



**Board of Trustees
Educational Programs Committee
November 20, 2014, 10:30 a.m. – 12:00 p.m.
Fairwinds Alumni Center
Conference call-in phone #800-442-5794, passcode 463796**

AGENDA

- | | |
|--|--|
| I. CALL TO ORDER | Robert Garvy
Chair, Educational Programs Committee |
| II. ROLL CALL | Susan Tracy
Senior Administrative Assistant
Academic Affairs |
| III. MEETING MINUTES | Chair Garvy |
| <ul style="list-style-type: none">• Approval of September 25, 2014, Educational Programs Committee meeting minutes | |
| IV. NEW BUSINESS | Chair Garvy |
| <ul style="list-style-type: none">• Conferral of Degrees (approval) (EPC-1) | A. Dale Whittaker
Provost and Vice President for
Academic Affairs |
| <ul style="list-style-type: none">• 2014 UCF Annual Accountability Report to the Board of Governors (approval) (EPC-2) | A. Dale Whittaker
M. Paige Borden
Assistant Vice President for
Institutional Knowledge Management |
| <ul style="list-style-type: none">• Program Review Policy Revisions (approval) (EPC-3) | Diane Z. Chase
Executive Vice Provost for
Academic Affairs |
| <ul style="list-style-type: none">• 2013-14 Program Review Results Summary (INFO-1) | Diane Z. Chase |
| <ul style="list-style-type: none">• Centers and Institutes Review Results (INFO-2) | Diane Z. Chase |

- 2012-13 Academic Program Review Recommendation Implementation Status (INFO-3)
 - College of Arts and Humanities
 - French, B.A.
 - Interactive Entertainment, M.S.
 - Spanish, B.A., M.A.
 - TESOL, M.A.
 - College of Health and Public Affairs
 - Health Informatics and Information Management, B.S.
 - Health Sciences – Pre-Clinical Track, B.S.
 - Legal Studies, B.A., BS
 - Nonprofit Management, M.N.M.
 - Physical Therapy, D.P.T.
 - Public Administration, B.A., B.S., M.P.A.
 - College of Sciences
 - Advertising & Public Relations, B.A.
 - Communication, M.A.
 - International and Global Studies, B.A.
 - Interpersonal & Organizational Communication, B.A.
 - Journalism, B.A.
 - Political Science, B.A., M.A.
 - Radio – Television, B.A.

Jose Fernandez

Dean of the College of Arts and Humanities

Michael Frumkin

Dean of the College of Health and Public Affairs

Michael Johnson

Dean of the College of Sciences

- 2014 Funding Summary (INFO-4)
- UCF College of Medicine Graduate Medical Education Program Update (INFO-5)
- Provost's update

M.J. Soileau

Vice President for Office of Research & Commercialization

Deborah German

Vice President for Medical Affairs and Dean of the College of Medicine

A. Dale Whittaker

V. OTHER BUSINESS



MINUTES
Educational Programs Committee

University of Central Florida
Board of Trustees
September 25, 2014
Fairwinds Alumni Center
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CALL TO ORDER

Trustee Ray Gilley, Vice Chair of the Educational Program Committee, called the meeting to order at 10:02 a.m. Present were Trustees Weston Bayes, Richard Crotty, and Reid Oetjen. Also attending were Chair Olga Calvet, and A. Dale Whittaker, Provost and Vice President for Academic Affairs.

MINUTES

The minutes from the May 22, 2014, and July 23, 2014, meeting were approved as written.

NEW BUSINESS

Tenure with Hire

There was a discussion on the process for granting tenure to individuals who have come from outside of the university and whose credentials have been reviewed using the university's standards for tenure.

A. Dale Whittaker, Provost and Vice President for Academic Affairs, requested tenure for the following ten recently hired faculty members:

- Dr. A. Dale Whittaker, professor, Department of Civil, Environmental, and Construction Engineering
- Dr. Nicols Makris, professor, Department of Civil, Environmental, and Construction Engineering
- Dr. Yoav Peles, professor, Department of Mathematical and Aerospace Engineering
- Dr. Reza Abdolvand, associate professor, Department of Electrical and Computer Science
- Dr. Nazanin Rahnavard, associate professor, Department of Electrical and Computer Science
- Dr. Richard Zraick, professor, Department of Communicative Disorders
- Dr. Griffith Parks, professor of medicine, Burnett School of Biomedical Sciences
- Dr. Edward Ross, professor of medicine, Department of Internal Medicine
- Dr. Josie A. Weiss, associate professor, College of Nursing
- Dr. Gregory Welch, professor, College of Nursing

A motion to approve the ten candidates for tenure with hire was unanimously approved.

Equity Accountability Program

Whittaker presented the university's Florida Equity Report 2014, an annual report that analyzes the effectiveness of selected programs supporting equity in enrollment, gender equity in athletics, and faculty employment. Whittaker reported favorable results in all areas and acknowledged Ms. Maria Beckman, Director of Equal Opportunity and Affirmative Action Programs. A motion to recommend the Florida Equity Report 2014 was approved.

State University System Annual Status Report on Market Tuition


Whittaker reviewed the SUS Annual Status Report on Market Tuition. Market tuition rates were first approved by the Board of Governors in February 2011. UCF's market tuition rate degree programs are Executive and Professional Master in Business Administration, Professional Master of Science in Management, Professional Master of Science in Real Estate, Master of Science in Health Care Informatics (online program), and Master of Science in Engineering Management. The annual status report will be provided to the Board of Governors in November 2014.

Provost's Update

Whittaker provided an update on upcoming initiatives and future partnerships.

The Educational Programs Committee meeting adjourned at 10:30 a.m.

Respectfully submitted:


A. Dale Whittaker
Provost and Vice President
for Academic Affairs

For A. Dale Whittaker

11-5-14
Date

ITEM: EPC-1

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Conferral of Degrees

DATE: November 20, 2014

PROPOSED BOARD ACTION

Concurrence: Conferral of degrees at the Fall 2014 commencement ceremonies.

BACKGROUND INFORMATION

UCF expects to award the following degrees at the Fall 2014 commencement ceremonies on December 12-13, 2014:

4,422	baccalaureate degrees
677	master's degrees
<u>135</u>	doctoral and specialist degrees
5,234	Total

Supporting documentation: Registrar's Graduation Count

Prepared by: Amy Swinford, Senior Administrative Assistant to the Vice President and Chief of Staff

Submitted by: John C. Hitt, President

UCF Fall 2014 Commencement

Note: Procession of graduates begins 20 minutes prior to each ceremony.

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

College	Baccalaureate					Master's				Doctorate			
	Intent to graduate	Projected* attending	Picked-up cap and gown	Head-count	Degree award	Intent to graduate	Indicated attending	Picked-up cap and gown	Head-count	Intent to graduate	Indicated attending	Picked-up cap and gown	Head-count
Friday, 12/12, 9:00 a.m.													
College of Education and Human Performance	369	258				129	129			21	21		
* Education Specialists						3	3						
Rosen College of Hospitality Management	312	218				16	16			0	0		
College of Health and Public Affairs	624	437				150	150			7	7		
College Totals:	1,305	914				298	298			28	28		
Total Students Anticipated in Attendance:	1,240												
Friday, 12/12, 2:30 p.m.													
College of Arts and Humanities	414	290				84	84			3	3		
College of Graduate Studies	0	0				2	2			0	0		
College of Sciences	968	678				33	33			33	33		
Office of Undergraduate Studies	293	205				0	0			0	0		
College of Nursing	220	154				24	24			10	10		
College Totals:	1,895	1,327	-	-	-	143	143	-	-	46	46	0	
Total Students Anticipated in Attendance:	1,516												
Saturday, 12/13, 9:00 a.m.													
College of Business Administration	708	496				90	90			0	0		
College of Engineering and Computer Science	432	302				133	133			48	48		
College of Medicine	82	57				4	4			6	6		
College of Optics and Photonics	0	0				9	9			7	7		
College Totals:	1,222	855				236	236			61	61		
Total Students Anticipated in Attendance:	1,152												
Degree level ITG totals:	4,422					677				135			
Combined ITG submissions:	5,234												
All ceremony projected* attending:	3,907	74.7% of all ITG's											
Anticipated attendance - cap and gown pickup:	0	0.0% of all ITG's											
Headcount totals:	0	0.0% of all ITG's											
Undergraduate degrees awarded:	0	0.0% of all UGRD ITG's											

ITEM: EPC-2

EDUCATIONAL PROGRAMS COMMITTEE

University of Central Florida

SUBJECT: 2014-15 UCF Annual Accountability Report to the Board of Governors

DATE: November 20, 2014

PROPOSED BOARD ACTION

Approval of the 2014-15 Annual Accountability Report to the Board of Governors, with permission to include non-material data that is still to be supplied by the staff of the Board of Governors.

BACKGROUND

The Board of Governors requires each university to file an annual accountability report, which is due on December 19. Some non-material data supplied by the Board of Governors staff will not be available until November 28.

Supporting documentation: 2014-15 UCF Annual Accountability Report to the Board of Governors

Prepared by: M. Paige Borden, Assistant Vice President for Institutional Knowledge Management

Submitted by: A. Dale Whittaker, Provost and Vice President for Academic Affairs

2013-14
Annual Accountability Report

**UNIVERSITY OF
CENTRAL
FLORIDA**

DRAFT 11/11/2014



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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Page numbers for Data Tables are placeholders in this template.

Annual Accountability Report 2013-2014



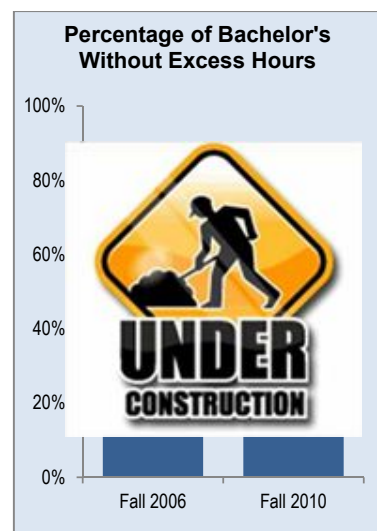
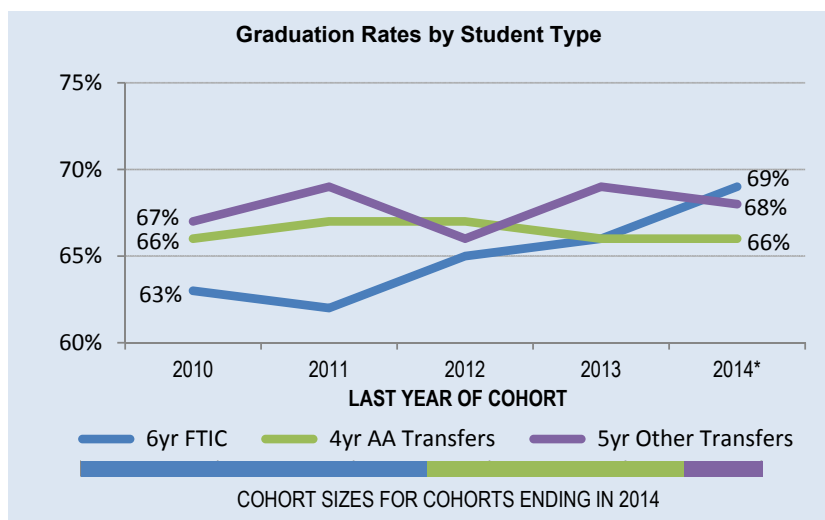
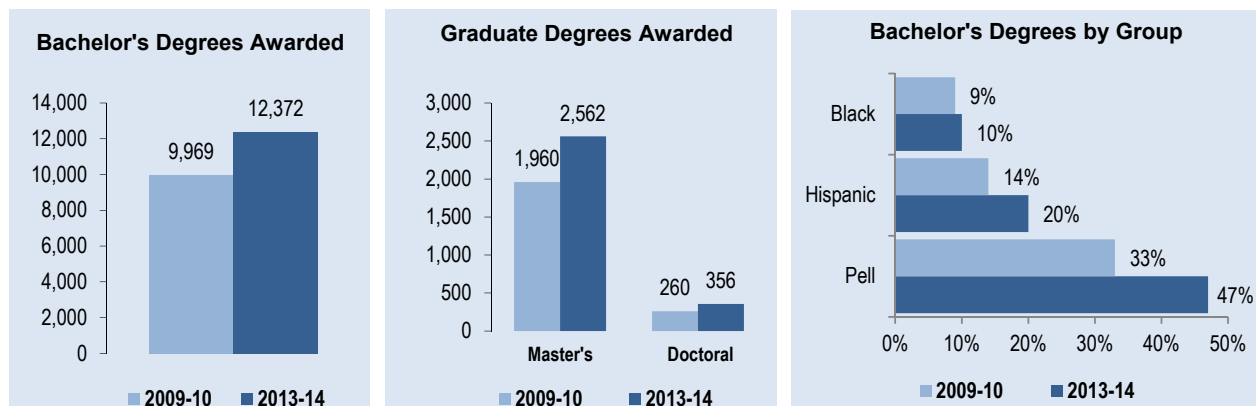
UNIVERSITY OF CENTRAL FLORIDA

PENDING BOT APPROVAL – Data as of 11/11/2014

Dashboard

Headcount Enrollments	Fall 2013	% Total	2012-2013 % Change	Degree Programs Offered			2012 Carnegie Classifications	
TOTAL	59,770	100%	0%	TOTAL (as of Spring 2014)	187		Basic:	Research Universities (very high research activity)
White	33,954	57%	-3%	Baccalaureate	82		Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate
Hispanic	12,082	20%	7%	Master's	77		Graduate Instructional Program:	Comprehensive doctoral (no medical/veterinary)
Black	6,150	10%	3%	Research Doctorate	25		Size and Setting:	Large four-year, primarily nonresidential
Other	7,584	13%	3%	Professional Doctorate	3		Community Engagement:	Curricular Engagement and Outreach & Partnerships
Full-Time	39,542	66%	-2%	Faculty (Fall 2013)	Full-Time	Part-Time		
Part-Time	20,228	34%	4%	TOTAL	1,482	33		
Undergraduate	51,047	85%	1%	Tenure & Ten. Track	775	13		
Graduate	8,003	13%	-3%	Non-Tenured Faculty	707	20		
Unclassified	720	1%	-13%					

DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

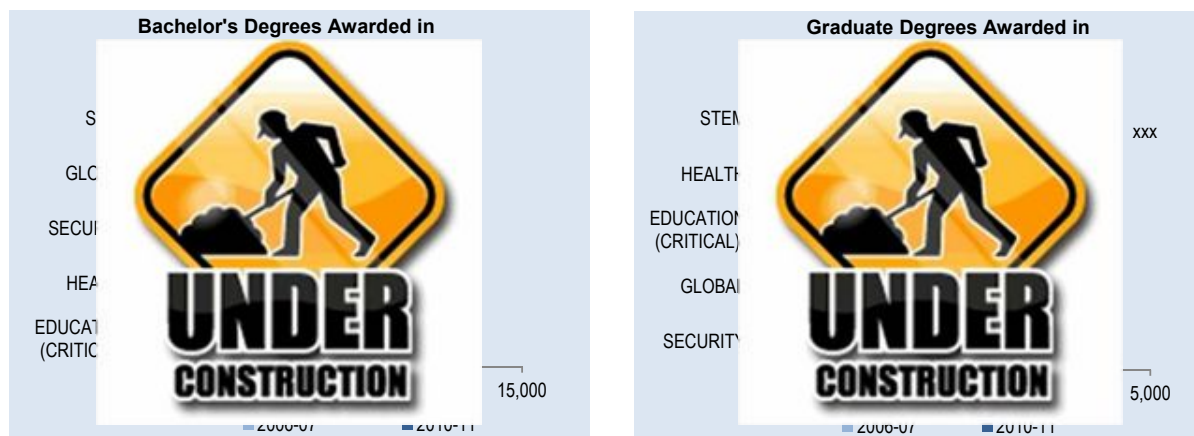


* Based on 2014 preliminary data



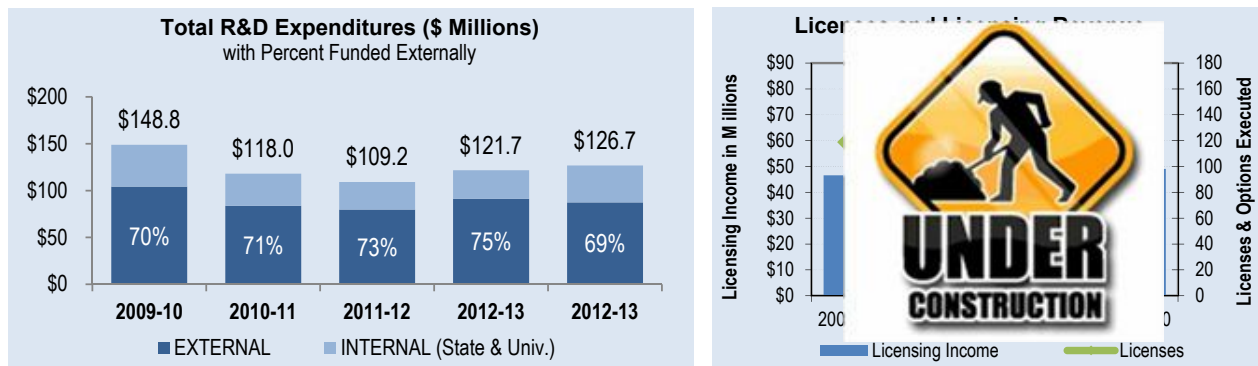
Dashboard

DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS

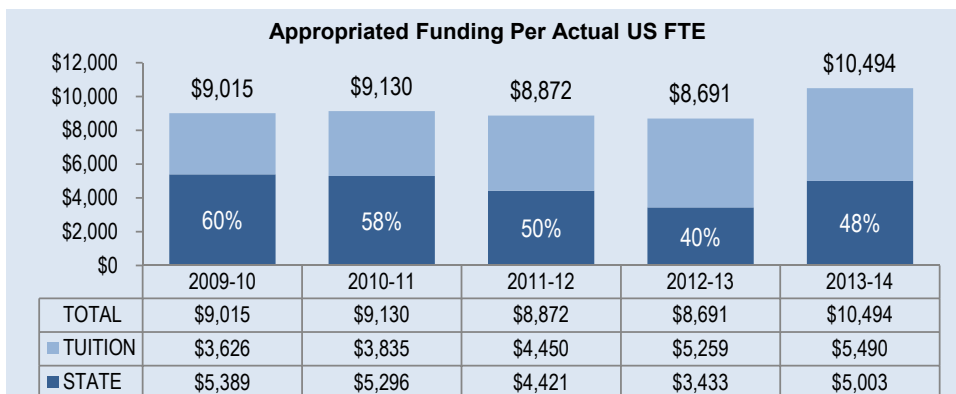


Note: The Programs of Strategic Emphasis were revised by the Board of Governors (11/2013), these graphs report the new categories.

RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES



Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data includes state supported financial aid and does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2010-11 and 2011-12 only). Student FTE are actual (not funded) and based on the national definition.

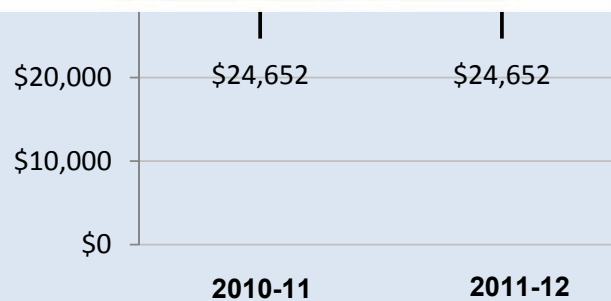
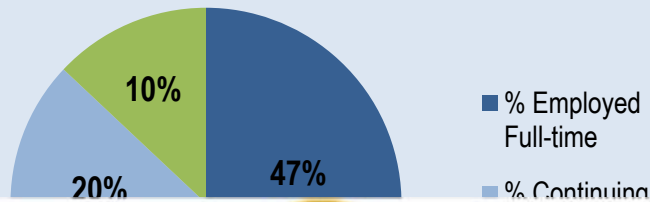


Dashboard

POST-GRADUATION METRICS

These are mock graphs.

