and any of these three, plus Italian, as a second language. The degree was inactivated in 2015 due to low enrollment and lack of faculty. There is currently just one faculty member in German and no upper-level offerings in that language. Recommendations generated by the 2017 Academic Program Review emphasized shifting focus toward other areas such as the languages and cultures of Latin America and the Caribbean, as well as Asian languages. There are no students enrolled in this program under this CIP.

**Recommended Action:**
Approve the Degree Program Termination – Modern Languages Combination Program (CIP 16.0101 - Foreign Languages)

**Alternatives to Decision:**
Not approve the proposed termination or make alternative recommendations.

**Fiscal Impact and Source of Funding:**
None

**Authority for Board of Trustees Action:**
BOG Regulation 8.012

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**Contract Reviewed/Approved by General Counsel**    ☐    **N/A** ☒

**Committee Chair or Chair of the Board has approved adding this item to the agenda** ☒

**Submitted by:**

Michael D. Johnson, Interim Provost and Vice President of Academic Affairs

**Supporting Documentation:**

Attachment A:  Academic Degree Program Termination Form – Modern Languages Combination Program
                    Foreign Languages

**Facilitators:**

Timothy D. Letzring, Senior Associate Provost for Academic Affairs
Lynn Hepner, Associate Dean, College of Arts and Humanities

Attachment A

**STATE UNIVERSITY SYSTEM OF FLORIDA**

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

**INSTITUTION:** University of Central Florida

**PROGRAM NAME:** Modern Languages Combination

**DEGREE LEVEL(S):** B          **CIP CODE:** 16.0101
(B., M., Ph.D., Ed.D., etc.)          (Classification of Instructional Programs)

**ANTICIPATED TERMINATION TERM:** Fall 2021
(First term when no new students will be accepted into the program)

**ANTICIPATED PHASE-OUT TERM:** Fall 2021
(First term when no student data will be reported for this program)

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

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

   The Bachelor's in Modern Languages Combination (16.0101) allowed a student to study two languages that could consist of French, German, or Spanish as a first language, and any of these three, plus Italian, as a second language. The degree was inactivated in 2015 due to low enrollment and lack of faculty to offer the full program of study. There are no students, faculty, or curriculum active in this CIP.

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

Since there are no students enrolled, courses being offered, or faculty assigned to this CIP/program, there is no impact to enrollment, enrollment planning, and/or resources.

3. **Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program.**

This is not applicable as there are no students or faculty associated with this program or CIP code.

4. **Please provide the date when the teach-out plan was submitted to SACSCOC. Include a copy of the notification letter with your submission.**

No teach out plan was submitted to SACSCOC as students were not enrolled in the program after 2015 inactivation.

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

Since the program is not currently active, there are no students or faculty affiliated with the program. Therefore, there is no current data on gender, race, and faculty tenure status. However, for the larger Modern Languages Department the faculty are 81% female; 19% male; 51% White; 35% Hispanic; 5% Black; 5% Asian, and 4% International. Undergraduate students majoring in the department are 50% Hispanic; 31% White; 8% Black; 6% International; 6% Multi-racial: and 2% Asian.

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

None as all faculty are still a part of the Modern Languages department and represent a very diverse population.

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

FCS was notified when the program was inactivated in 2015 as transfer students were not able to enroll.

---
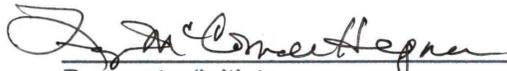
_(signature)_                    3/9/21

Requestor/Initiator                Date

na816340
Digitally signed by na816340
Date: 2021.03.22 12:57:01 -04'00'

Signature of Campus EO Officer         Date
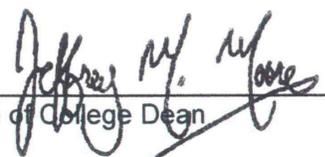
_(signature)_                  3/9/2021