Status of 2011-12 Baccalaureates 1 Year After Graduation





Key Achievements (2013 –2014)

STUDENT AWARDS/ACHIEVEMENTS

1. UCF enrolled more freshman National Merit Scholars than any other Florida university and ranked second among Florida state universities in total Bright Futures scholarship funding.
2. UCF's College of Engineering and Computer Sciences students placed first in both men's and women's Human Powered Vehicle Competitions, hosted by the American Society for Mechanical Engineers. Students from this college also won the 2013 Institute for Industrial Engineers HealthCare Systems Process Improvement Competition.
3. The 2013-14 American Athletic Conference Academic Honor Roll included 166 UCF student athletes. The football and women's basketball teams both earned Team Academic Achievement Awards for having the highest GPA in the conference.

FACULTY AWARDS/ACHIEVEMENTS

1. Faculty members were awarded NSF Early CAREER awards, Fulbright awards, a Top Innovation award, an E.H. Beller Medal, and a R.W. Wood Prize.
2. College of Sciences faculty members Dan Britt and Thomas Kehoe won the NASA Solar System Exploration Research Virtual Institute Competition and a \$4.5 million award.
3. Faculty member Mubarak Shah was identified as the world's seventh most frequently cited author in the subject of computer vision.

PROGRAM AWARDS/ACHIEVEMENTS

1. Twenty-one UCF graduate school programs ranked among the top 100 in the country in their fields by *U.S. News & World Report*.
2. The College of Medicine was granted accreditation for its International Medicine Residency program.
3. The College of Business Administration's DeVos Sport Business Management Program was ranked in the top five Sport Business graduate programs by *Sports Business International*.

RESEARCH AWARDS/ACHIEVEMENTS

1. A student in the College of Medicine received a first place research award from the American Medical Association.
2. A College of Sciences faculty member received the Pathfinder Award for Lifetime Achievements in Research.
3. UCF set a school record for research funding - \$145.6 million in contracts and grants (a 29 percent increase over last year).

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. UCF awarded a significantly increased number of master's degrees (11 percent) and doctoral degrees (27 percent) over last year.
2. UCF partnered with the Florida High Tech Corridor Council and the Orlando Economic Development Commission to create the Florida Advanced Manufacturing Research Center in Osceola County.
3. UCF was named one of the nation's 16 leading universities for supporting innovation and economic prosperity by the Association of Public and Land Grant Universities.



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

- *U.S. News & World Report* ranked UCF 14th as an “up and coming” school, 94th overall among public institutions, and 31st in the “most connected” category based on access to high-speed internet connection.
 - College Rankings: College of Optics and Photonics, atomic, molecular and optical science program (14th), College of Nursing (79th), College of Engineering and Computer Sciences (81st), College of Education and Human Performance (98th).
 - Program specific rankings (in Top 100): Counselor Education (7th), Special Education (12th), Nurse Educator M.S.N. – online (24th), Nonprofit Management (25th), Criminal Justice (26th), Industrial Engineering (42nd), Healthcare Management (46th), Computer Engineering (58th), Public Administration (59th), Materials Engineering (61st), Electrical Engineering (64th), Environmental Engineering (68th), Communication Sciences and Disorders (73rd), Civil Engineering (76th), Physics (85th), Social Work (89th), Computer Science (90th), Mechanical Engineering (97th), and Physical Therapy (99th).
- For overall quality, *Forbes* ranked UCF as 153rd in the Best National Universities category and 91st among all universities in the South.
- *Kiplinger* and *The Princeton Review* named UCF one of the “best values” in the country.
- UCF was named as The Most Desirable College in Florida by eCollegeFinder.com.
- UCF was named as one of the nation’s 16 leading universities in innovation and economic prosperity and was chosen as a finalist for the Inaugural Economic Prosperity University Award by the Association of Public and Land Grant Universities.
- For the ninth consecutive year, the University Testing Center was named one of the Top 100 College Level Examination Program Centers by the College Board.
- College of Arts and Humanities’ Florida Interactive Entertainment Academy ranked second for Video Game Graduate programs in North America by *The Princeton Review*.
- College of Health and Public Affairs’ Criminal Justice online programs were ranked number three in the nation by BestColleges.com.
- College of Business Administration’s Dr. P. Phillips School of Real Estate was ranked as the fifth best real estate program in the country by the International Council of Shopping for the last two years.
- College of Education and Human Performance’s Secondary Education Program in the College of Education and Human Performance was ranked ninth by the National Council on Teacher Quality.
- College of Medicine was granted accreditation for its International Medicine Residency program.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

- UCF awarded 12,589 bachelor’s degrees (an increase of 1.0 percent),
- UCF awarded 2,539 master’s degrees (an increase of 11.1 percent) and 356 doctoral degrees (an increase of 27.1 percent).



- Among programs designated as strategic emphasis, UCF awarded 6,160 bachelor's degrees (an increase of 6.4 percent) and 1,675 master's or doctoral degrees (an increase of 5.9 percent).
- UCF's six-year graduation rate increased to 67.4 percent for the fall 2007 cohort. A ten year improvement of 12.9 percentage points.
- Fall 2013 enrollment was 59,770, making UCF the second-largest university in the nation.
- UCF enrolled 61 new National Merit Scholars in the fall 2013 semester, the highest number among all Florida institutions. UCF ranked 37th nationally and 15th among public universities for enrollment of new National Merit Scholars. UCF enrolled 275 new and returning National Merit Scholars.
- Honors in the Major (UCF's oldest and most prestigious undergraduate research program) enrollment totaled 424, an increase of 2.7 percent.
- African American student enrollment reached 6,150 in the fall semester (an increase of 3.0 percent).
- Hispanic enrollment reached 12,082 (an increase of 6.8 percent) and represents more than 20 percent of overall enrollment.
- *Hispanic Outlook* named UCF 11th among colleges and universities nationwide for the most bachelor's degrees awarded to Hispanic students. The number of psychology degrees awarded to Hispanic students ranked second in the nation, and the number of education and engineering degrees ranked seventh in the nation.
- UCF ranked second among Florida state universities in total Bright Futures scholarship funding. In fall 2013, 91.3 percent of all UCF freshmen who are Florida residents received Bright Futures scholarships.
- The University's online offerings include 17 undergraduate minors, 14 baccalaureate degrees, 30 graduate certificate degrees, 23 master's degrees, and one doctoral degree.
- Online learning activity accounted for 36 percent of total credit hours, an increase of 1.4 percent over last year.
- Sixty-six percent of UCF students registered for at least one on-line or blended learning course, resulting in 178,345 total course registrations.
- The football program ranked first in the American Athletic Conference among public schools for the graduation success of its players with an 83 percent graduation success rate.

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

- Forty-nine percent of all bachelor's degrees awarded by UCF were in programs of strategic emphasis (totaled 6,160 degrees).
- Fifty-seven percent of all graduate degrees awarded by UCF were in programs of strategic emphasis (totaled 1,675 degrees).
- Of all bachelor's degrees awarded, 15.6 percent were in STEM while 25.8 percent of all graduate degrees were awarded in STEM disciplines.
- UCF is the lead institution in the Targeted Educational Attainment (TEAm) Grant for *CSIT (UCF-USF-FIU) TEAm: An Urban University Coalition Response to Florida's Computer and Information Technology Workforce Needs*, along with our partners Florida International University and University of South Florida. The grant award was \$4.86 million for all three institutions.



- UCF is a partner institution in the Targeted Educational Attainment (TEAm) Grant for *An Innovative, Collaborative Approach to Increasing the Supply of Quality Accounting Graduates in Florida*, along with University of South Florida (lead) and Florida International University. The grant award was \$3.63 million for all three institutions.
- A program sponsored by the Office of Research and Commercialization provided support for academically talented, financially needy students to enter STEM disciplines. Thirty-seven scholars received a total of \$600,000 from the National Science Foundation.
- College of Engineering and Computer Science's student cyber defense team won the Raytheon National Collegiate Defense Competition.
- College of Engineering and Computer Science students were the 2013 Institute of Industrial Engineers Healthcare Systems Process Improvement Competition Team winners.
- College of Engineering and Computer Science faculty member Amir Behzadan won the Faculty Advisor of the Year (Florida section) and the Outstanding Reviewer of the Year (Florida section) from the American Society of Civil Engineers.
- College of Engineering and Computer Science student took first place in the student poster award for the internationally based Society for Solid State and Electrochemical Science and Technology competition.
- College of Medicine faculty member Marcy Verduin was named Distinguished Fellow of the American Psychiatric Association.
- UCF's NanoScience Technology Center has partnered with the College of Graduate Studies to offer a new interdisciplinary professional science master's degree program in nanotechnology.



Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

- UCF has partnered with Osceola County and the Florida High Tech Corridor Council to create the Florida Advanced Manufacturing Research Center. The center's goal is to recruit or create the world's first industry-led smart sensor consortium.
- College of Medicine and Burnett School of Biomedical Sciences faculty members collaborated with hundreds of public and private entities and with over 175 research scientists (33 international, 64 national and 78 state or regional), a 31 percent increase over last year.
- College of Science anthropology faculty members Arlen Chase and Diane Chase partnered with the Minnesota Science Museum on the largest Maya exhibit ever mounted. It will tour eight cities in the United States. Thus far, it has shown in Minneapolis and Denver to over 300,000 people.
- College of Sciences faculty members Dan Britt and Thomas Kehoe won the NASA Solar System Exploration Research Virtual Institute Competition and a \$4.5 million award.
- College of Health and Public Affairs faculty member Hugh Potter won the Peter P. Lejins Research Award from the American Correctional Association for exceptional research.
- Three Office of Research and Commercialization faculty members received national honors. Debra Reinhart won the Stanley E. Kappe award for extraordinary services in advancing public awareness of the betterment of the environment. Charles Hughes received the Governor's Award for Innovation in Team Training from the National Training and Simulation Association. Sudipta Seal was named a fellow of the National Academy of Inventors, the American Institute of Medical and Biomedical Engineers, and the Electrochemical Society.
- College of Optics and Photonics faculty members Michael Bass and Peter Delfyett were named fellows of the National Academy of Inventors.
- College of Optics and Photonics faculty member Shin-Tson Wu received the Optical Society's 2014 Beller Medal, which is presented for outstanding contributions to optical science and engineering education.
- College of Sciences faculty member Tim Coombs received the Pathfinder Award for Lifetime Achievements in Research.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

- UCF set a school record for research funding - \$145.6 million in contracts and grants (a 29 percent increase over last year).
- UCF faculty members published more than 110 books, 288 chapters, 2,119 journal articles, 1,498 conference proceedings, and 2,016 peer reviewed publications. Faculty members also gave 582 invited exhibitions or performances and 2,183 peer reviewed conference presentations.
- UCF researchers were awarded 71 patents, had 17 licenses or options executed, and fostered the creation of three start-up companies.



- UCF ranked 21st worldwide in the volume of patents awarded in 2012 as published by the National Academy of Inventors and the Intellectual Property Owners Association based upon data from the U.S. Patent and Trademark Office.
- UCF earned five research grants from the Defense University Research Instrumentation Program, placing UCF among the top three university award recipients in the nation.
- UCF's Business Incubation Program graduated its 100th client. From October 2011 to December 2012, the UCF network of current and graduated clients helped create a regional output of more than \$400 million resulting a \$5.93 return for every \$1 invested in the program by the Central Florida community.
- The College of Business Administration established the Blackstone Launchpad, which offered one-on-one advising to 577 students interested in starting their own business. Another 2,200 students attended workshops that presented information about how to launch successful businesses.
- Rosen College of Hospitality Management created a long-term institutional agreement with KPG Hotels in Okinawa, Japan, to exchange research and provide internships to students.
- Rosen College of Hospitality Management partnered with Green Destination Orlando, GreenView and Visit Orlando to publish the first report on green urban destination development.
- The Office of Undergraduate Research supported 1,696 students and 568 faculty mentors. The 2013-14 Showcase of Undergraduate Research Success hosted poster presentations by 368 students, welcomed 1,700 attendees, and awarded \$16,850 in scholarships.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

- Professionals at UCF received a record \$145.6 million in contracts and grants, a 29 percent increase over last year.
- Thirty-three individuals brought in \$1 million or more in contract and grant awards.
- College of Sciences' Department of Chemistry created a partnership with the European Network of Forensic Institutes to facilitate international collaboration in arson investigations and research.
- The Office of Research and Commercialization began a research project with the Universidad Autonoma in Cali, Columbia, to assist universities in Columbia to develop innovation and entrepreneurship capacities.



Narrative

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

- The Knights Helping Knights Pantry distributed more than 33,500 pounds of food to students in need during 15,956 student visits. This is an increase of 1,553 pounds of food and 4,656 visits from last year.
- The Minority Teacher Recruitment and Retention Program awarded more than \$100,000 to 25 students in the Minority Teacher Education Scholarship Program. The program had a retention rate of 100 percent, and students in the program provided more than 500 hours of service to local schools and community organizations.
- The Division of Community Relations facilitated, sponsored, or participated in more than 120 programs in Orange, Osceola, and Seminole counties.
- The Office of University Economic Development planned or assisted in the coordination of UCF involvement with more than 175 individual meetings with international, national, regional dignitaries, companies, and institutions.
- College of Medicine created a short-term medical mission trip for physicians, medical students, and nursing students to set up and facilitate six working clinics in underserved areas of the Dominican Republic.
- College of Arts and Humanities collaborated with more than 100 different public and private entities including Special Olympics, Second Harvest Food Bank, Northrop Grumman, Walt Disney World, and the American Automobile Association.
- College of Engineering and Computer Science faculty members partnered with more than 35 public and private entities including Volkswagen, NASA, Siemens, National Lab, the Federal Highway Administration, MIT, Stanford, and others.
- College of Arts and Humanities School of Performing Arts and School of Visual Arts and Design have collaborated with the Dr. Phillips Center for Performing Arts and the City of Orlando to create a week long arts-intensive event called UCF Celebrates the Arts.
- College of Health and Public Affairs collaborated with the Children's Home Society, Orange County Public Schools, and Central Florida Family Health to establish the region's first Community School.
- The Office of Government Affairs led the Project DTO Committee that is charged to study and identify the issues that will define downtown Orlando over the next decade. The year-long effort will conclude in 2015 with a Vision Plan for the Orlando Community Redevelopment Agency.
- The Career Services Office won the National Association of Student Panel Administrators' Silver Award for Excellence in Careers, Academic Advising, and Support for the "Look Before You Leap: Externship Job-Shadowing Program."
- The Office of Global Perspectives sponsored forums, partnerships, and publications that served more than 32,000 people.



- Facilities Operations competed in the Game Day Challenge, a nationwide collegiate recycling competition to promote waste reduction. UCF was ranked third of 67 universities in recycling and fourth of 68 universities in greenhouse gas reductions.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

- The Office of Experiential Learning provided 4,336 students experiences in cooperative education at 1,386 employer sites. The office supported 7,055 student internship experiences. Service learning opportunities were provided in 274 courses, enrolling 8,085 students, and generating 171,945 student credit hours.
- The College of Medicine provided undergraduate research experiences for 210 students through the Peer Instruction and Laboratory Occupational Training Program.
- The Office of Student Involvement supported 1,100 students who participated in the Knights Give Back Day. Student volunteer hours reached a new high of 107,843 hours, an increase of 17,693 hours.
- The Knight-Thon, UCF's largest student-run philanthropic event, raised \$392,831 for the Children's Miracle Network, an increase of \$134,277.
- The Communication Sciences and Disorders Clinic collaborated with 250 community agencies to provide service to 1,823 children and adults in the community with communication disorders.
- College of Business Administration collaborated with Wells Fargo to provide the Knights Give Back with Wells Fargo event to encourage students to learn the value of volunteering in the community. More than 150 students, faculty members, and Wells Fargo employees participated.
- The Division of Community Relations coordinated UCF's involvement in the 2013 Greater Orlando Heart Walk of the American Heart Association. The event was held for the first time on the Orlando campus, and more than 20,000 people participated.
- The Office of University Relations facilitated the partnership of the United States Tennis Association, Visit Orlando, and the Tavistock Group to build a tennis complex at Lake Nona. This new facility will be the nation's largest tennis facility and home to the UCF men's and women's tennis teams.
- The UCF Foundation generated nearly \$40 million in gifts or pledges from 17,650 donors.
- UCF's endowment has increased by 12 percent with a 2014 fiscal year end balance of \$152.7 million. UCF's endowment generated a record spendable amount of \$5.1 million.
- The university's marketing efforts engaged 2.4 million unique visitors from 220 countries on the UCF web site, attracted readers from 212 countries to *UCF Today*, achieved 156,000 Facebook fans throughout the world, and supported the viewing of 795,000 minutes of video on the university's YouTube channel.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

- UCF was one of four institutions to receive \$3.75 million in non-recurring funding for the Information Technology Performance Funding Pilot Project (funding for 2012-13 and 2013-14). The outcomes of the grant focus on career-readiness skills for graduates in information technology fields.



- The GrowFL technical assistance program helped generate 3,745 net new direct, indirect, and induced jobs, which in turn generated \$587.5 million to Florida's economy over the 2012 and 2013 fiscal years.
- The Florida High Tech Corridor Council supported 82 projects with 65 partners. The Council invested nearly \$5 million in the projects, while the participating companies matched that investment with \$11.3 million in cash, in-kind services, and equipment.
- Office of Research and Commercialization sponsored the creation of the Florida Angel Nexus (FAN) to promote investment in regional companies. FAN is now a 501c6 organization and will be headquartered in Orlando.
- College of Education and Human Performance placed 1,550 students in school-based supervised clinical experiences in 17 districts including: 275 elementary schools, 70 middle schools, and 72 high schools.
- The Office of Government Affairs placed 11 UCF students in the offices of six central Florida Senate and seven Central Florida House legislators, including the offices of both the House Speaker Designate and Senate President Designate.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$236,617,996	\$219,981,159	\$219,462,775	\$244,240,777	\$271,776,712
Non-Recurring State Funds	\$4,011,025	\$3,193,785	-\$46,863,031	\$4,766,162	\$4,450,724
Tuition	\$171,296,902	\$188,596,560	\$193,715,731	\$198,942,361	\$193,491,471
Tuition Differential Fee	\$13,262,074	\$24,304,933	\$44,021,427	\$47,438,857	\$47,445,577
Misc. Fees & Fines	\$7,969,502	\$7,925,436	\$7,348,478	\$4,724,992	\$5,599,644
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$17,542,813	\$0	\$0	\$0	\$0
SUBTOTAL	\$450,700,312	\$444,001,873	\$417,685,380	\$500,113,149	\$522,764,128
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	\$19,710,194	\$22,184,003	\$22,989,863	\$24,514,526	\$25,257,576
Non-Recurring State Funds	\$1,000,000	\$0	\$0	\$32,946	\$500,000
Tuition	\$2,438,201	\$4,674,909	\$7,777,491	\$10,474,857	\$13,189,361
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$653,918	\$3,164,126	\$7,780,782	\$247,459	\$241,549
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$661,664	\$0	\$0	\$0	\$0
SUBTOTAL	\$24,463,977	\$30,023,038	\$38,548,136	\$35,269,788	\$39,188,486
TOTAL	\$475,164,289	\$474,024,911	\$456,233,516	\$535,382,937	\$561,952,614

Recurring State Funds: State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: for estimated 2013-14 this figure includes the non-recurring \$300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2013-14 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. **Non-Recurring State Funds:** State non-recurring funds include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year. **Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A. **Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A. **Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A. **Phosphate Research Trust Fund:** State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds- For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. Source: Final Amendment Package. **Federal Stimulus Funds:** Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.

UCF and BOG staff are working to finalize the data identified in red font.

**Section 1 – Financial Resources** *(continued)***TABLE 1B. University Education and General Expenditures**

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Actual*
MAIN OPERATIONS					
Instruction/Research	\$247,343,517	\$255,456,088	\$246,805,394	\$274,683,472	\$286,919,266
Administration and Support	\$45,213,786	\$49,496,890	\$48,181,160	\$58,512,010	\$60,046,242
PO&M	\$27,915,673	\$32,265,898	\$28,657,987	\$68,274,029	\$55,699,148
Student Services	\$20,817,735	\$24,335,198	\$31,577,267	\$41,370,573	\$46,422,752
Library/Audio Visual	\$13,208,381	\$13,923,281	\$12,478,605	\$11,965,740	\$14,141,739
Other	\$3,471,828	\$3,472,624	\$4,098,672	\$6,693,458	\$5,702,560
TOTAL	\$357,970,920	\$378,949,979	\$371,799,085	\$461,499,282	\$468,931,707
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	\$15,958,269	\$15,329,758	\$19,470,681	\$23,145,032	\$21,995,684
Administration and Support	\$0	\$4,399,689	\$3,657,268	\$3,442,636	\$4,253,171
PO&M	\$0	\$193,636	\$300,641	\$1,199,110	\$1,387,977
Library/Audio Visual	\$0	\$647,429	\$633,400	\$1,917,964	\$2,147,592
Teaching Hospital & Clinics	\$0	\$0	\$0	\$0	\$0
Student Services, and Other	\$0	\$0	\$0	\$0	\$0
TOTAL	\$15,958,269	\$20,570,512	\$24,061,990	\$29,704,742	\$29,784,424
TOTAL	\$373,929,189	\$399,520,491	\$395,861,075	\$491,204,024	\$498,716,131

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

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

UCF and BOG staff are working to finalize the data identified in red font.

**Section 1 – Financial Resources** *(continued)***TABLE 1C. State Funding per Full-Time Equivalent (FTE) Student**

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Appropriated Funding per FTE					
General Revenue	\$4,466	\$4,354	\$3,791	\$2,954	\$4,421
Lottery Funds	\$528	\$582	\$630	\$479	\$582
Tuition & Fees	\$3,626	\$3,835	\$4,450	\$5,259	\$5,490
Other Trust Funds	\$395	\$360	\$0	\$0	\$0
TOTAL	\$9,015	\$9,130	\$8,872	\$8,691	\$10,494
Actual Funding per FTE					
Tuition & Fees	\$3,602	\$3,949	\$4,375	\$4,874	\$5,045
TOTAL	\$8,992	\$9,244	\$8,797	\$8,306	\$10,048

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected. Sources: Appropriated totals from the annual Final Amendment Package data. Actual Student Fees from the Operating Budget 625 reports. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, and Medical Schools). Tuition and fee revenues include tuition and tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines). Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). This data is not adjusted for inflation. UCF and BOG staff are working to finalize the data identified in red font.

TABLE 1D. University Other Budget Entities

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Auxiliary Enterprises					
Revenues	\$128,038,541	\$136,520,909	\$136,915,241	\$150,749,952	\$152,225,292
Expenditures	\$118,336,227	\$127,547,949	\$116,221,223	\$138,676,700	\$165,148,876
Contracts & Grants					
Revenues	\$107,835,863	\$108,430,999	\$108,717,456	\$114,167,694	\$120,683,394
Expenditures	\$112,130,008	\$130,104,487	\$149,848,597	\$138,752,026	\$132,847,536
Local Funds					
Revenues	\$388,390,432	\$445,605,694	\$470,686,703	\$480,120,068	\$563,394,284
Expenditures	\$398,202,043	\$461,282,530	\$491,662,088	\$515,484,826	\$518,443,060
Faculty Practice Plans					
Revenues	\$1,095	\$4,361	\$573,997	\$1,414,463	\$1,628,691
Expenditures	\$348,419	\$8,762,333	\$2,208,382	\$3,375,678	\$2,437,524

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

UCF and BOG staff are working to finalize the data identified in red font.



Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2008-09	2009-10	2010-11	2011-12	2012-13
Endowment Value (\$1000s)	\$91,951	\$102,739	\$127,129	\$122,609	\$135,462
Gifts Received (\$1000s)	\$15,708	\$31,791	\$19,732	\$14,858	\$38,839
Percentage of Alumni Donors	7.0%	5.0%	4.0%	6.0%	6.0%

Notes: **Endowment value** at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. **Gifts Received** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. **Percentage of Alumni Donors** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree.

TABLE 1F. Tuition Differential Fees (TDF)

	2011-12	2012-13	2013-14
TDF Revenues Generated	\$24,304,933	\$44,021,427	\$47,438,857
Students Receiving TDF Funded Award	8,048	15,544	14,286
Total Value of TDF Funded Financial Aid Awards	\$553	\$540	\$542

Florida Student Assistance Grant (FSAG) Eligible Students

Number of Eligible Students	8,538	8,446	6,591
Number Receiving a TDF Waiver	52	51	46
Total Value of TDF Waivers	\$2,821	\$2,042	\$1,961

Note: **TDF Revenues Generated** refers to actual tuition differential revenues collected from undergraduate students as reported on the Operating Budget, Report 625 – Schedule I-A. **Students Receiving TDF Funded Award** reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. **Value of TDF Funded Award** refers to the average value of financial aid awards funded by the Tuition Differential Fee funds. **Florida Student Assistance Grant (FSAG) Eligible Students: Number of Eligible Students** refers to total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. **Number Receiving a TDF Waiver** refers to annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. **Value of TDF Waivers** refers to the average value of waivers provided to FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver.



Section 2 – Personnel

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

	2009	2010	2011	2012	2013
Full-time Employees					
Tenured Faculty	547	564	579	595	602
Tenure-track Faculty	207	184	206	189	173
Non-Tenure Track Faculty	528	564	621	808	707
Instructors Without Faculty Status	0	3	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	2914	3033	3070	3218	3139
FULL-TIME SUBTOTAL	4,196	4,348	4,476	4,810	4,621
Part-time Employees					
Tenured Faculty	1	14	18	21	13
Tenure-track Faculty	1	0	1	0	0
Non-Tenure Track Faculty	10	15	20	28	20
Instructors Without Faculty Status	698	719	735	725	724
Graduate Assistants/Associates	1,335	1,509	1,541	1568	1512
Non-Instructional Employees	37	35	31	18	17
PART-TIME SUBTOTAL	2,082	2,292	2,346	2,360	2,286
TOTAL	6,278	6,640	6,822	7,170	6,907

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



Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
TOTAL	53,644	56,338	58,698	59,785	59,770
UNDERGRADUATE					
FTIC (Regular Admit)	24,522	24,505	24,510	24,095	23,955
FTIC (Profile Admit)	210	201	264	291	286
AA Transfers	15,376	17,488	19,500	20,929	21,332
Other Transfers	4,942	5,170	5,378	5,382	5,465
Subtotal	45,050	47,324	49,652	50,697	51,038
GRADUATE					
Master's	5,807	6,157	6,170	6,020	5,705
Research Doctoral	1,596	1,652	1,671	1,728	1,707
Professional Doctoral	156	256	347	495	591
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	0	0	0	0	0
<i>Medicine</i>	41	100	179	277	351
<i>Nursing Practice</i>	0	64	99	131	125
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	91	92	69	87	115
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other</i>	24	0	0	0	0
Subtotal	7,559	8,065	8,188	8,243	8,003
UNCLASSIFIED					
	1,035	949	858	845	729

Note: This table reports the number of students enrolled and registered for at least one course at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code.

**Section 3 – Enrollment** *(continued)***TABLE 3B. Full-Time Equivalent (FTE) Enrollment** [State Fundable only]

	2011-12		2012-13		2013-14	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	10,306	11,557	10,306	11,054	.	10,900
Upper-Division	16,000	21,080	16,000	21,618	.	21,427
Master's (GRAD I)	2,627	2,969	2,627	2,683	.	2,572
Doctoral (GRAD II)	379	560	379	609	.	616
Subtotal	29,312	36,166	29,012	35,964	.	35,515
NON-FLORIDA RESIDENTS						
Lower-Division	.	471	.	445	.	446
Upper-Division	.	523	.	571	.	609
Master's (GRAD I)	.	308	.	329	.	331
Doctoral (GRAD II)	.	387	.	406	.	425
Subtotal	1,528	1,689	1,528	1,751		1,812
TOTAL FTE						
Lower-Division	.	12,028	.	11,499	10,758	11,346
Upper-Division	.	21,603	.	22,188	16,481	22,036
Master's (GRAD I)	.	3,277	.	3,013	2,899	2,904
Doctoral (GRAD II)	.	947	.	1,015	702	1,041
Total	30,840	37,855	30,840	37,715	30,840	37,327
Total (US Definition)	41,120	50,473	41,120	50,287	41,120	49,770

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). In 2013-14, the Florida Legislature chose to no longer separate funded non-resident FTE from funded resident FTE. **Funded** enrollment as reported in the General Appropriations Act and Board of Governors' Allocation Summary. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.

**Section 3 – Enrollment** *(continued)***TABLE 3C. Full-Time Equivalent (FTE) Enrollment by Method of Instruction**

	2010-11	2011-12	2012-13	2013-14
TRADITIONAL				
Lower-Division	9,760	9,673	8,856	8,400
Upper-Division	12,902	13,477	13,380	13,135
Master's (GRAD 1)	1,891	1,813	1,677	1,601
Doctoral (GRAD 2)	761	748	814	832
Total	25,314	25,712	24,727	23,968
HYBRID				
Lower-Division	525	538	632	764
Upper-Division	1,379	1,427	1,625	1,608
Master's (GRAD 1)	344	379	358	409
Doctoral (GRAD 2)	56	66	67	77
Total	2,304	2,410	2,682	2,858
DISTANCE LEARNING				
Lower-Division	1,511	1,817	2,011	2,182
Upper-Division	6,175	6,699	7,183	7,293
Master's (GRAD 1)	1,137	1,084	977	894
Doctoral (GRAD 2)	125	133	134	132
Total	8,947	9,733	10,306	10,501
TOTAL				
Lower-Division	11,796	12,028	11,499	11,346
Upper-Division	20,456	21,603	22,188	22,036
Master's (GRAD 1)	3,372	3,277	3,013	2,904
Doctoral (GRAD 2)	942	947	1,015	1,041
Total	36,565	37,855	37,715	37,327

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.

**Section 3 – Enrollment** *(continued)***TABLE 3D. Headcount Enrollment by Military Status and Student Level**

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
MILITARY				
Unclassified	9	5	5	9
Undergraduate	653	613	663	664
Master's (GRAD 1)	97	89	95	96
Doctoral (GRAD 2)	13	10	14	15
Subtotal	772	717	777	784
ELIGIBLE DEPENDENT				
Unclassified	2		3	
Undergraduate	399	437	483	605
Master's (GRAD 1)	39	26	33	28
Doctoral (GRAD 2)	3	4	1	1
Subtotal	443	467	520	634
NON-MILITARY				
Unclassified	915	827	817	711
Undergraduate	46,295	48,628	49,571	49,778
Master's (GRAD 1)	6,303	6,184	6,109	5,869
Doctoral (GRAD 2)	1,610	1,875	1,991	1,994
Subtotal	55,123	57,514	58,488	58,352
TOTAL	56,338	58,698	59,785	59,770

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

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

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Pell Grant Recipients	72,364	88,993	99,602	100,895	91,488
Percent with Pell Grant	30%	36%	39%	39%	35%

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students who have received a federal Pell grant award during a given Fall term. The top row reports the number of students who received a Pell Grant award.

UCF and BOG staff are working to finalize the data identified in red font.



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2013-14

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Writing and Rhetoric	23.1304	Bachelors		2014 FALL	
Terminated Programs					
none					
Programs Suspended for New Enrollments					
Actuarial Science	52.1304	Bachelors	-	2009 SUMMER	
New Programs Considered By University But Not Approved					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2013 and May 4, 2014.

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

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

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

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



Section 4 – Undergraduate Education *(continued)*

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

Retained in the Second Fall Term at Same University

	2009-10	2010-11	2011-12	2012-13	2013-14 Preliminary
Cohort Size	6,257	6,030	6,183	5,933	x,xxx
% Retained	87%	87%	88%	87%	xx%
% Retained with GPA of 2.0 or higher	86%	86%	86%	86%	xx%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts.

UCF and BOG staff are working to finalize the data identified in red font.

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

Term of Entry	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size	5,710	6,041	6,389	6,350	6,139
% Graduated	64%	63%	65%	67%	70%
% Still Enrolled	5%	5%	5%	6%	xx%
% Success Rate	69%	68%	70%	73%	xx%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

UCF and BOG staff are working to finalize the data identified in red font.

**Section 4 – Undergraduate Education** *(continued)***TABLE 4D. FTIC Graduation Rates** *(includes Full- and Part-time students)*

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	6,646	6,589	6,321	6,372	6,186
Same University	35%	35%	40%	40%	39%
Other University in SUS	2%	1%	2%	2%	xx%
Total from System	37%	37%	41%	42%	xx%

6 – Year Rates	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size	5,911	6,305	6,646	6,589	6,320
Same University	63%	62%	65%	66%	69%
Other University in SUS	6%	6%	5%	4%	xx%
Total from System	69%	68%	70%	71%	xx%

Notes: (1) **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) **Graduates** are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year. **Same University** provides data for students in the cohort who graduated from the same institution. **Other University in SUS** provides data for students in the cohort who graduated from a different State University System of Florida institution. These data do not report students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System of Florida.

UCF and BOG staff are working to finalize the data identified in red font.

**Section 4 – Undergraduate Education** *(continued)***TABLE 4E. AA Transfer Graduation Rates**

2 – Year Rates	2008-10	2009-11	2010-12	2011-13	2012-14 Preliminary
Cohort Size	4,061	4,875	5,323	5,776	5,810
Same University	30%	28%	28%	27%	25%
Other SUS University	0%	0%	0%	0%	xx%
State University System	30%	29%	28%	27%	xx%

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	2,849	3,537	4,061	4,875	5,323
Same University	66%	67%	67%	66%	66%
Other SUS University	1%	2%	2%	1%	xx%
State University System	67%	69%	69%	68%	xx%

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of “late degrees”. Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year. **UCF and BOG staff are working to finalize the data identified in red font.**

TABLE 4F. Other Transfer Graduation Rates

5 – Year Rates	2005-10	2006-11	2007-12	2008-13	2008-14 Preliminary
Cohort Size	2,208	2,111	1,709	1,471	1,527
Same University	67%	69%	66%	69%	68%
Other SUS University	3%	3%	3%	3%	xx%
State University System	69%	71%	69%	71%	xx%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of “late degrees”. Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year. **UCF and BOG staff are working to finalize the data identified in red font.**



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	9,969	10,646	11,515	12,321	12,372
TOTAL (Second Majors)	149	169	175	205	222

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

TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)

[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	1,517	1,674	1,718	1,903	1,969
HEALTH	1,105	1,140	1,367	1,683	1,817
GLOBALIZATION	45	66	69	93	94
EDUCATION	952	932	1,002	932	1,091
GAP ANALYSIS	1,007	1,083	1,059	1,180	1,189
SUBTOTAL	4,626	4,895	5,215	5,791	6,160
PSE PERCENT OF TOTAL	46%	45%	45%	46%	49%

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. This is a count of baccalaureate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.flbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).

UCF and BOG staff are working to finalize the data identified in red font.

**Section 4 – Undergraduate Education** *(continued)***TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups**

	2009-10	2010-11	2011-12	2012-13	2013-14
Non-Hispanic Black					
Number of Degrees	852	939	988	1,171	1,202
Percentage of Degrees	9%	9%	9%	10%	10%
Hispanic					
Number of Degrees	1,296	1,604	1,868	2,232	2,474
Percentage of Degrees	14%	16%	17%	19%	20%
Pell-Grant Recipients					
Number of Degrees	3,289	3,989	4,877	5,797	5,832
Percentage of Degrees	33%	38%	43%	47%	47%

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

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

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

UCF and BOG staff are working to finalize the data identified in red font.

**Section 4 – Undergraduate Education** *(continued)***TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours**

	2009-10	2010-11	2011-12	2012-13*	2013-14
FTIC	57%	57%	66%	xx%	xx%
AA Transfers	69%	66%	67%	xx%	xx%
Other Transfers	57%	49%	55%	xx%	xx%
TOTAL	62%	61%	65%	xx%	xx%

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree. Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation.

UCF and BOG staff are working to finalize the data identified in red font.

TABLE 4K. Undergraduate Course Offerings

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of Course Sections	3,161	3,398	3,423	3,358	3,330
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	49%	49%	47%	48%	48%
30 to 49 Students	26%	28%	29%	28%	27%
50 to 99 Students	18%	16%	17%	17%	17%
100 or More Students	7%	7%	7%	7%	7%

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

**Section 4 – Undergraduate Education** *(continued)***TABLE 4L. Percentage of Undergraduate Credit Hours Taught by Instructor Type**

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty	79%	76%	77%	77%	76%
Adjunct Faculty	16%	18%	17%	16%	16%
Graduate Students	4%	6%	6%	6%	7%
Other Instructors	1%	1%	0%	0%	1%

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

TABLE 4M. Student/Faculty Ratio

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Ratio	30.9	31.0	31.7	31.5	31.1

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

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates**Nursing: National Council Licensure Examination for Registered Nurses**

	2009	2010	2011	2012	2013
Examinees	220	209	237	218	222
First-time Pass Rate	98%	95%	96%	99%	96%
<i>National Benchmark</i>	90%	89%	89%	92%	85%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 40. Post-Graduation Metrics

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Percent Found Employed or Enrolled	n/a	n/a	xx%	xx%	xx%
Percent Found	n/a	n/a	xx%	xx%	xx%

Notes: **Percent Found Employed or Enrolled** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. The employed data now includes non-Florida data that is available from the Wage Record Interchange System 2 (known as "WRIS 2") and Federal employee and military data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not.

Percent Found refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

For more information about the methodology see: http://www.flbog.edu/about/budget/performance_funding.php.

For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm.

For more information about FEDES see: <http://www.ubalt.edu/ifi/fedes/>.

UCF and BOG staff are working to finalize the data identified in red font.

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Median Wage	n/a	n/a	\$x,x00	\$x,x00	\$x,x00
Percent Found	n/a	n/a	xx%	xx%	xx%

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

UCF and BOG staff are working to finalize the data identified in red font.



Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2013-14

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
Nanotechnology	15.1601	Masters	27-Mar-14	2014 SPRING		
Criminal Justice	43.0104	Research Doctorate	21-Nov-13	2015 FALL		
Terminated Programs						
none						
Programs Suspended for New Enrollments						
Business/Managerial Economics	52.0601	Masters	-	2009 FALL		
Economics, General	45.0601	Research Doctorate	-	2009 FALL		
New Programs Considered By University But Not Approved						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2013 and May 4, 2014.