Signature of College Dean            Date

Michael Johnson
Digitally signed by Michael Johnson
Date: 2021.04.05 16:00:37 -04'00'

                                                4/5/21

Signature of President or Vice President for Academic Affairs       Date

Signature of Chair of the Board of Trustees          Date

Date Approved by the Board of Trustees

Page **3** of **3**                                            Form Updated October 2019

## UCF BOARD OF TRUSTEES
### Agenda Item Summary
Educational Programs Committee
April 14, 2021

**Title:** Approval of New Degree Program – Ph.D. in Kinesiology

☐ **Information**    ☐ **Information for upcoming action**    ☒ **Action**

**Meeting Date for Upcoming Action:**    <u>April 22, 2021</u>

**Purpose and Issues to be Considered:**
To approve the Ph.D. in Kinesiology proposal as a transition of the current Education Ph.D. - Exercise Physiology track. Under BOG Regulation 8.011, since this transition creates a new degree level (Ph.D.) in a CIP Code, this requires approval by both Board of Trustees and Board of Governors.

**Background Information:**
The proposed Kinesiology Ph.D. program at UCF represents the continuation of the Education Ph.D. - Exercise Physiology track. The administrating unit of the Exercise Physiology track, the Division of Kinesiology, was relocated to the newly organized School of Kinesiology and Physical Therapy in the new College of Health Professions and Sciences in 2018. This reorganization provides the opportunity to leverage the specific focus of the college and expertise of the School of Kinesiology and Physical Therapy faculty to enhance both the academic and scientific impact of the Ph.D. program. This also provides a clear match with the School's Bachelor's and Master's degrees in Kinesiology that were recently approved to move to this same CIP Code - 31.0505 – by the Board of Governors' office.

**Recommended Action:**
Approval of New Degree Program – Ph.D. in Kinesiology (31.0505).

**Alternatives to Decision:**
Not approve the proposed Ph.D. in Kinesiology or make alternative recommendations.

**Fiscal Impact and Source of Funding:**
Minimal as this program already exists. The technicalities behind the move require a full new degree proposal. The amounts shown are the actual current costs but are not new costs.

**Authority for Board of Trustees Action:**
UCF Regulation 2.040 Development, Approval, Termination, and Suspension of Degree Programs

**Contract Reviewed/Approved by General Counsel**    ☐   **N/A** ☒

**Committee Chair or Chair of the Board has approved adding this item to the agenda** ☒

**Submitted by:**
Michael D. Johnson, Interim Provost and Vice President of Academic Affairs

**Supporting**
**Documentation:**
Attachment A:  Request to Offer New Degree Authorization
Please click the link below to view the full proposal:
https://drive.google.com/file/d/1E0SAUr-EEAEwYlL2EJkv4h54UWkXTDmz/view?kinesiology
Attachment B:  Analysis Summary for New Degree Authorization  Ph.D. in Kinesiology

**Facilitators:**
Timothy D. Letzring, Senior Associate Provost for Academic Affairs
David Fukuda, Associate Professor, Kinesiology and Physical Therapy
Jeffrey Stout, Professor, Kinesiology

**STATE UNIVERSITY SYSTEM OF FLORIDA**

Board of Governors, State University System of Florida
**REQUEST TO OFFER A NEW DEGREE PROGRAM**
In Accordance with BOG Regulation 8.011
(Please do not revise this proposal format without prior approval from Board staff)

| | |
|---|---|
| **University of Central Florida** | **Fall 2022** |
| Institution Submitting Proposal | Proposed Implementation Term |
| | |
| **College of Health Professions & Sciences** | **School of Kinesiology & Physical Therapy** |
| Name of College(s) or School(s) | Name of Department(s)/Division(s) |
| | |
| **Kinesiology** | **Ph.D. in Kinesiology** |
| Academic Specialty or Field | Complete Name of Degree |
| | |
| **31.0505** | |
| Proposed CIP Code (2020 CIP) | |