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

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

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

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

**Section 5 – Graduate Education** *(continued)***TABLE 5B. Graduate Degrees Awarded**

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	2,220	2,538	2,679	2,587	2,918
TOTAL (Second majors)	0	0	0	0	0
Masters and Specialist (first majors)	1,960	2,253	2,413	2,307	2,562
Research Doctoral (first majors)	231	245	229	238	266
Professional Doctoral (first majors)	29	40	37	42	90
<i>Dentistry</i>	0	0	0	0	0
<i>Law</i>	0	0	0	0	0
<i>Medicine</i>	0	0	0	36	55
<i>Nursing Practice</i>	0	12	3	4	3
<i>Pharmacy</i>	0	0	0	0	0
<i>Physical Therapist</i>	29	28	34	2	32
<i>Veterinary Medicine</i>	0	0	0	0	0
<i>Other</i>	0	0	0	0	0

Note: This table reports the total number of graduate level degrees that were awarded by academic year as well as the number by level. The table provides a breakout for the Professional Doctoral degrees. **UCF and BOG staff are working to finalize the data identified in red font.**

TABLE 5C. Graduate Degrees Awarded in Programs of Strategic Emphasis

[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	555	691	730	716	753
HEALTH	235	319	427	375	431
GLOBALIZATION	5	6	9	5	7
EDUCATION	369	422	416	416	408
GAP ANALYSIS	68	78	70	70	76
SUBTOTAL	1,232	1,516	1,652	1,582	1,675
PSE PERCENT OF TOTAL	55%	60%	62%	61%	57%

Notes: This is a count of graduate degrees awarded within specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. This is a count of graduate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.flbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Note: The denominator used in the percentage includes second majors. **UCF and BOG staff are working to finalize the data identified in red font.**

**Section 5 – Graduate Education** *(continued)***TABLE 5D. Professional Licensure Exams for Graduate Programs****Medicine: US Medical Licensing Exam - Step 1** *(for 2nd year MD students)*

	2010	2011	2012	2013	2014 Preliminary
Examinees	.	39	59	77	93
First-time Pass Rate	.	95%	97%	99%	100%
National Benchmark	.	94%	96%	96%	96%

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees	.	.	37	56	86
First-time Pass Rate	.	.	97%	98%	100%
National Benchmark	.	.	98%	98%	97%

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees	.	.	36	55	84
First-time Pass Rate	.	.	100%	95%	95%
National Benchmark	.	.	97%	98%	96%

Physical Therapy: National Physical Therapy Examinations

	2007-09	2008-10	2009-11	2010-12	2011-13
Examinees	61	60	57	91	63
First-time Pass Rate	74%	92%	98%	96%	94%
National Benchmark	87%	87%	91%	89%	90%

Note: Due to the low number of examinees, this table reports a three-year average pass rate for first-time examinees on the National Physical Therapy Examinations by exam year.



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2008-09	2009-10	2010-11	2011-12	2012-13
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$148,803	\$117,985	\$109,189	\$121,653	\$126,681
Federally Funded (\$ 1,000s)	\$73,736	\$69,331	\$69,098	\$78,411	\$76,533
Percent Funded From External Sources	70%	71%	73%	75%	69%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$187,883	\$156,479	\$145,975	\$154,972	\$161,583
Technology Transfer					
Invention Disclosures	83	96	109	127	124
U.S. Patents Issued	41	91	76	67	71
Patents Issued Per 1,000 Full-Time, Tenured and Tenure- Earning Faculty	0	122	97	85	92
Licenses/ Options Executed	5	12	14	11	17
Licensing Income Received (\$)	\$640,008	\$411,393	\$500,966	\$560,135	\$797,883
Number of Start-Up Companies	3	7	1	5	x

Note: **R&D Expenditures** are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Percent Funded from External Sources is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure/track faculty). The fall faculty year used will align with the beginning of the fiscal year, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty. **Technology Transfer** data are based on the Association of University Technology Managers Annual Licensing Survey. **Licensing Income Received** refers to license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation.



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

TABLE 6B. Centers of Excellence

Name of Center:	Florida Photonics Center of Excellence (FPCE)	Cumulative (since inception to June 2014)	Fiscal Year 2013-14
Year Created:	2003		
Research Effectiveness <i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For	545	35	
Value of Competitive Grants Applied For (\$)	\$206,398,340	\$10,946,831	
Number of Competitive Grants Received	273	14	
Value of Competitive Grants Received (\$)	\$61,897,574	\$3,998,999	
Total Research Expenditures (\$)	\$52,269,825	\$1,249,360	
Number of Publications in Refereed Journals From Center Research	351	49	
Number of Invention Disclosures	102	16	
Number of Licenses/Options Executed	4	0	
Licensing Income Received (\$)	\$181,250	0	
Collaboration Effectiveness <i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions	37	5	
Collaborations with Private Industry	80	5	
Collaborations with K-12 Education Systems/Schools	31	3	
Undergraduate and Graduate Students Supported with Center Funds	0	0	
Economic Development Effectiveness			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>	5	0	
Jobs Created By Start-Up Companies Associated with the Center	63	0	
Specialized Industry Training and Education	2	0	
Private-sector Resources Used to Support the Center's Operations	\$247,940	\$151,131	
Narrative Comments on next page.			



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

TABLE 6B. Centers of Excellence (continued)

Name of Center	Florida Photonics Center of Excellence (FPCE)
Narrative Comments [Most Recent Year]:	
<p>The FPCE \$10 million grant has been used for developing an infrastructure for research and graduate education in photonics. This included establishment of two endowed chairs, support for five outstanding FPCE faculty, construction of a new 21,000 sq. ft. building addition with incubation space, and addition of a unique multi-user nanophotonics fabrication facility (housing approximately \$15 million of capital equipment serving faculty, industry, and external organizations). Since 2003, the FPCE has invigorated photonics research, supported many partnership projects with Florida industry, resulted in more than 102 patent disclosures with some leading to spinoffs, and generated research grants totaling more than \$61 million. Efforts in building up the biophotonics program, which were seeded by the FPCE grant, are currently being vigorously pursued. A new senior faculty member whose research is in the area of lasers and their applications to biophotonics started his appointment in January 2013. The Center has also recruited a junior faculty member in the area of nanophotonics. Her appointment started in Fall 2012</p>	



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

TABLE 6B. Centers of Excellence

Name of Center:	Laser Technology Initiative (aka Townes Laser Institute)	Cumulative (since inception to June 2014)	Fiscal Year 2013-14
Year Created:	2007		
Research Effectiveness <i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		325	30
Value of Competitive Grants Applied For (\$)		\$190,548,898	\$15,848,311
Number of Competitive Grants Received		196	29
Value of Competitive Grants Received (\$)		\$32,244,572	\$5,058,075
Total Research Expenditures (\$)		\$18,670,244	\$3,889,202
Number of Publications in Refereed Journals From Center Research		244	47
Number of Invention Disclosures		44	7
Number of Licenses/Options Executed		0	0
Licensing Income Received (\$)		\$0	\$0
Collaboration Effectiveness <i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		109	12
Collaborations with Private Industry		36	24
Collaborations with K-12 Education Systems/Schools		166	6
Undergraduate and Graduate Students Supported with Center Funds		210	50
Economic Development Effectiveness			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		7	1
Jobs Created By Start-Up Companies Associated with the Center		31	8
Specialized Industry Training and Education		8	3
Private-sector Resources Used to Support the Center's Operations		\$5,500,000	\$2,500,000
Narrative Comments on next page.			



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

TABLE 6B. Centers of Excellence (continued)

Name of Center	Laser Technology Initiative (aka Townes Laser Institute)
Narrative Comments [Most Recent Year]:	
<p>In its seventh year, the Townes Laser Institute has continued towards its objective of becoming the paramount academic institution in laser technology in the nation. The Institute has also advanced its mission of supporting these technologies in industry, government, and advanced institutions of learning in Florida, and in the nation. The institute is named after Dr Charles Hard Townes, 1964 Nobel Laureate in Physics for devising the concept of the laser. He also has been named one of the most influential scientists of the last century. Dr. Townes turned 99 this past July.</p> <p>Some significant achievements have been made in 2014.</p> <ul style="list-style-type: none"> • The Townes Institute captured several major research grants and contracts during the year. Following his success in capturing a major DARPA grant in attoscience in 2013, Dr. Z. Chang won a major five year \$6 million MURI contract from ARO this year, and he is a co-investigator in a second AFOSR MURI, led by the University of California Berkeley. The Fiber group at Townes (Richardson, Amezcua, Shulzgen and Shah) was awarded a major five-year \$7 million contract for advanced fiber development in collaboration with the universities of Southampton and Jena. • The Institute was awarded a record in DURIP funds for major equipment in 2013, one from AFOSR for \$850 thousand for a new MCVD lathe for fiber fabrication, another from ONR of \$620 thousand is for a new optical tracker. Of the five DURIP awards made in Florida in 2013, four of them were to the Townes Institute. In 2014 the Townes Institute did equally well, with four awards worth a total in excess of \$2 million. One was valued at \$600 thousand from ARO is for a mobile laser platform, and the other is for \$630 thousand from AFOSR for a materials x-ray diffraction diagnostic system. These major equipment grants significantly increase the capabilities and infrastructure within the Townes Institute. Overall, the Townes Institute captured new research grants contracts worth more than \$10 million in 2014. • The Townes Institute graduated 14 Ph.D. students and four M.S. degree students in 2013. • Progress was slower than expected in the transfer of operations of the ISTEFL laser range to the Townes Laser Institute. Although the Air Force has agreed to the transfer, obtaining all the legal documents with Patrick Air Force Base, the Navy SPAWAR agency, NASA, and a small company (Vision Engineering) has taken longer than expected. These agreements should be in place before the end of 2013. • The fabrication of the Townes Optical Materials Laboratory progressed on time and on budget. As this report is being written in October 2014, major equipment is being relocated to the building. Final Fire Marshall inspection is expected by December 2014. This building houses all the laboratories for Professor R. Gaume, most of Professor K. Richardson's laboratories, the new 	



MCVD lathe for fiber fabrication and an SPS facility for joint use with MAE faculty.

- The final documents for the transfer of the ISTEFL laser range facility on Merritt Island to Townes Institute management were signed with the Air Force Base Patrick this spring. The WPRG group and LPL began improvements to the facilities. Negotiations are underway with KSC for extensions to the range facilities, including horizontal range capabilities to six km.
- There was no change in the number of faculty members this year, but some of the new appointees substantiated their research groups and positions to the benefit of the Institute as a whole and themselves personally. Dr. Schepler, who joined in January 2014, has become associated with the Laser Plasma Laboratory, and he is examining new programs in the area of mid-IR lasers and materials.
- Dr. K. Vodopyanov completed the transition of his laboratories from Stanford University, and he reactivated his program in mid-IR frequency comb lasers and photonic approaches to breath analysis.
- The Townes Laser Institute's long and vigorous efforts to elevate advanced laser manufacturing at UCF have begun to pay off. A proposal for an Advanced Manufacturing Initiative was accepted by the University administration and supported by the colleges of Engineering and Computer Sciences and Optics and Photonics. Two new faculty positions, one from TLI/COP and one from MAE, are allocated to this initiative. The Townes Laser Institute and the Office of Research will help the establishment of a central manufacturing facility for this initiative.
- Professor M. Richardson is a member of the committee for the National Photonics Initiative. This a new initiative to elevate the status of photonics at the national level.
- Several Townes Faculty and students received awards in 2014. Professor K. Richardson began a one-year term as President of the American Ceramics Society. Professor M. Baudelet was elected as President-Elect of the North American Society for Laser-induced breakdown spectroscopy (NASLIBS). Professor M. Bass received OSA 2014 R. W. Wood Prize. Professor P. Delfyett was Florida Academy of Science's 2014 Medalist. Professor M. Richardson was made a fellow of APS and of IEEE and was awarded an honorary degree, "Docteur Honoris Causa," by the University of Bordeaux. Several Townes' students received UCF Graduate Research Excellence Awards.
- New patents were granted to several Townes faculty including Professors Bass, Delfyett, Glebov, M. Richardson, and Shah.
- Townes faculty had several papers published in prestigious journals. Professor Chang had three papers published in Nature Photonics. Professors Amezcua and Schulzgen had one paper in Nature Photonics as did Professor. K. Richardson.
- Professor M. Richardson was awarded a Jefferson Science Fellowship by the National Academy of Sciences to spend a year at the State Department, working on science policy issues for a year. He will share his time between Washington and UCF.

ITEM: EPC-3

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Revision of UCF's Academic Program Review Policies and Procedures

DATE: November 20, 2014

PROPOSED BOARD ACTION

Approval of UCF's revised Academic Program Review Policies and Procedures.

BACKGROUND

The Board of Governors' Regulation 8.015(4)(d) states that "each university must electronically submit its program review policies and procedures for the 2007-2014 program review cycle to the Office of Academic and Student affairs by April 1, 2007. Thereafter, revisions and updates to university procedures must be submitted to the Office for review by December 15 of each year of the cycle."

Attached is a revision of UCF's Academic Program Review Policies and Procedures for approval prior to submitting it to the Board of Governors.

Supporting documentation: Academic Program Review Policies and Procedures

Prepared by: Diane Chase, Executive Vice Provost for Academic Affairs

Submitted by: A. Dale Whittaker, Provost and Vice President for Academic Affairs



University of Central Florida

Academic Program Review

Academic Program Review Policies and Procedures ~~2007-14~~

(Revised ~~May 23, 2013~~ November 20, 2014)

BACKGROUND

To ensure continuous program improvement and pursuant to Florida Statutes, the University of Central Florida conducts in-depth reviews of each of its degree programs every seven years. UCF's program review process is consistent with strategic planning review and requires examination of centrality, comparative advantage, cost, demand, and quality. When practicable, similar programs are reviewed during the same cycle (e.g., engineering, health sciences). Also, program reviews are aligned with specialized accreditation visits so that, when appropriate, the external accreditation reviews can also be used for the program reviews. The process supports the mission of the university to meet the needs of central Florida by providing high-quality, broad-based education and experienced-based learning. To accomplish this goal, program, college, and university leadership engage in a summative review of key performance indicators and other program information.

PURPOSE

The purposes of the academic program review are to examine the quality and productivity of academic programs and to develop recommendations leading to program improvement.

POLICY

Every seven years each UCF academic degree program shall undergo a comprehensive summative review and assessment of:

- the mission and purpose of each program within the context of the university mission; and the Board of Governors' strategic plan;
- teaching, research, service, and other program goals and objectives, including expected outcomes;
- how well objectives for student learning, research, service, and other program; objectives are being achieved and used for continuous improvement;
- overall program quality and productivity;
- sufficiency of resources and support services for the program;
- lower level baccalaureate program prerequisite courses to ensure that the program is in compliance with State-approved common prerequisites;
- and (if appropriate) the limited access status of baccalaureate programs to determine if such status is still warranted.

Reviews are informed by:

- institutional data
- self-studies
- external consultant review
- other sources, as appropriate.

A Program Review Committee appointed by the provost will review the data collected and make recommendations to the provost. Following the provost's [or designee's](#) review, the approved status and recommended improvements are presented to the UCF Board of Trustees' Educational Programs Committee prior to final submission to the Board of Governors.

The college dean shall report the program's actions taken as a result of the review recommendations to the provost and the Board of Trustees' Educational Programs Committee.

PROCEDURES

A. Process Overview

The Office of Academic Affairs:

- establishes and maintains a schedule for the review of all academic degree programs every seven years
- develops and distributes a timeline for the upcoming review cycle
- provides an orientation for programs scheduled for review in prior spring term
- collaborates with the Program Review Committee and the college to select program review consultants
- works with the college and/or program to facilitate the site visit
- collects reports of actions taken as a result of the last review as well as major program changes since the last review
- provides the format for department and program self-studies and consultant reports
- ensures the college, consultant(s), and Program Review Committee have access to reports and other appropriate sources of information
- provides general oversight to and facilitation of the Academic Program Review process.

The applicable college dean (or designee):

- makes nominations for external consultants
- reviews self-studies, consultant reports, and other review materials
- collaborates with the Program Review Committee to assess the status of the program and make recommendations for program improvement.

The department or unit:

- reports on actions taken as a result of the last review and reports major changes since the last review
- completes self-studies
- compiles supplemental review materials requested by academic affairs, the college, or the consultant(s)
- undertakes companion processes (e.g., faculty qualification and graduate faculty review).

B. Reports Submissions and Resulting Actions

The following actions are taken upon completion of the onsite program review:

- consultant submits final written report to academic affairs and academic affairs makes report available to the Program Review Committee, college, and department

- Program Review Committee, in consultation with the dean (or designee), finalizes lists of key program strengths, weaknesses, and recommendations for improvement and submits them to the provost
- dean discusses plans for implementation of recommendations with the provost [or designee](#)
- academic affairs summarizes program review results and presents them to the Board of Trustees' Educational Programs Committee
- academic affairs submits the results summary and the major program changes since the last review to the Board of Governors
- college dean reports the program's progress toward implementing the actions taken as a result of the review recommendations to the provost and the Board of Trustees' Educational Programs Committee.

C. Acceptable Substitution for Program Review Report

Discipline accreditation or certification reports may substitute for portions of the Academic Program Review department and/or program self-studies if the provost [or designee](#) determines that they sufficiently address the elements considered under the program review process. In such instances, the accreditation or certification process will normally have included a site visit by one or more discipline expert(s).



Academic Program Review Process

Purposes

- to examine the quality and productivity of academic programs and
- to develop recommendations leading to program improvement

Overview

- provides comprehensive review of academic programs
- takes place on a seven-year cycle
- uses institutional data, self-studies, and external consultant reports
- incorporates assessment and evaluation by departments, colleges, and academic affairs
- leads to recommendations developed by the program review committee in concert with the provost and college deans
- results in annual reports to the UCF Board of Trustees and the Florida Board of Governors that outline actions and major changes since last review, strengths, weaknesses, and recommendations
- evaluates each program according to the following five major elements:

Centrality

- alignment of program mission with the college, university, and Board of Governors' strategic plans

Comparative advantage

- national reputation
- job placement of students
- unique features of program
- benchmarking results
- strategic niche

Cost

- number and productivity of faculty members (e.g., SCH's, majors, and degrees generated)
- facilities, equipment, laboratories, meeting space, and software
- instructional delivery requirements (e.g., individual instruction, laboratory assistance, and off-site travel)

Demand

- historical number of applicants and number of students enrolled
- degrees granted
- courses used by other programs
- contribution to the General Education Program
- community, regional, statewide, or national needs

Quality

- incoming students
- curriculum
- student learning
- student satisfaction and employee ratings
- student placement
- faculty members (teaching qualifications, research and creative activity, service)
- facilities
- accreditation and certification results

Educational Programs Committee - Information

2013-14 Academic Program Review College of Education and Human Performance - Results Summary

Major Changes Since Prior Review <i>as previously reported to AA</i>	Strengths	Weaknesses	Action Recommendations
Career and Technical Education and Industry Training			
Technical Education and Industry Training, B.S.			
<ul style="list-style-type: none"> changed the program's name from <i>vocational education</i> to <i>technical education and industry training</i> and updated course prefixes to comply with national trends stemming from the Carl D. Perkins Career and Technical Education Improvement Act of 2006 	<ul style="list-style-type: none"> high-quality full- and part-time faculty members high-quality internship experiences online delivery format partnerships with industry and technical education schools student satisfaction graduate job placement rates 	<ul style="list-style-type: none"> only one faculty member is dedicated full-time to the program insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> work with the college to clarify the program's goals, taking into consideration college and university strategic priorities develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic priorities and includes a sustainability plan to minimize the program's vulnerability in the event of the full-time faculty member's departure conduct an ongoing environmental scan to assure the curriculum stays current with market needs continue efforts to differentiate the program from competitors and to promote it accordingly develop a curriculum map to enhance student learning assure that catalog copy and handbooks accurately represent the requirements for the technical specialization, that all such requirements comply with university standards, and that the means by which students meet those requirements are appropriately validated and documented assure incorporation of appropriate cultural and ESOL competencies in the curriculum explore cost-effective options for offering an introduction to teaching experience that focuses explicitly on career and technical education investigate new sources of funding to support the program's delivery consider potential synergies and cost-savings by collaborating with other programs in the college (e.g., instructional design and technology) work with appropriate offices on campus (e.g., alumni relations) to improve alumni tracking and information collection work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings

INFO-1

<i>Career and Technical Education, M.A.</i>			
<ul style="list-style-type: none"> changed the program's name from <i>vocational education</i> to <i>career and technical education and industry training</i> and updated course prefixes to comply with national trends stemming from the Carl D. Perkins Career and Technical Education Improvement Act of 2006 	<ul style="list-style-type: none"> high-quality full- and part-time faculty members high-quality internship experiences online delivery format partnerships with industry and technical education schools student satisfaction graduate job placement rates student ethnic diversity graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<ul style="list-style-type: none"> only one faculty member is dedicated full-time to the program limited program visibility insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> work with the college to clarify the program's goals, taking into consideration college and university strategic priorities develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic priorities and includes a sustainability plan to minimize the program's vulnerability in the event of the full-time faculty member's departure continue efforts to differentiate the program from competitors and to promote it accordingly assure that catalog copy and handbooks accurately represent requirements for the technical specialization conduct an ongoing environmental scan to assure curriculum keeps current with market needs develop a curriculum map to enhance student learning assure incorporation of appropriate cultural and ESOL competencies in the curriculum continue to identify new internship sites, particularly outside of the immediate service area consider adding a capstone experience to the curriculum investigate new sources of funding to support the program's delivery consider potential synergies and cost-savings by collaborating with other programs in the college (e.g., instructional design and technology and community college education programs) work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings
Counselor Education, School Psychology, and Marriage and Family Therapy			
<i>Counselor Education, M.A. & M.Ed.</i>			
<ul style="list-style-type: none"> established the UCF Marriage and Family Research Institute (MFRI) to 	<ul style="list-style-type: none"> nationally ranked and independently accredited graduate program 	<ul style="list-style-type: none"> program demand outpaces the number of full-time faculty members, making it difficult to 	<ul style="list-style-type: none"> develop an enrollment management plan and identify the target for program size

INFO-1

<p>facilitate development of research and clinical initiatives that better support couples, marriages, and families including free counseling services to individuals, couples, and families in the Central Florida community</p> <ul style="list-style-type: none"> • responded to the community's expressed needs for additional service providers by adding the M.A. degree in Marriage and Family Therapy • expanded the impact of the UCF Community Counseling and Research Center (CCRC) by increasing clients served from 1,000 at the time of the program's last review to more than 1,800 clients annually as of the current review 	<ul style="list-style-type: none"> • faculty members with high research productivity who are committed to their students and high-quality instruction • student retention • preparation for clinical training that includes a complete practicum in UCF labs prior to clinical placement • clinical lab facilities that include the UCF MFRI and the UCF CCRC • high-quality clinical placement sites • counseling services offered to the Central Florida community through student practica, particularly for those who might otherwise not have access to such resources • graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<p>sustain specialized accreditation standards for student-faculty ratios</p> <ul style="list-style-type: none"> • competition from on-line graduate program providers and the scarcity of resources to respond • insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> • develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available • explore opportunities to generate additional revenues (e.g., non-credit continuing education units, hosting conferences) • enhance the program's visibility • identify a cost-effective way to differentiate the program from competitors and market the program accordingly • work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection • work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning • assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings
<i>Marriage and Family Therapy, M.A.</i>			
<ul style="list-style-type: none"> • established the UCF Marriage and Family Research Institute (MFRI) to facilitate development of research and clinical initiatives that better support couples, marriages, and families including free counseling services to 	<ul style="list-style-type: none"> • nationally ranked and independently accredited graduate program • faculty members with high research productivity who are committed to their students and high-quality instruction • student retention 	<ul style="list-style-type: none"> • program demand outpaces the number of full-time faculty members, making it difficult to sustain specialized accreditation standards for student-faculty ratios • competition from on-line graduate program providers and 	<ul style="list-style-type: none"> • develop an enrollment management plan and identify the target for program size • develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available • identify a cost-effective way to differentiate the program from competitors and market the program accordingly • explore opportunities to generate additional revenues (e.g., non-credit continuing education units, hosting conferences)

INFO-1

<p>individuals, couples, and families in the Central Florida community</p> <ul style="list-style-type: none"> • responded to the community's expressed needs for additional service providers by adding the M.A. degree in Marriage and Family Therapy • expanded the impact of the UCF Community Counseling and Research Center (CCRC) by increasing clients served from 1,000 at the time of the program's last review to more than 1,800 clients annually as of the current review 	<ul style="list-style-type: none"> • preparation for clinical training that includes a complete practicum in UCF labs prior to clinical placement • clinical lab facilities that include the UCF MFRI and the UCF CCRC • high-quality clinical placement sites • counseling services offered to the Central Florida community through student practica, particularly for those who might otherwise not have access to such resources • graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<p>the scarcity of resources to respond</p> <ul style="list-style-type: none"> • insufficient information regarding alumni placement and employment 	<ul style="list-style-type: none"> • enhance the program's visibility • work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection • work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning • assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings
Education, Ed.S. – School Counseling Track			
<ul style="list-style-type: none"> • established the UCF Marriage and Family Research Institute (MFRI) to facilitate development of research and clinical initiatives that better support couples, marriages, and families including free counseling services to individuals, couples, and families in the Central Florida community • responded to the community's expressed needs for additional service 	<ul style="list-style-type: none"> • nationally ranked and independently accredited graduate program • faculty members with high research productivity who are committed to their students and high-quality instruction • student retention • preparation for clinical training that includes a complete practicum in UCF labs prior to clinical placement 	<ul style="list-style-type: none"> • program demand outpaces the number of full-time faculty members, making it difficult to sustain specialized accreditation standards for student-faculty ratios • competition from on-line graduate program providers and the scarcity of resources to respond • insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> • develop an enrollment management plan and identify the target for program size • identify a cost-effective way to differentiate the program from competitors and market the program accordingly • develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available • explore opportunities to generate additional revenues (e.g., non-credit continuing education units, hosting conferences) • enhance the program's visibility • work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection • work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning

INFO-1

<p>providers by adding the M.A. degree in Marriage and Family Therapy</p> <ul style="list-style-type: none"> expanded the impact of the UCF Community Counseling and Research Center (CCRC) by increasing clients served from 1,000 at the time of the program's last review to more than 1,800 clients annually as of the current review 	<ul style="list-style-type: none"> clinical lab facilities that include the UCF MFRI and the UCF CCRC counseling services offered to the Central Florida community through student practica, particularly for those who might otherwise not have access to such resources graduate student Kysilka Lounge funded by a retired CEDHP faculty member 		<ul style="list-style-type: none"> assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings
<i>School Psychology, Ed.S.</i>			
<ul style="list-style-type: none"> achieved the designation as a Nationally Recognized School Psychology Program by the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE) instituted a requirement that all program students pass the Florida Teacher Certification Exam and produce electronic formative and summative student portfolios revised the curriculum to include new courses and updated course content as well as requirements for internships and practica to enhance program currency 	<ul style="list-style-type: none"> highly effective cohort model high-quality students K-12 school partnerships student retention graduate job placement rates program meets national standards and is recognized by the National Association of School Psychologists graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<ul style="list-style-type: none"> administrative demands to run the program are taxing available resources (e.g., accreditation and other accountability demands, interviewing each applicant) limited number of field-based supervisors available within state competition from on-line graduate program providers and the scarcity of resources to respond insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> develop an enrollment management plan and identify the target for program size develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available explore opportunities to generate additional revenues (e.g., non-credit continuing education units, hosting conferences) review recruitment efforts and explore mechanisms for enhancing recruitment of a diverse student population identify a cost-effective way to differentiate the program from competitors and market the program accordingly explore demand for and consider expanding mixed-mode offerings consider expanding curricular offerings to other majors continue to develop relationships with new school districts, in-state and out-of-state, to expand internships sites work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning

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<ul style="list-style-type: none"> developed internship agreements with six local school districts 			<ul style="list-style-type: none"> assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings
Exceptional Student Education			
<i>Exceptional Student Education K-12 / ESOL and Reading Endorsements, M.A.</i>			
<ul style="list-style-type: none"> substantially modified the curriculum in response to updated standards adopted by the Florida Department of Education, the Council of Exceptional Children, and Next Generation Sunshine State Standards revised syllabi, rubrics, and other assessment instruments to align with continuously evolving standards updated curriculum with new courses to respond to industry feedback and to assure that students pursuing initial teacher certification are eligible for endorsements in reading and English Speakers of Other Languages (ESOL) enhanced program content and delivery through the use of technology in expanding learning modalities (e.g., fully on-line or hybrid modalities, flipped classrooms) for coursework and internship experiences through virtual observations, 	<ul style="list-style-type: none"> nationally ranked graduate program some highly productive research faculty members high need area with substantial opportunities for external funding TeachLivE initiative graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<ul style="list-style-type: none"> enrollments negatively impacted by State Board of Education rule changes for entering the teaching force unbalanced faculty scholarly productivity insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> engage broad faculty member participation in developing a strategic plan for the exceptional student education graduate program that articulates clear program goals and priorities as well as a plan for implementation as resources become available identify benchmark peers for the exceptional student education graduate program identify a cost-effective way to differentiate the program from competitors and market the program accordingly explore opportunities to promote and further develop the intervention-specialist certificate program in collaboration with additional programs in CEDHP and other colleges expand the use of the Toni Jennings Institute promote the development of faculty member research skills review the faculty workload policy and update it as appropriate to maximize individual strengths (teaching versus research); adjust assignments of duties accordingly to advance program goals develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic priorities review the curriculum for opportunities to streamline offerings and minimize the demands of multiple layers of endorsements on faculty members and students work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection work with the college and academic affairs to review course CIP code assignments and adjust them as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings

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<ul style="list-style-type: none"> bug-in-the-ear observations, etc. infused culturally-responsive teaching pedagogy and evidence-based practices within each course 			
<i>Exceptional Student Education, M.Ed.</i>			
<ul style="list-style-type: none"> developed several graduate certificate programs as concentrations of content knowledge that meet federal and state requirements for “highly-qualified, highly effective teachers and teacher leaders” (e.g., in science or mathematics) with additional state endorsements (e.g., autism spectrum disorders) successfully acquired federal funds to support innovation, program enhancements, and professional preparation for leadership and other personnel in special education enhanced program content and delivery through the use of technology in expanding learning modalities (e.g., fully on-line or hybrid modalities, flipped classrooms) for coursework and internship experiences through virtual observations, bug-in-the-ear observations, etc. 	<ul style="list-style-type: none"> nationally ranked graduate program some highly productive research faculty members high need area with substantial opportunities for external funding TeachLivE initiative graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<ul style="list-style-type: none"> declining enrollments related to the loss of fiscal incentives in the state’s teacher compensation structure for acquiring graduate degrees unbalanced faculty scholarly productivity competition from on-line graduate program providers and the scarcity of resources to respond insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> engage broad faculty member participation in developing a strategic plan for the exceptional student education graduate program that articulates clear program goals and priorities as well as a plan for implementation as resources become available identify benchmark peers for the exceptional student education graduate program identify a cost-effective way to differentiate the program from competitors and market the program accordingly explore opportunities to promote and further develop the intervention-specialist certificate program in collaboration with additional programs in CEDHP and other colleges expand the use of the Toni Jennings Institute promote the development of faculty member research skills review the faculty workload policy and update it as appropriate to maximize individual strengths (teaching versus research); adjust assignments of duties accordingly to advance program goals develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic priorities review the curriculum for opportunities to streamline offerings and minimize the demands of multiple layers of endorsements on faculty members and students work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection work with the college and academic affairs to review course CIP code assignments and adjust them as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings

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<ul style="list-style-type: none"> • embedded applied research projects within the M.Ed. degree program to assess and enhance the impact of graduate student interventions on student behavior in their internship settings and advance research in the field • enhanced the graduate program by adding faculty expertise in mathematics and science education, technology and virtual environments, as well as grant writing 			
Instructional Design and Technology			
<i>Instructional Design and Technology, M.A. (Educational Technology, e-Learning, and Instructional Systems)</i>			
<ul style="list-style-type: none"> • changed the program's focus from preparing school librarians with media skills to addressing the heightened need for instructional designers and technology proficient educators in the business education sectors • undertook various curriculum revisions in response to industry needs including a redesign of the eLearning specialization • updated the program's name in 2011, from <i>instructional technology</i> to <i>instructional design and technology</i> 	<ul style="list-style-type: none"> • high-quality full-time faculty members • high-quality internship experiences • online delivery format for many courses • student satisfaction • alumni and employer support for student practica and job placements • graduate job placement rates • emphasis on modeling and simulation within instructional systems specialization • graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<ul style="list-style-type: none"> • instructional demands limit faculty members' scholarly productivity • limited availability of software to support classroom instruction • insufficient information regarding alumni placement and employment 	<ul style="list-style-type: none"> • work with the college to clarify the program's goals, taking into consideration college and university strategic priorities • identify benchmark peer institutions • develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic priorities • conduct an ongoing environmental scan to assure the curriculum keeps current with market needs • continue efforts to differentiate the program from competitors and to promote it accordingly • develop a curriculum map to enhance student learning • consider adding a capstone experience • review the program's software needs and explore options for addressing them • enhance the program's visibility • review program publications (e.g., catalog copy, handbooks, Web sites) and assure consistency with regard to how the programs are identified across each (independent degree programs versus tracks)

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			<ul style="list-style-type: none"> • continue to identify new internship sites, particularly outside of the immediate service area • explore potential synergies with other UCF programs (e.g., career and technical education and industry training masters' program, community college higher education track of the educational leadership masters' program) • investigate new sources of funding to support the program's delivery • assure the clarity of promotion and tenure expectations and that they are applied appropriately across the various disciplines represented within CEDHP • work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection • work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning • assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings
Sport and Exercise Science			
<i>Sport and Exercise Science, B.S.</i>			
<ul style="list-style-type: none"> • changed the program's name in 2011 from <i>sports and fitness</i> to <i>sport and exercise science</i> • developed three program tracks to meet student needs: coaching, human performance, and community and sport fitness • revised the curriculum to enhance program rigor • raised admissions requirements and established a <i>pending</i> status 	<ul style="list-style-type: none"> • high-quality faculty members with exceptional scholarly productivity • well-developed programmatic areas in strength and conditioning as well as nutrition • very high demand for the program • research lab facilities and equipment • diversity of career choices for program graduates • student satisfaction with the program 	<ul style="list-style-type: none"> • program demand has outpaced faculty resources including the number of tenure-track faculty members • limited student access to tenure-track faculty members • inability to expand lab components due to the lack of teaching lab space • lack of dedicated classroom space requires offering more sections instead of offering larger sections where more students could have increased access to tenure-track faculty members 	<ul style="list-style-type: none"> • develop an enrollment management plan and identify the target for program size • develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available • revisit options for addressing space needs and explore new possibilities • continue to review the program's CIP code assignment and determine whether or not it would be appropriate and beneficial to change some program tracks to a recognized STEM CIP code • work with appropriate stakeholders (e.g., college, Regional Campuses Administration) to review the program's presence at UCF South Lake and to determine the program's future direction at that location; allocate available resources commensurate with agreed upon goals • explore opportunities to expand undergraduate students' access to tenure-track faculty members

Educational Programs Committee - Information

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<ul style="list-style-type: none"> enhanced the program's advising infrastructure 	<ul style="list-style-type: none"> faculty, student, and alumni pride for program 	<ul style="list-style-type: none"> very low enrollment at South Lake Campus (B.S. degree only) insufficient information regarding alumni placement and employment 	<ul style="list-style-type: none"> review the curriculum including the appropriateness of prerequisites and electives, and adjust it as appropriate develop a program curriculum map to enhance student learning explore potential collaborations with other health disciplines on campus (e.g., opportunities in gerontology) work with appropriate offices on campus (e.g., alumni relations) to improve alumni tracking and information collection work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings
<i>Sport and Exercise Science, M.S.</i>			
<ul style="list-style-type: none"> hired four new faculty members to create a program with scientific and academic rigor as well as to advance research in the field of sport and exercise science changed the program's name in 2011 from <i>sports and fitness</i> to <i>sport and exercise science</i> developed three program tracks to meet student needs: applied exercise physiology, coaching, and sport nutrition established the Institute of Exercise Physiology and Wellness to promote research opportunities for students and faculty members 	<ul style="list-style-type: none"> high-quality faculty members with exceptional scholarly productivity program strengths in strength and conditioning as well as nutrition very high demand for the program research lab facilities and equipment diversity of career choices for program graduates student satisfaction with the program faculty, student, and alumni pride for program graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<ul style="list-style-type: none"> program demand has outpaced faculty resources including the number of tenure-track faculty members inability to expand lab components due to the lack of teaching lab space competition from on-line providers of graduate programs and the scarcity of resources to respond insufficient information regarding alumni placement and employment 	<ul style="list-style-type: none"> develop an enrollment management plan and identify the target for program size develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available revisit options for addressing space needs and explore new possibilities identify a cost-effective way to differentiate the program from competitors and market the program accordingly continue to review the program's CIP code assignment and determine whether or not it would be appropriate and beneficial to change some program tracks to a recognized STEM CIP code review the curriculum and adjust it as appropriate (e.g., either distinguish tracks more clearly or consider changing to concentrations) develop a program curriculum map to enhance student learning assure the appropriate availability of required courses explore potential collaborations with other health disciplines on campus (e.g., opportunities in gerontology) work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning

Educational Programs Committee - Information

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			<ul style="list-style-type: none"> • assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings
Elementary Education, Early Childhood Development and Education, and Reading			
<i>Early Childhood Development and Education B.S.</i>			
<ul style="list-style-type: none"> • changed program name from <i>Early Childhood Education</i> to <i>Early Childhood Development and Education</i> in 2010 • added a monthly Faculty Council meeting focused on student concerns • raised GPA minimum for program admission and graduation from 2.5 to 2.75 • added two new program tracks, one in early childhood development and one in early childhood careers 	<ul style="list-style-type: none"> • dedicated program faculty members with strength in teaching • Florida Teacher Certification Exam pass rates (100% on first attempt) • curriculum design • relationships with local schools and community agencies • graduate job placement rates • student satisfaction • ESOL and reading endorsements are integrated into the pre-kindergarten to third grade track 	<ul style="list-style-type: none"> • enrollments negatively impacted by State Board of Education rule changes for entering the teaching force • threats to enrollment from alternative providers (e.g., online programs, state colleges, Teach For America) • new teacher performance funding model de-incentivizes the use of student teachers in clinical experiences • lack of faculty and student gender diversity • outdated technology resources including computer equipment and software • low salaries for graduates in pre-K early childhood jobs • insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> • develop and implement an enrollment management plan that identifies the target program size and strategies for increasing student enrollment • identify a cost-effective way to differentiate the program from competitors and market the program accordingly • promote the program's Florida Teacher Certification exam pass rates • continue to collaborate with the state colleges to address early childhood coordination and staffing needs • develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available • build and implement a recruitment and retention plan for enhancing faculty and student gender diversity • refine the integration of early childhood and elementary education programs and update curriculum maps accordingly • work with the Office of Institutional Knowledge Management to acquire student success data for informing curriculum design • review technology needs and explore options for addressing them • consider ways to integrate appropriate technology into the curriculum (e.g., personalized learning systems) • explore solutions to assure a useful clinical experience for student teachers • work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning • assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings • work with appropriate offices on campus (e.g., alumni relations) to improve alumni tracking and information collection
<i>Elementary Education, B.S.</i>			
<ul style="list-style-type: none"> • implemented the state-required reading endorsement and prepared to 	<ul style="list-style-type: none"> • dedicated program faculty members with strength in 	<ul style="list-style-type: none"> • enrollments negatively impacted by State Board of Education rule 	<ul style="list-style-type: none"> • develop and implement an enrollment management plan that identifies the target program size and strategies for increasing student enrollment