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

| | |
|---|---|
| | **President's Signature**      **Date** |
| **Date Approved by the University Board of Trustees** | |
| | Michael Johnson *Digitally signed by Michael Johnson Date: 2021.04.05 16:00:52 -04'00'*    **4/5/21** |
| **Board of Trustees Chair's Signature**    **Date** | **Provost's Signature**      **Date** |

## PROJECTED ENROLLMENTS AND PROGRAM COSTS

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5.  HC and FTE estimates should be identical to those in Table 1 in Appendix A.  Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 3 in Appendix A.  Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

| Implementation Timeframe | HC | FTE | E&G Cost per FTE | E&G Funds | Contract & Grants Funds | Auxiliary/ Philanthropy Funds | Total Cost |
|---|---|---|---|---|---|---|---|
| Year 1 | 16 | 14.88 | $30,242 | $449,845 | $0 | $0 | $449,845 |
| Year 2 | 16 | 13.38 | | | | | |
| Year 3 | 17 | 14.76 | | | | | |
| Year 4 | 18 | 16.88 | | | | | |
| Year 5 | 20 | 17.00 | $25,483 | $433,208 | $132,090 | $0 | $565,298 |

*Note: This outline and the questions pertaining to each section **must be reproduced** within the body of the proposal to ensure that all sections have been satisfactorily addressed.  Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.*

Attachment B

## Analysis Summary for New Degree Authorization
### Program Name: Kinesiology PhD

| | Criteria | Proposal Response to Criteria |
|---|---|---|
| 1. | The goals of the program are aligned with the university's mission and relate to specific institutional strengths. | **Met with Strength**<br><br>The proposed Kinesiology Ph.D. program at UCF represents the continuation of the existing Education Ph.D. - Exercise Physiology track within the College of Community Innovation and Education (CCIE), building on its existing institutional strength, and aligns with the university's strategic plan and mission. The Kinesiology Ph.D. program will support the growth of UCF's research and graduate programs, increase student access and success to an advanced degree in a key area of regional need, and increase community involvement through partnerships. |
| 2. | If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews. | **Met with Strength**<br><br>An academic program review in Spring 2020 of the Education Ph.D. – Exercise Physiology track noted its strengths in student-led research productivity, 100% student job placement, and a productive core group of faculty.  External reviewers raised minor concerns about (1) the fit of the track in the College of Community Innovation and Education (CCIE), (2) need for additional faculty, and (3) the need for kinesiology-specific research methods and statistics courses in the curriculum.  The proposed Kinesiology Ph.D. program directly addresses each of these through establishing the degree program in the College of Health Professions and Sciences (CHPS) under a new CIP code, 31.0505 - Exercise Science & Kinesiology.  In addition, the DPT is in the process of hiring an additional tenure-track faculty that is expected to be directly involved in the new degree program, furthering the faculty support of the program.  The curriculum is expanded with greater emphasis on quantitative methods with new discipline-specific research and statistics in Kinesiology, addressing the final concern from the program review. |

| | Criteria | Proposal Response to Criteria |
|---|---|---|
| 3. | The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor's or master's level programs, evidence is provided that the programs are accredited, or a rationale is provided as to the lack of accreditation. | **Met with Strength**<br><br>The proposal clearly lists out the curriculum and typical 4-year plan of study for students. The degree requires 63 credit hours beyond the master's degree (24 hours core, 24 hours electives, and 15 hours dissertation), typical of many similar degree programs and appropriate to enable students to graduate with a reasonable time to degree. Admissions and graduation criteria are properly defined and described. |
| 4. | Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program. | **Met**<br><br>The proposed new degree program represents a transition of the existing Education Ph.D. - Exercise Physiology track into the new CHPS college. The track has been successfully delivered since 2011, with continued reliance on existing faculty and coursework offered by the Division of Kinesiology in the College of Health Professions and Sciences and the Department of Learning Sciences and Educational Research in the College of Community Innovation and Education. The involvement of two additional faculty is planned to support the student head count as the program realizes its steady-state target of 20, one an existing faculty and the second currently in the faculty search process. Existing faculty members have an established history of the requisite experience and research activity to support the program. |
| 5. | Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program. | **Met with Strength**<br><br>There is a limited need for additional/new resources since resources are already in place to support the existing Education Ph.D. - Exercise Physiology track and the School of Kinesiology and Physical Therapy. This includes, but is not limited to, library support, funding for graduate teaching assistantships through the Kinesiology B.S. program, classrooms, teaching laboratory, research laboratories, and office space. |