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<p>implement a lengthy list of additional new state standards</p> <ul style="list-style-type: none"> established a program advisory committee that includes representatives from Central Florida school districts undertook a two-year curriculum revision, which included approval of three new courses added a requirement that students produce a Teacher Work Sample (TWS) that demonstrates their impact on K-6 students during their final internship piloted an expansion of the student internship to include preplanning and early school year timeframes hired several full-time instructors that are deeply engaged in program activities 	<p>teaching and scholarly productivity</p> <ul style="list-style-type: none"> Florida Teacher Certification Exam pass rates curriculum design including focus on literacy utilization of TeachLivE simulation experiences integration of ESOL and reading endorsements in the program's design partnerships with local schools 	<p>changes for entering the teaching force</p> <ul style="list-style-type: none"> threats to enrollment from alternative providers (e.g., online programs, state colleges, Teach For America) new teacher performance funding model de-incentivizes the use of student teachers in clinical experiences lack of faculty and student gender diversity outdated technology resources including computer equipment and software insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> identify a cost-effective way to differentiate the program from competitors and market the program accordingly maximize the program's visibility and promote its reading education training; capitalize on the Morgridge Reading Center promote the program's Florida Teacher Certification exam pass rates continue to collaborate with the state colleges to address early childhood coordination and staffing needs develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available build and implement a recruitment and retention plan for enhancing faculty and student gender diversity refine the integration of early childhood and elementary education programs and update curriculum maps accordingly work with the Office of Institutional Knowledge Management to acquire student success data for informing curriculum design review technology needs and explore options for addressing them consider ways to integrate appropriate technology into the curriculum (e.g., personalized learning systems) explore solutions to assure a useful clinical experience for student teachers investigate options for circumventing excess hours limitations with regard to providing students needed endorsements in ESOL and exceptional student education work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings work with appropriate offices on campus (e.g., alumni relations) to improve alumni tracking and information collection
<i>Elementary Education, M.A.</i>			
<ul style="list-style-type: none"> implemented the state-required reading endorsement and prepared to implement a lengthy list of 	<ul style="list-style-type: none"> dedicated program faculty members with strength in teaching and scholarly productivity 	<ul style="list-style-type: none"> threats to enrollment from alternative providers (e.g., online programs, Teach For 	<ul style="list-style-type: none"> develop and implement an enrollment management plan that identifies the target program size and strategies for increasing student enrollment identify a cost-effective way to differentiate the program from competitors and market the program accordingly

Educational Programs Committee - Information

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<p>additional new state standards</p> <ul style="list-style-type: none"> established a program advisory committee that includes representatives from Central Florida school districts added a requirement that students produce a Teacher Work Sample (TWS) that demonstrates their impact on K-6 students during their final internship expanded online offerings to 18 hours initiated an accelerated B.A. to M.A. degree pathway for honors college undergraduates 	<ul style="list-style-type: none"> Florida Teacher Certification Exam pass rates curriculum design including focus on literacy utilization of TeachLivE simulation experiences integration of ESOL and reading endorsements in the program's design partnerships with local schools opportunities for students to engage in meaningful action research graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<p>America, in-service training options)</p> <ul style="list-style-type: none"> new teacher performance funding model de-incentivizes the use of student teachers in clinical experiences instructional demands limit faculty participation in scholarly activity lack of faculty and student gender diversity insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> maximize the program's visibility and promote its reading education training; capitalize on the Morgridge Reading Center promote the program's Florida Teacher Certification exam pass rates develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available build and implement a recruitment and retention plan for enhancing faculty and student gender diversity review the faculty workload policy and update it, if necessary, to align with program mission, goals, and available resources explore opportunities to secure additional research funding and to encourage faculty participation in scholarly activity consider ways to integrate appropriate technology into the curriculum (e.g., personalized learning systems) explore solutions to assure a useful clinical experience for student teachers work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection
<i>Elementary Education, M.Ed.</i>			
<ul style="list-style-type: none"> established a program advisory committee that includes representatives from Central Florida school districts revised curriculum to include specialization areas in advanced elementary curriculum, early childhood, exceptional student education, and gifted education 	<ul style="list-style-type: none"> dedicated program faculty members with strength in teaching and scholarly productivity curriculum design including focus on literacy utilization of TeachLivE simulation experiences partnerships with local schools 	<ul style="list-style-type: none"> declining enrollments related to the loss of fiscal incentives in the state's teacher compensation structure for acquiring graduate degrees threats to enrollment from alternative providers (e.g., online programs, Teach For America, in-service training options) 	<ul style="list-style-type: none"> develop and implement an enrollment management plan that identifies the target program size and strategies for increasing student enrollment identify a cost-effective way to differentiate the program from competitors and market the program accordingly maximize the program's visibility and promote its reading education training; capitalize on the Morgridge Reading Center develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available build and implement a recruitment and retention plan for enhancing faculty and student gender diversity

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<ul style="list-style-type: none"> adjusted the timing of the comprehensive exam and included evaluation by a panel of faculty members and invited public school personnel reversed credit hours allotments for the introductory and capstone seminars to allow for more synthesis and application of material at the end of the program added a requirement that students engage in action research as part of the core courses 	<ul style="list-style-type: none"> opportunities for students to engage in meaningful action research graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<ul style="list-style-type: none"> instructional demands limit faculty participation in scholarly activity lack of faculty and student gender diversity insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> review the faculty workload policy and update it, if necessary, to align with program mission, goals, and available resources explore opportunities to secure additional research funding and to encourage faculty participation in scholarly activity consider ways to integrate appropriate technology into the curriculum (e.g., personalized learning systems) work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection
<i>Reading, M.Ed.</i>			
<ul style="list-style-type: none"> implemented a clear sequence of specialization courses expanded distance learning opportunities by converting three courses to mixed modality updated curriculum to address current literacy coach needs to begin to address Common Core State Standards adopted an electronic student portfolio to account for consistent assignments and to document student performance for the Florida Department of Education 	<ul style="list-style-type: none"> dedicated program faculty members with strength in teaching Florida Teacher Certification Exam pass rates student satisfaction program addresses one of Florida's critical need areas curriculum alignment with state and national standards utilization of assessment results are central to program design "practical" skill development in various program areas 	<ul style="list-style-type: none"> declining enrollments related to the loss of fiscal incentives in the state's teacher compensation structure for acquiring graduate degrees threats to enrollment from alternative providers (e.g., online programs, in-service training options) instructional demands limit faculty participation in scholarly activity lack of faculty and student gender diversity insufficient information regarding alumni placement and employment for graduates 	<ul style="list-style-type: none"> develop and implement an enrollment management plan that identifies the target program size and strategies for increasing student enrollment identify a cost-effective way to differentiate the program from competitors and market the program accordingly maximize the program's visibility and promote its reading education training; capitalize on the Morgridge Reading Center develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available build and implement a recruitment and retention plan for enhancing faculty and student gender diversity review the faculty workload policy and update it, if necessary, to align with program mission, goals, and available resources explore opportunities to secure additional research funding and to encourage faculty participation in scholarly activity in this critical need area consider developing a literacy coaching strand

Educational Programs Committee - Information

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<ul style="list-style-type: none"> • continued meeting with the Reading Advisory Board to evaluate needs of local school districts • lost four out of eight tenure track faculty members 	<ul style="list-style-type: none"> • graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<p>working outside of public schools within Florida</p>	<ul style="list-style-type: none"> • work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning • assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings • work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection
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Secondary Education

Art Education, B.S.

<ul style="list-style-type: none"> • expanded the program's core requirements • added the Florida Virtual School as an internship site • increased student support during internship I by changing it to a corequisite with the content methods course • added a requirement that students produce a Teacher Work Sample (TWS) during internship II • prepared and implemented a lengthy list of additional new state standards • developed a minor in art education effective 2013-14 	<ul style="list-style-type: none"> • dedicated program faculty members with strength in teaching and scholarly productivity • curriculum design including integrated ESOL competencies and focus on disciplinary literacy • Florida Teacher Certification Exam (FTCE) pass rates • utilization of TeachLivE simulation experiences and Florida Virtual School for internships • partnerships with local schools • wide variety of student clinical practice and field experiences 	<ul style="list-style-type: none"> • enrollments negatively impacted by State Board of Education rule changes for entering the teaching force • threats to enrollment from alternative providers (e.g., online programs, state colleges, Teach For America) • limited numbers of faculty members dedicated full-time to the program • instructional demands limit full-time faculty member's engagement in public service to the profession • low sub-scores in certain content areas • new teacher performance funding model de-incentivizes the use of student teachers in clinical experiences • outdated technology resources including computer equipment and software 	<ul style="list-style-type: none"> • review the program's viability and, if demand warrants, develop and implement an enrollment management plan that identifies the target program size and strategies for increasing student enrollment • identify a cost-effective way to differentiate the program from competitors and market the program accordingly • maximize the program's visibility • develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available • explore mechanisms by which to mediate low sub-scores on the FTCE (e.g., services provided by the Student Academic Resource Center, non-credit supplemental instruction provided by continuing education) • work with the Office of Institutional Knowledge Management to acquire student success data for informing curriculum design • explore solutions to assure a useful clinical experience for student teachers • review technology needs and explore options for addressing them • consider ways to integrate appropriate technology into the curriculum (e.g., personalized learning systems) • look into opportunities to maximize student preparation for and experience working with diverse populations (e.g., diverse ethnic groups, socioeconomic groups, varying exceptionalities) • investigate options for circumventing excess hours limitations with regard to providing students needed competencies in ESOL and exceptional student education
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		<ul style="list-style-type: none"> insufficient information regarding alumni placement and employment 	<ul style="list-style-type: none"> work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings work with appropriate offices on campus (e.g., alumni relations) to improve alumni tracking and information collection
English Language Arts Education, B.S.			
<ul style="list-style-type: none"> created an advisory board for the English language arts program area established the Florida Virtual School as an internship site introduced the team teaching approach for English language arts methods implemented the LiveText online portfolio to monitor academic progress and evaluate the students' culminating-activity 	<ul style="list-style-type: none"> dedicated program faculty members with strength in teaching and scholarly productivity curriculum design including integrated ESOL competencies and focus on disciplinary literacy Florida Teacher Certification Exam (FTCE) pass rates utilization of TeachLivE simulation experiences and Florida Virtual School for internships partnerships with local schools wide variety of student clinical practice and field experiences 	<ul style="list-style-type: none"> enrollments negatively impacted by State Board of Education rule changes for entering the teaching force threats to enrollment from alternative providers (e.g., online programs, state colleges, Teach For America) limited numbers of faculty members dedicated full-time to the program instructional demands limit full-time faculty members' engagement in public service to the profession low sub-scores in certain content areas new teacher performance funding model de-incentivizes the use of student teachers in clinical experiences outdated technology resources including computer equipment and software insufficient information regarding alumni placement and employment for graduates 	<ul style="list-style-type: none"> develop and implement an enrollment management plan that identifies the target program size and strategies for increasing student enrollment identify a cost-effective way to differentiate the program from competitors and market the program accordingly maximize the program's visibility and promote its reading education training; capitalize on the Morgridge Reading Center develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available explore mechanisms by which to mediate low sub-scores on the FTCE (e.g., services provided by the Student Academic Resource Center, non-credit supplemental instruction provided by continuing education) work with the Office of Institutional Knowledge Management to acquire student success data for informing curriculum design explore solutions to assure a useful clinical experience for student teachers review technology needs and explore options for addressing them consider ways to integrate appropriate technology into the curriculum (e.g., personalized learning systems) look into opportunities to maximize student preparation for and experience working with diverse populations (e.g., diverse ethnic groups, socioeconomic groups, varying exceptionalities) investigate options for circumventing excess hours limitations with regard to providing students needed competencies in exceptional student education work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning

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		working outside of public schools within Florida	<ul style="list-style-type: none"> • assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings • work with appropriate offices on campus (e.g., alumni relations) to improve alumni tracking and information collection
Mathematics Education, B.S.			
<ul style="list-style-type: none"> • added the Florida Virtual School as an internship site • increased student support during internship I by changing it to a corequisite with the content methods course • added a requirement that students produce a Teacher Work Sample (TWS) during internship II • prepared to implement a lengthy list of additional new state standards 	<ul style="list-style-type: none"> • dedicated program faculty members with strength in teaching and scholarly productivity • curriculum design including integrated ESOL competencies and focus on disciplinary literacy • Florida Teacher Certification Exam (FTCE) pass rates • utilization of TeachLivE simulation experiences and Florida Virtual School for internships • partnerships with local schools • wide variety of student clinical practice and field experiences 	<ul style="list-style-type: none"> • enrollments negatively impacted by State Board of Education rule changes for entering the teaching force • threats to enrollment from alternative providers (e.g., online programs, state colleges, Teach For America) • limited numbers of faculty members dedicated full-time to the program • instructional demands limit full-time faculty members' engagement in public service to the profession • lack of student gender diversity • low sub-scores in certain content areas • new teacher performance funding model de-incentivizes the use of student teachers in clinical experiences • outdated technology resources including computer equipment and software • insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> • develop and implement an enrollment management plan that identifies the target program size and strategies for increasing student enrollment • identify a cost-effective way to differentiate the program from competitors and market the program accordingly • maximize the program's visibility • develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available • build and implement a recruitment and retention plan for enhancing faculty and student gender diversity • explore mechanisms by which to mediate low sub-scores on the FTCE (e.g., services provided by the Student Academic Resource Center, non-credit supplemental instruction provided by continuing education) • work with the Office of Institutional Knowledge Management to acquire student success data for informing curriculum design • explore solutions to assure a useful clinical experience for student teachers • review technology needs and explore options for addressing them • consider ways to integrate appropriate technology into the curriculum (e.g., personalized learning systems) • look into opportunities to maximize student preparation for and experience working with diverse populations (e.g., diverse ethnic groups, socioeconomic groups, varying exceptionalities) • investigate options for circumventing excess hours limitations with regard to providing students needed competencies in ESOL and exceptional student education • work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning • assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings

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			<ul style="list-style-type: none"> work with appropriate offices on campus (e.g., alumni relations) to improve alumni tracking and information collection
<i>Science Education, B.S.</i>			
<ul style="list-style-type: none"> added the Florida Virtual School as an internship site increased student support during internship I by changing it to a corequisite with the content methods course added a requirement that students produce a Teacher Work Sample during internship II prepared to implement a lengthy list of additional new state standards 	<ul style="list-style-type: none"> dedicated program faculty members with strength in teaching and scholarly productivity curriculum design including integrated ESOL competencies and focus on disciplinary literacy Florida Teacher Certification Exam (FTCE) pass rates utilization of TeachLivE simulation experiences and Florida Virtual School for internships partnerships with local schools and Lockheed Martin wide variety of student clinical practice and field experiences 	<ul style="list-style-type: none"> enrollments negatively impacted by State Board of Education rule changes for entering the teaching force threats to enrollment from alternative providers (e.g., online programs, state colleges, Teach For America) limited numbers of faculty members dedicated full-time to the program instructional demands limit full-time faculty members' engagement in public service to the profession lack of student gender diversity low sub-scores in certain content areas new teacher performance funding model de-incentivizes the use of student teachers in clinical experiences mixed student perceptions of program rigor dependent upon their science background outdated technology resources including computer equipment and software insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> develop and implement an enrollment management plan that identifies the target program size and strategies for increasing student enrollment identify a cost-effective way to differentiate the program from competitors and market the program accordingly build and implement a recruitment and retention plan for enhancing student gender diversity maximize the program's visibility develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available explore mechanisms by which to mediate low sub-scores on the FTCE (e.g., services provided by the Student Academic Resource Center, non-credit supplemental instruction provided by continuing education) work with the Office of Institutional Knowledge Management to acquire student success data for informing curriculum design explore solutions to assure a useful clinical experience for student teachers evaluate advising and appropriateness of program curriculum and rigor given student variations in science exposure and make adjustments, if appropriate review technology needs and explore options for addressing them consider ways to integrate appropriate technology into the curriculum (e.g., personalized learning systems) look into opportunities to maximize student preparation for and experience working with diverse populations (e.g., diverse ethnic groups, socioeconomic groups, varying exceptionalities) investigate options for circumventing excess hours limitations with regard to providing students needed competencies in ESOL and exceptional student education work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings

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			<ul style="list-style-type: none"> work with appropriate offices on campus (e.g., alumni relations) to improve alumni tracking and information collection
<i>Social Science Education, B.S.</i>			
<ul style="list-style-type: none"> implemented modifications to the advising procedures to better serve students 	<ul style="list-style-type: none"> dedicated program faculty members with strength in teaching and scholarly productivity curriculum design including integrated ESOL competencies and focus on disciplinary literacy Florida Teacher Certification Exam (FTCE) pass rates utilization of TeachLivE simulation experiences and Florida Virtual School for internships partnerships with local schools and Lockheed Martin wide variety of student clinical practice and field experiences 	<ul style="list-style-type: none"> enrollments negatively impacted by State Board of Education rule changes for entering the teaching force threats to enrollment from alternative providers (e.g., online programs, state colleges, Teach For America) limited numbers of faculty members dedicated full-time to the program instructional demands limit full-time faculty members' engagement in public service to the profession low sub-scores in certain content areas new teacher performance funding model de-incentivizes the use of student teachers in clinical experiences outdated technology resources including computer equipment and software insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> develop and implement an enrollment management plan that identifies the target program size and strategies for increasing student enrollment identify a cost-effective way to differentiate the program from competitors and market the program accordingly maximize the program's visibility develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available explore mechanisms by which to mediate low sub-scores on the FTCE (e.g., services provided by the Student Academic Resource Center, non-credit supplemental instruction provided by continuing education) work with the Office of Institutional Knowledge Management to acquire student success data for informing curriculum design explore solutions to assure a useful clinical experience for student teachers review technology needs and explore options for addressing them consider ways to integrate appropriate technology into the curriculum (e.g., personalized learning systems) look into opportunities to maximize student preparation for and experience working with diverse populations (e.g., diverse ethnic groups, socioeconomic groups, varying exceptionalities) investigate options for circumventing excess hours limitations with regard to providing students needed competencies in ESOL and exceptional student education work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings work with appropriate offices on campus (e.g., alumni relations) to improve alumni tracking and information collection

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<i>World Languages, B.S.</i>			
<ul style="list-style-type: none"> • transitioned the foreign language education degree into a degree in world languages education – languages other than English – to include tracks in French education, Spanish education, and an option to complete an interdisciplinary studies degree with an emphasis on world languages education when combined with another language-centered minor • developed a minor in world languages education • collaborated with faculty members from the Department of Modern Languages and Literatures to revise certain courses 	<ul style="list-style-type: none"> • dedicated program faculty members with strength in teaching and scholarly productivity • curriculum design including integrated ESOL competencies and focus on disciplinary literacy • utilization of TeachLivE simulation experiences and Florida Virtual School for internships • partnerships with local schools • wide variety of student clinical practice and field experiences 	<ul style="list-style-type: none"> • enrollments negatively impacted by State Board of Education rule changes for entering the teaching force • threats to enrollment from alternative providers (e.g., online programs, state colleges, Teach For America) • Florida Teacher Certification Exam (FTCE) pass rates • limited numbers of faculty members dedicated full-time to the program • instructional demands limit full-time faculty members' engagement in public service to the profession • new teacher performance funding model de-incentivizes the use of student teachers in clinical experiences • outdated technology resources including computer equipment and software • insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> • develop and implement an enrollment management plan that identifies the target program size and strategies for increasing student enrollment (e.g., utilize world language program graduates teaching in middle and high schools to help steer students toward the UCF major) • identify a cost-effective way to differentiate the program from competitors and market the program accordingly • maximize the program's visibility • develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available • explore mechanisms by which to mediate low sub-scores on the FTCE (e.g., services provided by the Student Academic Resource Center, non-credit supplemental instruction provided by continuing education) • work with the Office of Institutional Knowledge Management to acquire student success data for informing curriculum design • explore solutions to assure a useful clinical experience for student teachers • review technology needs and explore options for addressing them • consider ways to integrate appropriate technology into the curriculum (e.g., personalized learning systems) • look into opportunities to maximize student preparation for and experience working with diverse populations (e.g., diverse ethnic groups, socioeconomic groups, varying exceptionalities) • investigate options for circumventing excess hours limitations with regard to providing students needed competencies and exceptional student education • work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning • assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings • work with appropriate offices on campus (e.g., alumni relations) to improve alumni tracking and information collection
<i>K-8 Mathematics and Science Education, M.Ed.</i>			
<ul style="list-style-type: none"> • expanded culminating-experience opportunities 	<ul style="list-style-type: none"> • dedicated program faculty members with strength in 	<ul style="list-style-type: none"> • declining enrollments related to the loss of fiscal incentives in 	<ul style="list-style-type: none"> • develop and implement an enrollment management plan that identifies the target program size and strategies for increasing student enrollment

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<p>beyond the thesis option to include pursuing National Board Certification or completion of a research manuscript submitted for publication</p> <ul style="list-style-type: none"> • added several courses to the curriculum • provided tuition support for program graduates to take program courses to retool their skills 	<p>teaching and scholarly productivity including high grant activity</p> <ul style="list-style-type: none"> • national reputation among faculty members • time-to-degree • student retention • curriculum design including integrated ESOL competencies and focus on disciplinary literacy • utilization of TeachLivE simulation experiences and Florida Virtual School for internships • partnerships with local schools and with Lockheed Martin • wide variety of student clinical practice and field experiences • graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<p>the state's teacher compensation structure for acquiring graduate degrees</p> <ul style="list-style-type: none"> • threats to enrollment from alternative providers (e.g., online programs, Teach For America) • limited numbers of faculty members dedicated full-time to the program reduce the breadth of perspectives available to students • instructional demands threaten full-time faculty members' research productivity and limit their engagement in public service to the profession • lack of student gender diversity • new teacher performance funding model de-incentivizes the use of student teachers in clinical experiences • mixed student perceptions of program rigor dependent upon their science background • outdated technology resources including computer equipment and software • insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> • identify a cost-effective way to differentiate the program from competitors and market the program accordingly • maximize the program's visibility • develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available • build and implement a recruitment and retention plan for enhancing student gender diversity • work with the Office of Institutional Knowledge Management to acquire student success data for informing curriculum design • explore solutions to assure a useful clinical experience for student teachers • evaluate advising and appropriateness of program curriculum and rigor given student variations in science exposure and make adjustments, if appropriate • review technology needs and explore options for addressing them • consider ways to integrate appropriate technology into the curriculum (e.g., personalized learning systems) • look into opportunities to maximize student preparation for and experience working with diverse populations (e.g., diverse ethnic groups, socioeconomic groups, varying exceptionalities) • investigate options for circumventing excess hours limitations with regard to providing students needed competencies in ESOL and exceptional student education • work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning • assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings • work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection
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<i>Applied Learning and Instruction, M.A.</i>			
<ul style="list-style-type: none"> Not applicable – implemented the program in fall 2008 	<ul style="list-style-type: none"> unique program in Florida that meets community needs for developing training personnel in a broad range of settings faculty member strengths in teaching and scholarly productivity high student retention rate graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<ul style="list-style-type: none"> lack of student ethnic diversity insufficient information regarding alumni placement and employment limited data on employer satisfaction with graduates insufficient information regarding alumni placement and employment 	<ul style="list-style-type: none"> develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available build and implement a recruitment and retention plan for enhancing student ethnic diversity maximize the program's visibility explore options for requiring an internship for all students in the program increase research activity in the applied learning area work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection collect employer satisfaction data to assess the program's impact and make adjustments as appropriate
<i>M.A.T. – Teacher Education</i>			
<ul style="list-style-type: none"> transitioned all free-standing M.A. degree programs to tracks in the M.A.T. degree program (art education, English language arts education, mathematics education, science education, social science education) developed introductory and capstone seminars for orientation and culminating-experiences added a requirement that students produce a Teacher Work Sample (TWS) that 	<ul style="list-style-type: none"> dedicated program faculty members with strength in teaching and scholarly productivity curriculum design including integration of ESOL and reading endorsements in certain tracks as well as a focus on disciplinary literacy utilization of TeachLivE simulation experiences and Florida Virtual School internships partnerships with local schools 	<ul style="list-style-type: none"> low-enrollment and low-staffing in certain concentration areas enrollments negatively impacted by State Board of Education rule changes for entering the teaching force threats to enrollment from alternative providers (e.g., online programs, Teach For America) instructional demands threaten full-time faculty members' research productivity and limit their engagement in public service to the profession 	<ul style="list-style-type: none"> develop and implement an enrollment management plan that identifies the target program size and strategies for increasing student enrollment identify a cost-effective way to differentiate the program from competitors and market the program accordingly maximize the program's visibility and promote its reading education training; capitalize on the Morgridge Reading Center develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available build and implement a recruitment and retention plan for enhancing student ethnic diversity look into opportunities to maximize student preparation for and experience working with diverse populations (e.g., diverse ethnic groups, socioeconomic groups, varying exceptionalities)

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<p>demonstrates their impact on students during their final internship</p> <ul style="list-style-type: none"> established the Florida Virtual School as an internship site increased distance learning course offerings introduced the team teaching approach for English language arts methods implemented the LiveText online portfolio to monitor academic progress and evaluate the students' culminating-activity modified the student recruitment plan to include a shared mission and vision among all tracks created an advisory board for the English language arts program area targeted recruitment of teachers with bachelor's degrees in the social sciences to bolster enrollments in the social science education track added several social science education courses 	<ul style="list-style-type: none"> graduate job placement rates within Florida school districts graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<ul style="list-style-type: none"> new teacher performance funding model de-incentivizes the use of student teachers in clinical experiences outdated technology resources including computer equipment and software insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> explore mechanisms for differentiating curriculum for certified (M.Ed. degree) and non-certified (M.A.T. degree) teachers consider ways to integrate appropriate technology into the curriculum (e.g., personalized learning systems) work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection
Teacher Leadership, M.Ed.			
<ul style="list-style-type: none"> transitioned all free-standing M.Ed. degree programs to tracks in the M.Ed. in Teacher Leadership degree program (art education; 	<ul style="list-style-type: none"> dedicated program faculty members with strength in teaching and scholarly productivity 	<ul style="list-style-type: none"> low-enrollment and low-staffing in certain concentration areas declining enrollments related to the loss of fiscal incentives in the state's teacher compensation 	<ul style="list-style-type: none"> develop and implement an enrollment management plan that identifies the target program size and strategies for increasing student enrollment identify a cost-effective way to differentiate the program from competitors and market the program accordingly

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<p>curriculum; educational technology; English language arts education; global, international & comparative education; intervention specialist; mathematics education; science education; social science education)</p> <ul style="list-style-type: none"> revised the core curriculum for each track to be consistent implemented an action research requirement as the students' culminating-activity modified the student recruitment plan to include a shared mission and vision among all tracks created an advisory board for the English language arts program area targeted the recruitment of teachers with bachelor's degrees in the social sciences to bolster enrollments in the social science education track added several social science education courses 	<ul style="list-style-type: none"> curriculum design and disciplinary literacy utilization of TeachLivE simulation experiences and Florida Virtual School internships graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<p>structure for acquiring graduate degrees</p> <ul style="list-style-type: none"> threats to enrollment from alternative providers (e.g., online programs, Teach For America, in-service training options) instructional demands threaten full-time faculty members' research productivity and limit their engagement in public service to the profession outdated technology resources including computer equipment and software insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> maximize the program's visibility and promote its reading education training; capitalize on the Morgridge Reading Center develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available build and implement a recruitment and retention plan for enhancing student ethnic diversity explore mechanisms for differentiating curriculum for certified (M.Ed. degree) and non-certified (M.A.T. degree) teachers consider ways to integrate appropriate technology into the curriculum (e.g., personalized learning systems) work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings
Education Specialist and Doctoral General			
<i>Education, Ed.D.</i>			
<ul style="list-style-type: none"> renamed the <i>Curriculum and Instruction, Ed.D</i> to the 	<ul style="list-style-type: none"> unique and innovative program that employs a 	<ul style="list-style-type: none"> instructional and mentoring demands limit faculty members' scholarly productivity 	<ul style="list-style-type: none"> develop an enrollment management plan and identify the target for program size

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<p><i>Education, Ed.D.</i> effective Fall 2006</p>	<p>cohort model and dissertation of practice</p> <ul style="list-style-type: none"> • faculty members are former practitioners who bring that applied expertise to the classroom • program leadership • curriculum addresses key issues in the field • faculty members commitment to students • well-established connections to public K-12 school system • student retention following curriculum redesign and shift to a cohort model • consortium member for the Carnegie Project on the Education Doctorate • graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<ul style="list-style-type: none"> • insufficient promotion of program focus, achievements, and national prominence • competition from on-line and alternative providers of Ed.D. degree programs and the scarcity of resources to respond • insufficient information regarding alumni placement and employment 	<ul style="list-style-type: none"> • develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available • review the faculty workload policy and update it, if necessary, to align with program mission, goals, and available resources • explore opportunities to secure additional research funding and to encourage faculty participation in scholarly activity • work with appropriate offices (e.g., college, UCF News and Information, UCF Marketing) to further promote program focus, visibility, and achievements nation-wide to differentiate it from the competition • assure student awareness of specialization availability (e.g., courses and faculty members) prior to matriculation; this will require clear and timely communication between program leadership, faculty members, and students regarding realistic options • develop a curriculum map to enhance student learning • explore the appropriateness of and mechanisms to making more advanced research methodology courses accessible to interested Ed.D. degree students • continue to build community partnerships to facilitate student field experiences • work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning • assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings • work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection
<p><i>Education, Ph.D.</i></p>			
<ul style="list-style-type: none"> • added five track specializations • standardized the research courses with rubrics • increased the number of research courses required for each track 	<ul style="list-style-type: none"> • attracts high-quality applicants • student mentoring • graduation and job placement rates • faculty expertise in specialty areas 	<ul style="list-style-type: none"> • low enrollment in some tracks • limited numbers of tenure track faculty members • instructional and mentoring demands limit faculty members' scholarly productivity 	<ul style="list-style-type: none"> • review the viability of all program tracks in light of available resources to assure efficiency • develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available • review the faculty workload policy and update it, if necessary, to align with program mission, goals, and available resources

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	<ul style="list-style-type: none"> • counselor education and exceptional education tracks are nationally ranked • core curriculum encourages collaboration and teamwork across tracks • interdisciplinary partnerships across colleges (e.g., TESOL) • program support for the development of emerging doctoral programs (e.g., hospitality management and communication sciences and disorders) • graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<ul style="list-style-type: none"> • differential engagement of faculty members across different tracks • variations in research activity across tracks • pending retirements of productive research faculty members • competition from on-line and alternative providers of graduate educational leadership programs and the scarcity of resources to respond • insufficient information regarding alumni placement and employment 	<ul style="list-style-type: none"> • explore opportunities to secure additional research funding and to encourage broader faculty participation in scholarly activity • develop a curriculum map to enhance student learning • review research activity across tracks, determine the appropriateness of variation, and make adjustments as appropriate • continue exploring opportunities to encourage student interactions and collaboration across tracks beyond the core courses (e.g., offer regular seminars) • work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning • assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings • work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection
Educational Leadership			
<i>Educational Leadership, M.A.</i>			
<ul style="list-style-type: none"> • developed a fully online program pathway targeting educational leaders in a broad range of settings that does not require K-12 educational leadership certification (e.g., museum curators, zoo directors, human resources administrators, armed forces, charter and private school administrators) • eliminated the GRE requirement • adopted standards established by the Interstate 	<ul style="list-style-type: none"> • faculty members are former practitioners who bring that applied expertise to the classroom • faculty members commitment to students • student satisfaction • program meets a UCF need for advanced study in student personnel services and a general need in the service area for advanced study among higher education professionals 	<ul style="list-style-type: none"> • limited numbers of tenure-track faculty members • instructional demands limit faculty members' participation in scholarly and professional development activities (e.g., engagement in national higher education policy issues) • lack of faculty and student ethnic diversity • limited depth in policy courses • few student personnel courses available online • competition from on-line and alternative providers of graduate educational leadership programs 	<ul style="list-style-type: none"> • develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available • review the faculty workload policy and update it, if necessary, to align with program mission, goals, and available resources • explore opportunities to secure additional research funding and to encourage faculty participation in scholarly activity • develop and implement a recruitment and retention plan to enhance faculty and student ethnic diversity • review the curriculum and adjust it as necessary to assure appropriate breadth, depth, and analysis of course content • develop a curriculum map to enhance student learning • enhance faculty member awareness of and engagement in the national dialogue on higher education policy and further integrate policy issues into the curriculum

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School Licensure Consortium	<ul style="list-style-type: none"> online availability of the community college education track well-defined community college education core curriculum graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<p>and the scarcity of resources to respond</p> <ul style="list-style-type: none"> insufficient information regarding alumni placement and employment 	<ul style="list-style-type: none"> consider broadening curricular content beyond school leadership where appropriate continue expanding online course availability in the student personnel track explore opportunities for program growth congruent with human-resource planning investigate the source of and explore resolutions to the course registration challenges expressed by community and state college faculty members enrolled in the community college education track evaluate the utility and feasibility of seeking specialized accreditation for the student personnel track by the Council for Accreditation of Counseling and Related Educational Programs assure that prospective students interested in the general educational leadership track understand that this pathway does not lead to K-12 state certification work with appropriate offices (e.g., college, UCF News and Information, UCF Marketing) to further promote program focus, visibility, and achievements nation-wide to differentiate it from the competition work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection
<i>Educational Leadership, M.Ed.</i>			
<ul style="list-style-type: none"> eliminated one of three foundations courses increased the administrative internship requirement from three to six credit hours that must now be taken during the last two consecutive semesters of the student's M.Ed. degree program 	<ul style="list-style-type: none"> many courses available online high pass rates on the Florida Level 1 Educational Leadership certification exam for K-12 administrators 	<ul style="list-style-type: none"> instructional demands limit faculty participation in scholarly activity limited faculty and student ethnic diversity insufficient promotion of program focus, achievements, and national prominence 	<ul style="list-style-type: none"> develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available review the faculty workload policy and update it, if necessary, to align with program mission, goals, and available resources explore opportunities to secure additional research funding and to encourage faculty participation in scholarly activity develop and implement a recruitment and retention plan to enhance faculty and student ethnic diversity

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	<ul style="list-style-type: none"> • strong linkage to local schools and officials in the school districts • faculty members dedicated to program quality • graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<ul style="list-style-type: none"> • inadequate curricular content and engagement experiences addressing multicultural factors and student exceptionalities, particularly given the service area's K-12 student population • overrides exacerbate instructional demands in already large courses • competition from on-line and alternative providers of graduate educational leadership programs and the scarcity of resources to respond • insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> • work with appropriate offices (e.g., college, UCF News and Information, UCF Marketing) to further promote program focus, visibility, and achievements nation-wide • explore opportunities to incorporate greater exposure to multicultural factors and managing student exceptionalities into the curriculum and other student engagement experiences (e.g., field experiences) • develop a curriculum map to enhance student learning • review override policy and practices and adjust these if appropriate • review the demand for course offerings at regional locations and work with Regional Campuses Administration to develop and implement reasonable solutions to balance demand and available resources (e.g., enhance student recruitment, rotate location of course offerings, explore mixed delivery modalities) • work with appropriate offices (e.g., college, UCF News and Information, UCF Marketing) to further promote program focus, visibility, and achievements nation-wide to differentiate it from the competition • work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning • assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings • work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection
<i>Educational Leadership, Ed.S.</i>			
<ul style="list-style-type: none"> • added a requirement that students pass the Florida Level 1 Educational Leadership certification exam for K-12 administrators • embedded a TEACHLIVE simulation experience within the supervisory practices curriculum 	<ul style="list-style-type: none"> • many courses are available online • outstanding pass rates (100%) on the Florida Level 1 Educational Leadership certification exam for K-12 administrators • fulfills a need for advanced study beyond the master's degree 	<ul style="list-style-type: none"> • instructional demands limit faculty participation in scholarly activity • limited faculty and student ethnic diversity • insufficient promotion of program focus, achievements, and national prominence • inadequate curricular content and engagement experiences 	<ul style="list-style-type: none"> • develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available • review the faculty workload policy and update it, if necessary, to align with program mission, goals, and available resources • explore opportunities to secure additional research funding and to encourage faculty participation in scholarly activity • develop and implement a recruitment and retention plan to enhance faculty and student ethnic diversity

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	<ul style="list-style-type: none"> graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<p>addressing multicultural factors and student exceptionalities, particularly given the service area's K-12 student population</p> <ul style="list-style-type: none"> competition from on-line and alternative providers of graduate educational leadership programs and the scarcity of resources to respond insufficient information regarding alumni placement and employment for graduates working outside of public schools within Florida 	<ul style="list-style-type: none"> work with appropriate offices (e.g., college, UCF News and Information, UCF Marketing) to further promote program focus, visibility, and achievements nation-wide to differentiate it from the competition explore opportunities to incorporate greater exposure to multicultural factors and managing student exceptionalities into the curriculum and other student engagement experiences work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection
<i>Educational Leadership, Ed.D.—K-12 Executive Track</i>			
<ul style="list-style-type: none"> implemented the executive track in 2010 redesigned program to align with the Carnegie Project on the Education Doctorate consortia standards adopted a cohort model developed and executed several new courses based on input from local executive- level school leaders enhanced dissertation support by establishing milestones for continuation restructured research courses to focus on the needs of a scholar 	<ul style="list-style-type: none"> unique and innovative program that employs a cohort model and dissertation of practice faculty members are former practitioners who bring that applied expertise to the classroom program leadership curriculum addresses key issues in the field faculty members commitment to students well-established connections to public K-12 school system student retention following curriculum redesign and shift to a cohort model 	<ul style="list-style-type: none"> instructional and mentoring demands limit faculty participation in scholarly activity limited faculty and student ethnic diversity insufficient promotion of program focus, achievements, and national prominence inadequate curricular content and engagement experiences addressing multicultural factors and student exceptionalities, particularly given the service area's K-12 student population competition from on-line and alternative providers of graduate educational leadership programs and the scarcity of resources to respond insufficient information regarding alumni placement and 	<ul style="list-style-type: none"> develop a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available review the faculty workload policy and update it, if necessary, to align with program mission, goals, and available resources explore opportunities to secure additional research funding and to encourage faculty participation in scholarly activity develop and implement a recruitment and retention plan to enhance faculty and student ethnic diversity work with appropriate offices (e.g., college, UCF News and Information, UCF Marketing) to further promote program focus, visibility, and achievements nation-wide to differentiate it from the competition develop a curriculum map to enhance student learning explore the appropriateness of and mechanisms to making more advanced research methodology courses accessible to interested Ed.D. degree students work towards balancing the distribution of dissertation supervision among faculty members continue to build community partnerships to facilitate student lab of practice experiences