| | 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. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body. | **Met with Strength**<br><br>According to data from the Integrated Postsecondary Education Data System (IPEDS), kinesiology is one of the fastest growing majors in the U.S. in the past decade. The U.S. Bureau of Labor Statistics and the Florida Agency for Workforce Innovation project a 10% increase in employment in the U.S. and 22% in Florida over the next decade in the field. Further evidence of strong need is demonstrated by the existing Education Ph.D. - Exercise Physiology track that has had a 100% job placement for graduates since it began in 2011. Expected headcount is based on historical experience in the existing track and aligns with the typical headcount of 20 for other similar programs across the nation. Several support letters from professional organizations are included, verifying support and need for the proposed program. The Kinesiology undergraduate [49% female; 57% minority (32% Hispanic/Latino, 17% Black/African American)] and graduate [38% female; 40% minority (20% Hispanic/Latino, 8% Asian, 6% Black/African American)] programs provide a diverse pool of potential applications for this program and demonstrate the ability of the program to realize and support a diverse Ph.D. student body. |
| 7. | The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment. | **Met**<br><br>The proposed budget is realistic and is based largely on the proven budget of the existing Education Ph.D. - Exercise Physiology track. There is a limited need for additional/new resources beyond what is already in place for the existing track. Faculty salary support is already in place for the teaching, mentoring, and administration of the proposed Kinesiology Ph.D. program, while graduate teaching assistantships are provided to support instruction of the Kinesiology B.S. program, further supporting the undergraduate education. The proposed new degree program is intended to replace the existing track, with a soft transition for existing students who will either transition to the new Kinesiology Ph.D. degree program or remain in the existing track to complete their degrees as it is taught out. |

| Criteria | Proposal Response to Criteria |
|---|---|
| 8. The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. | **Met with Strength**<br><br>The existing Education Ph.D. - Exercise Physiology track has garnered top 10 rankings for kinesiology doctoral programs in the U.S. for the last two review cycles in 2014 and 2020. The faculty supporting the proposed Kinesiology Ph.D. program are distinguished as noted by receiving both university- and national/international-level awards for teaching and research and have substantial service records. The existing track has been successful in preparing graduates for the workforce, with 100% job placement. Faculty productivity in research has also been strong with a continual growth in publications and citations over the past 7 years. Support letters from ASM, ISSN, and NSCA further demonstrate strong student mentorship and contribution of the faculty to the field. |

**UCF BOARD OF TRUSTEES**
**Agenda Item Summary**
Educational Programs Committee
April 14, 2021

**Title**: Amendment to University Regulation – UCF-2.036 - College Credit for Nontraditional Courses
Prior to Initial Enrollment

☒  **Information**          ☐  **Information for upcoming action**          ☐  **Action**
**Meeting Date for Upcoming Action:**      **N/A**

**Purpose and Issues to be Considered:**
The university proposes to amend Regulation UCF-2.036 (College Credit for Nontraditional Courses Prior to
Initial Enrollment) to clarify the meaning of the term nontraditional courses within the context of the regulation,
and to further explain the type of nontraditional courses which may be eligible for credit awarded by the
university as well as the appropriate pathways for evaluating such courses for credit.

**Background Information:**
This regulation is on the April 14, 2021 agenda of the Governance Committee and it is being presented to EPC
as an information item as it relates to academic issues. Florida Board of Governors Regulation 1.001 provides
that "Each Board of Trustees is authorized to promulgate university regulations in accordance with the
Regulation Development Procedure adopted by the Board of Governors." This regulation also relates to BOG
Regulation 6.020.

**Recommended Action:**
N/A

**Alternatives to Decision:**
N/A

**Fiscal Impact and Source of Funding:**
N/A

**Authority for Board of Trustees Action:**
Board of Governors Regulation 1.001

**Contract Reviewed/Approved by General Counsel**  ☐  **N/A** ☒

**Committee Chair or Chair of the Board has approved adding this item to the agenda**  ☒

**Submitted by:**        Michael D. Johnson, Interim Provost and Vice President of Academic Affairs

**Supporting**
**Documentation:**      Attachment A: Proposed Amended Regulation UCF 2.036

**Facilitator:**        Timothy D. Letzring, Senior Associate Provost for Academic Affairs

## UCF-2.036   College Credit for Nontraditional Courses Prior to Initial Enrollment

(1)  This regulation addresses the awarding of undergraduate academic credit for nontraditional courses completed prior to the initial term of enrollment and for which academic credit was not previously awarded by an eligible institution of higher education. Traditional courses and nontraditional courses for which academic credit was previously awarded by an appropriately recognized institution of higher education, shall follow regular transfer of credit procedures. This regulation does not allow for the awarding of academic credit for life experience or prior employment. Other acceptable mechanisms for awarding UCF credit for prior learning are addressed in UCF-2.006 (Acceleration Mechanisms), UCF-2.037  (Special Provisions for Veterans and Active Duty Military Students), and 1004.096, Florida Statutes concerning the award of credit for prior military training and are not addressed here.

(~~1~~2)  Undergraduate students who are admitted to the university and who, prior to initial enrollment in undergraduate education, have completed eligible non-traditional courses, as defined in paragraph (3),  ~~delivered by eligible institutions of higher education or other entities with which the university has entered into an articulation agreement, including online and short college level courses, prior to initial enrollment in undergraduate education~~ may request that the university evaluate that work to determine if credit might be awarded. Sufficient time must be allowed for the university to evaluate the course material for either transferability in accordance with paragraph (6) or for the award of prior learning credit.

(3) Nontraditional courses, including online and short college level courses, that may be awarded undergraduate credit must have been (i) delivered by eligible institutions of higher education or other entities with which the university has entered into an articulation agreement; (ii) completed prior to initial enrollment in undergraduate education at UCF; and (iii) determined by qualified UCF faculty members to be of an academic nature and comprised of college-level content, learning outcomes, and an amount of student work comparable to a traditional course offered by UCF, or if more appropriate, general elective credit.

(~~2~~4)  For purposes of this process, eligible institutions of higher education shall include those accredited by one of the following accrediting bodies:

     (a)    Accrediting Commission for Community and Junior Colleges (ACCJC)

     (b)    New England Commission of Higher Education (NECHE)

     (c)    Higher Learning Commission (HLC)

(d)     Middle States Commission on Higher Education (MSCHE)

(e)     Northwest Commission on Colleges and Universities (NWCCU)

(f)     Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

(g)     Western Association of Schools and Colleges (WASC) Senior College and University Commission.

(3~~5~~) Award of credit for nontraditional work prior to initial enrollment must meet the following conditions:

(a)     The request for credit review was made as soon as practicable but prior to the start of the initial term of enrollment and all required documentation was provided sufficiently in advance of the initial term of enrollment to allow review (see further information in paragraphs (4~~6~~) and (5~~7~~), below).

(b)     University faculty members with appropriate disciplinary expertise determine the nontraditional course content and learning outcomes to be comparable to a course offered at the institution or general elective credit;

(c)     The nontraditional courses for which credit is requested meet quality and accreditation standards intended for a transfer course or the equivalent thereof as determined by the Dean of Undergraduate Studies in consultation with the institutional accreditation liaison or designee and other units, as appropriate; and

(d)     If the course is intended to meet a specific requirement for the student's degree program, the department or college offering the program determines that the nontraditional course is relevant to the student's program of study;

(4~~6~~) If credit for the nontraditional coursework was awarded by another accredited institution of higher education meeting university transfer eligibility requirements, the student must submit an official transcript reflecting the award of credit and the transferability of that work will be determined with the same processes and criteria for other transferred courses. The decision to award UCF credit for nontraditional coursework or not lies solely with UCF, regardless of whether or not another institution of higher education previously awarded credit. The university reserves the right to request additional information from the student, such as that covered in (5~~7~~) below, to assist in rendering an informed decision that assures the integrity of UCF awarded credit.

(5~~7~~) If the nontraditional coursework did not result in credit awarded by a previous institution, the student may request a review for the awarding of credit by providing the following information to

the College of Undergraduate Studies to facilitate review as noted in (35)(c) above and if determined appropriate, by the academic department that is qualified to evaluate the subject matter:

     (a)     A syllabus for the course;

     (b)     Credentials of the faculty member(s) teaching the course;

     (c)     Course objectives and learning outcomes for the course;

     (d)     Confirmation that the course was satisfactorily completed; and

     (e)     Other information requested by the subject area faculty member(s) in order to determine demonstrated mastery of course learning outcomes. This may include a proctored testing requirement.

To ensure there is sufficient time for review, all required documentation must be submitted prior to the start of the initial term of enrollment. Assuming all requested information is provided, normally a decision regarding the awarding of credit shall be made within the first term of enrollment.

(68) To be eligible for credit, both short courses and regularly scheduled courses must include an amount of student work equivalent to that expected in the institution's credit hour definition. The review of nontraditional course(s) must document equivalency with traditional course(s) when such traditional courses exist, or if more appropriate, general elective credit.

(79) Courses may be evaluated on the basis of the recommendations of the American Council of Education (ACE) when official credentials have been properly presented. While credit may be granted when courses are equivalent to those offered by the University, recommendations by ACE are not binding upon the University. Even though records may have been evaluated by another accredited institution, it is important to have official credentials sent to UCF for evaluation.

(810) Credit for coursework taken prior to the initial term of enrollment will be noted on the student's transcript.

(911) An undergraduate student wishing to appeal the university's denial of credit for nontraditional courses may submit an appeal, in writing, to the College of Undergraduate Studies within 30 days of the date that the denial is sent to the student.

*Authority: BOG Regulations 1.001, and 6.020. History - New 12-21-15, Amended 4-23-20, Amended 12-3-20, _____-21.*

**UCF BOARD OF TRUSTEES**
**Agenda Item Summary**
Educational Programs Committee
April 14, 2021

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**Title:** Amendment to University Regulation UCF-3.010 - Faculty Evaluation and Improvement

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☒ **Information**        ☐ **Information for upcoming action**        ☐ **Action**

**Meeting Date for Upcoming Action:**        **April 22, 2021**

**Purpose and Issues to be Considered:**
The university proposes to amend regulation 3.010 (Faculty Evaluation and Improvement) to clarify evaluations of administrative faculty and OPS adjunct faculty and to align the sustained progress evaluation period of non-unit faculty with that of in-unit faculty.

**Background Information:**
This regulation is on the April 14, 2021 agenda of the Governance Committee and it is being presented to EPC as an information item as it relates to academic issues. Florida Board of Governors Regulation 1.001 provides that "Each Board of Trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors."

**Recommended Action:**
N/A

**Alternatives to Decision:**
N/A

**Fiscal Impact and Source of Funding:**
N/A

**Authority for Board of Trustees Action:**
Board of Governors Regulation 1.001

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**Contract Reviewed/Approved by General Counsel**  ☐  **N/A** ☒

**Committee Chair or Chair of the Board has approved adding this item to the agenda**  ☒

**Submitted by:**        Michael D. Johnson, Interim Provost and Vice President of Academic Affairs

**Supporting**
**Documentation:**        Attachment A: Proposed Amended Regulation UCF 3.010

**Facilitator:**        Lucretia Cooney, Director, Faculty Excellence

### UCF-3.010 Faculty Evaluation and Improvement.

(1)  General Policy. The University of Central Florida (UCF) adheres to the provisions of any applicable collective bargaining agreement regarding faculty evaluations. All faculty, full-time and part-time, shall be evaluated annually by their supervisor. The purpose of the evaluation is to assess and communicate with the employee about their performance on assigned duties, e.g., teaching, research, service. The annual evaluation period shall be the academic year, beginning August 8$^{th}$, and shall include the preceding summer, whenas appropriate. The evaluation period for research may be longer than one year, if specified by the unit's approved annual evaluation standards and procedures (AESP).

(2)  The following evaluations shall be made for eachnon-administrative personnel in faculty pay plansmember:

    (a)     Annual evaluations.- for in-unit faculty shall be conducted in accordance with the applicable provisions of the then-current collective bargaining agreement.

    (b)     Evaluations for non-unit faculty shall be conducted annually.  Each year, the department chair, school director, or unit head shall prepare a written evaluation of all faculty. The evaluation shall be based on the professional performance of assigned duties and shall carefully consider the nature of the assignments and quality of performance.

        1.     A proposed written evaluation shall be provided to the employee no later than the start of the fall semesterwithin sixty (60) days after the due date for the employee annual report. Theis evaluation shall be based upon:

            a.     The annual report, including the assignment, submitted in the spring by the employee.

            b.     Department, School or unit AESP.

            c.     Aassigned duties and shall take into account and the nature of the assignment., e.g., teaching effectiveness, research & creative activities, service, and other assigned university duties.

            d.     Where appropriate and available, information obtained from the following sources: immediate supervisor, peers, students, other university officials who have responsibility for supervision of the

employee, and individuals to whom the faculty member may be responsible in the course of a service assignment.

e.      Classroom observation/visitation may also be conducted by the evaluator or the evaluator's representative.

f.      The~~is~~ evaluation will provide an assessment of overall performance. Ratings shall be in the form of a 5-category scale (outstanding, above satisfactory, satisfactory, conditional, unsatisfactory).

2.    Each ~~university~~ department, school, or unit shall maintain AESP~~annual evaluation procedures and standards~~ by which to evaluate each employee. Employees shall be evaluated according to the most recently AESP~~approved standards and procedures~~ in place prior to the beginning of the evaluation period.

3.    Each~~The~~ employee shall be offered the opportunity to discuss the evaluation prior to its being finalized and placed in their~~ employee's~~ personnel~~evaluation~~ file. The evaluation shall be signed and dated by the employee and the evaluator. The employee may attach a concise comment to the evaluation within 30 days of receipt. A copy of the completed evaluation shall be provided to the employee. In the event the employee does not sign the evaluation, the supervisor shall place a statement to this effect at the bottom of the form and place the form in the employee's personnel file.

4.    Upon written request from the employee, the supervisor ~~person responsible for supervising and evaluating the employee~~ shall ~~endeavor to assist~~provide recommendations to the employee in addressing any performance deficiencies.

(3)~~(b)~~Sustained performance evaluation (SPE). For in-unit tenured employees in faculty pay plans SPEs shall be conducted in accordance with the applicable provisions of the then-current collective bargaining agreement. Non-unit t~~T~~enured employees in faculty pay plans shall receive a SPE~~sustained performance evaluation~~ once every three~~seven~~ (3~~7~~) years following the award of tenure or promotion. The purpose of this evaluation is to document sustained performance during the previous three~~seven~~ (3~~7~~) years of assigned duties and to evaluate continued professional

growth and development. If the employee's performance is ~~average or~~ below satisfactory for the evaluated three~~seven~~-year period, in any area of assigned duties, the employee will~~must~~ be issued a performance improvement plan.

(4)~~(c)~~Cumulative progress evaluation (CPE). For in-unit personnel in faculty pay plans CPEs shall be conducted in accordance with the applicable provisions of the then-current collective bargaining agreement. For non-unit personnel in faculty pay plans b~~B~~eginning with the second year of employment (or the first year, if tenure credit was given) and continuing annually, an employee who is eligible for tenure and/or promotion to the rank of associate professor shall receive a CPE~~cumulative progress evaluation~~ by the unit tenured faculty; the department chair, school director, or unit head; and the dean. Employees eligible for promotion to professor shall be similarly apprised of their progress toward promotion at least once prior to submitting their promotion dossier. Only employees seeking promotion to associate professor are required to include their CPE in their promotion dossier. All CPE~~cumulative progress evaluations~~ shall be completed during the S~~s~~pring semester. CPEs~~Cumulative progress evaluations~~ are intended to provide an accurate assessment of cumulative performance leading to the attainment of promotion and/or tenure. ~~Employees eligible for promotion to full professor may, at their option and upon written request, be similarly apprised of their progress toward promotion.~~

(5~~2~~) Student Evaluation of Faculty. Input from students shall constitute only one appropriate source of data for consideration in the evaluation of teaching effectiveness. The teaching effectiveness of each faculty member will be evaluated by students enrolled in his or her classes.

    (a)    All credit bearing classes ~~taught by full-time or part-time faculty members,~~ in any format~~, including those taught by adjuncts, instructors, and graduate assistants~~, shall be assessed, with the exception of the following categories of courses or sections:

        1.    Courses involving individual instruction such as independent study, internship, and practicum;

        2.    Class sections where the number of respondents is so small it limits statistical usefulness and/or jeopardizes anonymity of the respondents.

    (b)    In class sections co-taught by two or more faculty members, each faculty assigned to the class~~member~~ shall be separately assessed.

(c)    The student evaluation shall be administered electronically during the last fifteen days of instruction of each term, closing ~~one hour~~ before the official final exam period begins.

(d)    ~~Full-time and part-time faculty including instructors, adjuncts, and graduate assistants may add individualized questions to the student evaluation instrument.~~

(d~~e~~)    Summaries of all evaluations shall be distributed~~sent~~ to the college dean's office who will be responsible for distribution to the department or unit and then to the faculty member being evaluated.

(6~~3~~) ~~Terminal Degree Expectations. Regular faculty members whose appointment was made with mutual expectation of rapid attainment of the terminal degree in their field must be evaluated with regard to their progress toward that degree. Under normal circumstances, the maximum time allowable for completing the degree is one year.~~ Administrative Faculty. All faculty classified as administrative faculty will be evaluated annually by their direct supervisor. Evaluations for administrative faculty shall take place at the same time as non-administrative faculty.

(7) OPS Adjunct Faculty. All employees classified as OPS adjunct faculty will be evaluated annually in a format provided by Faculty Excellence. The evaluation shall be for the academic year, Fall and Spring, and shall include the preceding summer as appropriate. Evaluations must be conducted at the end of the Fall if the employee will not return in the Spring semester. Evaluators shall consider, where appropriate, information from the following sources: faculty member, self, students, peers, other UCF officials who contribute to the supervision of the faculty member, and individuals to whom the faculty member may be responsible for in the course of their assignment.

*Authority: BOG Regulation 1.001. History–New 10-8-75, Amended 11-10-77, 7-7-81, Formerly 6C7-3.10, Amended 4-23-03. Formerly 6C7-3.010. Amended 11-13-09, 8-5-13, \_\_\_\_\_-21.*