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<p>practitioner versus a profession centered on the production of scholarship</p> <ul style="list-style-type: none"> added an option to earn credit through an international instructional leadership experience 	<ul style="list-style-type: none"> consortium member for the Carnegie Project on the Education Doctorate graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<p>employment for graduates working outside of public schools within Florida</p>	<ul style="list-style-type: none"> explore opportunities to incorporate greater exposure to multicultural factors and managing student exceptionalities into the curriculum and other student engagement experiences (e.g., field experiences) work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection
<i>Educational Leadership, Ed.D. – Higher Education Track</i>			
<ul style="list-style-type: none"> implemented the higher education track in 2009 redesigned program to align with the Carnegie Project on the Education Doctorate consortia standards adopted a cohort model enhanced dissertation support by establishing milestones for continuation restructured research courses to focus on the needs of a scholar practitioner versus a profession centered on the production of scholarship 	<ul style="list-style-type: none"> faculty members are former practitioners who bring that applied expertise to the classroom program meets a general need in the service area for doctoral degree study among higher education professionals faculty members commitment to students student satisfaction graduate student Kysilka Lounge funded by a retired CEDHP faculty member 	<ul style="list-style-type: none"> limited numbers of tenure-track faculty members instructional demands limit faculty members' participation in scholarly and professional development activities (e.g., engagement in the national higher education policy issues) limited number of and depth in policy courses lack of student ethnic diversity competition from on-line and alternative providers of graduate educational leadership programs and the scarcity of resources to respond insufficient information regarding alumni placement and employment 	<ul style="list-style-type: none"> develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic priorities and implement it as resources become available review the faculty workload policy and update it, if necessary, to align with program mission, goals, and available resources explore opportunities to secure additional research funding and to encourage faculty participation in scholarly activity review the curriculum and adjust it as appropriate to assure appropriate breadth, depth, and analysis of content develop a curriculum map to enhance student learning enhance faculty member awareness of and engagement in the national dialogue on higher education policy and further integrate policy issues into the curriculum explore opportunities for program growth congruent with human-resource planning develop and implement a recruitment and retention plan to enhance student ethnic diversity work with appropriate offices (e.g., college, UCF News and Information, UCF Marketing) to further promote program focus, visibility, and achievements nation-wide to differentiate it from the competition work with the college and academic affairs to review course CIP code assignments and adjust designations as appropriate to allow for meaningful management reports and planning

Educational Programs Committee - Information

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			<ul style="list-style-type: none">• assure that the master schedule reflects specific and accurate locations for all face-to-face course offerings• work with appropriate offices on campus (e.g., alumni relations, College of Graduate Studies) to improve alumni tracking and information collection
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Educational Programs Committee - Information

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2013-14 Review of UCF Centers and Institutes Results Summary

Overview and Purpose of Center or Institute	Strengths	Weaknesses	Action Recommendations
College of Engineering and Computer Science			
<i>Center for Advanced Transportation Systems Simulation</i>			
<p>The purpose of the Center for Advanced Transportation Systems Simulation (CATSS) residing within the Department of Civil, Environmental, and Construction Engineering (CECE) is to advance U.S. technology and expertise in the many disciplines comprising transportation through the mechanisms of education, research, and technology transfer. CATSS faculty members actively participate in the education of CECE undergraduate and graduate students in the form of both classroom instruction and supervision of student research. Through their work with students and post-doctoral research associates, CATSS faculty members develop leaders prepared to meet the nation's need for safe, efficient, and environmentally sound movement of people and goods. These faculty members are also highly research productive and are consistently successful in securing support from federal and local funding agencies as well as in collaborating with other University Transportation Centers.</p>	<ul style="list-style-type: none"> • faculty member teaching productivity • faculty member research productivity and publication in high-quality journals • inter-institutional partnerships with high-quality institutions 	<ul style="list-style-type: none"> • lack of a clear public identity and a limited visibility on campus • inaccurate utilization of the Board of Governor's annual report template hides center accomplishments and does not reflect the capacity and caliber of affiliated faculty members and the students it supports 	<ul style="list-style-type: none"> • work on refining and publicizing the center's brand and collective identity; collaborate with appropriate offices in this regard (e.g., UCF Communications and Marketing, college dean's office) and capitalize on the accomplishments of affiliated faculty members and graduates to expand awareness of the center's impact factor (including technology transfer) • ensure that the center's mission and vision are consistent across publications (e.g., contracts and grants, Board of Governors annual reports) to enhance clarity to internal and external entities • assure that reporting activities comply with state and federal reporting requirements including the appropriate use of reporting formats • affirm that awards, expenditures, and works are appropriately credited to the center (e.g., in contract and grant proposals and reports, scholarly publications, Board of Governors annual reports) • review center outcomes and measures to assure clarity and that articulated measures are in fact measures • make full utilization of the university's resources available to support center activities, including those resources supported by award overhead dollars (e.g., Office of Research and Commercialization, college support staff) • work with the college to develop a plan to address the center's human resource needs and implement it consistent with strategic priorities as new resources become available • explore opportunities for interdisciplinary collaborations across campus

2013-14 Review of UCF Centers and Institutes
Results Summary

Office of Research and Commercialization			
<i>Florida Space Institute</i>			
The core mission of the Florida Space Institute (FSI) is to support space research, development, and education activities within UCF and other FSI member institutions in Florida, and to support the development of Florida's space economy—civil, defense, and commercial. FSI's space research activities are made up of two components: (1) the research of its member scientists and (2) the funding of UCF and UF researchers through the Space Research Initiative program.	<ul style="list-style-type: none"> • FSI's human and physical resources • access to NASA's Kennedy Space Center • multi-disciplinary nature of research generated by the institute • physics-based planetary sciences group 	<ul style="list-style-type: none"> • need for more office and laboratory space and IT support • need for a well-established career path for soft money researchers • opportunities for post-doctoral associates from departments across campus • Space Research Initiative creates opportunities to partner with other Florida institutions 	<ul style="list-style-type: none"> • establish joint positions and new, strong partnerships with other universities and with the University of Florida in particular. • re-establish meaningful partnerships with other academic, governmental (e.g. Space Florida), and industry partners throughout the State of Florida. • increase student involvement in institute projects as well as the number of UCF faculty members formally associated with FSI • identify market niches in which to grow
<i>Institute of Simulation and Training</i>			
The Institute of Simulation and Training is an interdisciplinary research institute that performs leading edge basic and applied research in the art and science of human-centered simulation while actively supporting the university's simulation education initiative. IST's research serves the public and private simulation communities and advances the state-of-the-art in training, education, and entertainment.	<ul style="list-style-type: none"> • among the leading research units at UCF • high-quality computing infrastructure • highly interdisciplinary in its function, staff members, and funding • partnerships with the modeling and simulation industry in Central Florida (e.g., <i>Team Orlando</i>) • focus on the human aspects of modeling, simulation, and training, a niche area 	<ul style="list-style-type: none"> • new initiatives in medical simulation training and STEM education • lack of financial support (tuition revenue) for research faculty teaching activity • decline in E&G funds 	<ul style="list-style-type: none"> • consider mechanisms to academically strengthen IST's role in modeling and simulation (such as school status) • develop a wider range of mechanisms for obtaining contracts • expand in-house classified processing capabilities • invest in a business development lead who will pursue new non-federal opportunities

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2012-13 Academic Program Review
Recommendation Implementation Status

Strengths	Weaknesses	Action Recommendations
College of Arts and Humanities		
French, B.A.		
<ul style="list-style-type: none"> • potential for student study-abroad experiences • provides an important service contribution 	<ul style="list-style-type: none"> • low number of majors • imprecise academic learning compacts 	<ul style="list-style-type: none"> • review the viability of the major and act accordingly (<i>in progress</i>) • retain and enhance the French minor (<i>complete, requiring sustained attention</i>) • consider the feasibility of a Romance Language major to revitalize world-language education programming (<i>not started</i>) • review and refine defined student-learning-outcomes and measurement strategies (<i>complete, requiring sustained attention</i>) • develop a program curriculum map to enhance student learning (<i>in progress</i>)
Spanish, B.A.		
<ul style="list-style-type: none"> • dedicated, research-active faculty members who are committed to excellence in teaching • faculty accessibility and commitment to students • location within Central Florida with large Hispanic community 	<ul style="list-style-type: none"> • low enrollment • inconsistent program coordination and student advising • lack of faculty interest in assuming leadership roles • insufficient data regarding alumni placement and employment 	<ul style="list-style-type: none"> • review the department's strategic plan and refine it as appropriate to align with the college's strategic plan, as well as good practices and emerging trends in modern languages education (<i>in progress</i>) • assure the clear articulation of the department's and program's goals, and consider current and future resources in establishing implementation priorities (<i>complete, requiring sustained attention</i>) • develop and implement a plan to address the department's human-resource needs that considers current and future resources and aligns with the unit's strategic plan (<i>complete</i>) • review the faculty workload policy and adjust it as needed to assure an appropriate balance of teaching and scholarship production (<i>complete</i>) • develop and implement a student recruitment plan (<i>in progress</i>) • work with the local Hispanic community to enhance program support and visibility (<i>in progress</i>) • explore opportunities for collaboration with other UCF units, including partnerships that enhance the curriculum for other programs or that promote minors and double majors (e.g., political science) (<i>in progress</i>) • assure consistent high-quality student advising (<i>complete, requiring sustained attention</i>) • review the curriculum and adjust it as appropriate to assure the appropriate breadth and depth of topics covered (<i>complete</i>)

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Strengths	Weaknesses	Action Recommendations
		<ul style="list-style-type: none"> consider adding linguistic and translation components to the curriculum (<i>complete</i>) develop a program curriculum map to enhance student learning (<i>in progress</i>) review and refine student-learning-outcomes, targets, and measurement strategies (<i>complete, requiring sustained attention</i>) work with appropriate units (e.g., alumni relations and dean's office) to improve the collection of alumni information (<i>in progress</i>)
Spanish, M.A.		
<ul style="list-style-type: none"> dedicated, research-active faculty members who are committed to excellence in teaching location within Central Florida with large Hispanic community students' professional experience teaching foreign languages enriches the educational experience for all 	<ul style="list-style-type: none"> low enrollment inadequate GTA preparation for teaching language courses inconsistent program coordination and student advising lack of faculty interest in assuming leadership roles insufficient data regarding alumni placement and employment limited student participation in professionalization activities (e.g., publications, conference presentations) 	<ul style="list-style-type: none"> review the department's strategic plan and refine it as appropriate to align with the college's strategic plan, as well as good practices and emerging trends in modern languages education (<i>in progress</i>) assure the clear articulation of the department's and program's goals, and consider current and future resources in establishing implementation priorities (<i>complete, requiring sustained attention</i>) develop and implement a plan to address the department's human-resource needs that considers current and future resources and aligns with the unit's strategic plan (<i>complete</i>) review the faculty workload policy and adjust it as needed to assure an appropriate balance of teaching and scholarship production (<i>complete</i>) enhance the preparation of GTAs for teaching language courses (<i>complete, requiring sustained attention</i>) develop and implement a student recruitment plan (<i>in progress</i>) work with the local Hispanic community to enhance program support and visibility (<i>in progress</i>) explore opportunities for collaboration with other UCF units, including partnerships that enhance the curriculum for other programs (e.g., political science) (<i>in progress</i>) assure consistent high-quality student advising (<i>in progress</i>) review the curriculum and adjust it as appropriate to assure appropriate breadth and depth of topics covered (<i>complete</i>) consider adding linguistic and translation components to the curriculum (<i>in progress</i>) develop a program curriculum map to enhance student learning (<i>in progress</i>)

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Strengths	Weaknesses	Action Recommendations
		<ul style="list-style-type: none"> work with appropriate units (e.g., alumni relations and dean's office) to improve the collection of alumni information (<i>in progress</i>)
Teaching English to Speakers of Other Languages (TESOL), M.A.		
<ul style="list-style-type: none"> dedicated, research-active faculty members who are committed to excellence in teaching faculty accessibility, effective mentoring, and commitment to students location within Central Florida with diverse ethnic communities students with real world experience teaching English across the globe strong alumni network partnership with the Center for Multilingual Multicultural Studies collegiality among faculty members faculty participation in the TESOL track of the Ph.D. in Education degree 	<ul style="list-style-type: none"> larger than optimal class sizes GTA preparation for teaching language courses is lacking insufficient number of faculty members to support program demand absence of a sociolinguistic course 	<ul style="list-style-type: none"> review the department's strategic plan and refine it as appropriate to align with the college's plan (<i>in progress</i>) assure the clear articulation of the department's and program's goals, and consider current and future resources in establishing implementation priorities (<i>complete, requiring sustained attention</i>) develop a strategic human-resource plan that is consistent with the department's strategic plan and considers current and new resources (<i>in progress</i>) explore opportunities to work with other units to meet the need for adding a sociolinguistic course (<i>complete</i>) enhance preparation of GTAs (<i>in progress</i>) explore opportunities to develop new and enhance existing partnerships locally, nationally, and internationally (<i>in progress</i>) leverage partnerships to support program goals (<i>complete</i>) review the curriculum and adjust it as appropriate to assure appropriate breadth and depth of disciplinary knowledge (<i>in progress</i>) develop a program curriculum map to enhance student learning (<i>in progress</i>) work with appropriate units (e.g., alumni relations and dean's office) to further enhance the collection of alumni information (<i>in progress</i>)
Interactive Entertainment, M.S.		
<ul style="list-style-type: none"> dedicated faculty members and students extensive and recent real-world industry experience and connections among the faculty members student retention and graduation rates 	<ul style="list-style-type: none"> minimal gender diversity among faculty members and students uncertainty among students and faculty members regarding students' intellectual property rights and lack of awareness regarding university policies and procedures 	<ul style="list-style-type: none"> review and refine the unit's strategic plan and assure it aligns with the college's strategic plan (<i>in progress</i>) assure the clear articulation of specific goals, and consider current and future resources in establishing implementation priorities (<i>complete, requiring sustained attention</i>) consider emerging market needs (e.g., medical and military simulations) and potentially broadening program scope to incorporate some of these areas (<i>in progress</i>)

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Strengths	Weaknesses	Action Recommendations
<ul style="list-style-type: none"> • industry demand for graduates • alumni relations • state-of-the-art equipment and facilities • Orlando location and associated industry connections • exceptional student placement rates • alignment with Board of Governors and State of Florida economic development emphasis 	<ul style="list-style-type: none"> • limited inter- and intra-disciplinary partnerships • communication challenges between program leadership and faculty members 	<ul style="list-style-type: none"> • use the strategic planning process to review, assess, and refine currently identified peers and aspirational peers for program benchmarking (<i>in progress</i>) • evaluate the faculty mix necessary to accomplish strategic goals, and develop and implement a plan to address the unit's human-resource needs consistent with the strategic plan (<i>in progress</i>) • develop and implement a plan to increase the representation of women among the faculty members and students (<i>in progress</i>) • pursue a deeper understanding of university policies and procedures (<i>complete, requiring sustained attention</i>) • work with students and faculty members to assure that all parties comprehend intellectual property rights with regard to student works, as well as other applicable policies and procedures (<i>complete, requiring sustained attention</i>) • work towards enhancing internal communication and unit leadership's visibility within the unit and the university (<i>in progress</i>) • review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations (e.g., art), and engage industry employers in the curriculum review process (<i>complete, requiring sustained attention</i>) • develop a program curriculum map to enhance student learning (<i>complete, requiring sustained attention</i>) • continue to develop, formalize, and implement an entrepreneurial venture option for students (<i>complete</i>) • explore options to broaden student exposure to the global marketplace and integrate that exposure into the student experience as appropriate (<i>in progress</i>) • explore opportunities to develop new and mutually beneficial internal and external partnerships and collaborations (<i>in progress</i>) • work with appropriate undergraduate programs to support college's goals and enhance the program's potential applicant pool (<i>complete, requiring sustained attention</i>) • consider establishing an industry advisory board to inform decision making, enhance program visibility, and garner additional industry support (<i>not started</i>) • encourage faculty professional development and participation in activities that promote program visibility and reputation, including presentations at

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Strengths	Weaknesses	Action Recommendations
		<p>professional conferences and expanded scholarly and creative activity (<i>in progress</i>)</p> <ul style="list-style-type: none"> • work with appropriate offices to review the appropriateness of the program's current designation in the federal classification of instructional programs (CIP) taxonomy (<i>not started</i>) • work with the college's dean's office and academic affairs to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic) (<i>in progress</i>) • assure all instructional faculty members are certified as instructors of record when appropriate, and identify each accordingly on the master course schedule (<i>complete, requiring sustained attention</i>)
College of Health and Public Affairs		
<i>Health Informatics and Information Management, B.S.</i>		
<ul style="list-style-type: none"> • program director • community support and advisory board • faculty, staff, and student morale • program rigor • job placement • student advising and mentoring • alumni support and continued engagement in program (e.g., guest speakers, internship opportunities, scholarship endowments) 	<ul style="list-style-type: none"> • students are not eligible to take the Registered Health Information Administrator (RHIA) exam required for employment in field until their last semester, but often they delay too long after graduation and struggle to pass it or do not register to take it at all • limited number of faculty members in the field makes it difficult to fill positions in order to meet student demand • no dedicated administrative-support personnel • expensive to continuously update software 	<ul style="list-style-type: none"> • review and update the unit's strategic plan and assure that it aligns with the college's plan (<i>complete, requiring sustained attention</i>) • assure the clear articulation of the department's and program's goals and priorities, and consider current and future resources in establishing implementation priorities (<i>complete, requiring sustained attention</i>) • develop and implement a plan to address current and anticipated human-resource needs that considers current and future resources and aligns with strategic plan priorities (<i>in progress</i>) • explore and implement incentives for graduates to take the RHIA exam soon after graduation (<i>complete, requiring sustained attention</i>) • identify certifications that enhance students' employment opportunities and consider embedding these into the curriculum (e.g., medical coding exams) and/or incentivizing students to take them (<i>complete, requiring sustained attention</i>) • assure all contributing faculty members are familiar with program accreditation standards and consistently deliver course content accordingly (<i>in progress</i>) • enhance opportunities for faculty professional development and program visibility (<i>complete, requiring sustained attention</i>)

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Strengths	Weaknesses	Action Recommendations
		<ul style="list-style-type: none"> • explore options for meeting software needs (<i>complete, requiring sustained attention</i>) • develop and implement a sustainable plan for using the IT performance funding award (<i>in progress</i>) • explore the feasibility of developing and implementing a post-baccalaureate certificate that responds to demand in the field (<i>complete</i>) • identify opportunities for collaboration with other UCF health-related units (e.g., College of Medicine) (<i>not started</i>) • develop a program curriculum map to enhance student learning (<i>in progress</i>)
Health Sciences – Pre-clinical, B.S.		
<ul style="list-style-type: none"> • program director • program advising quality • curriculum rigor • commitment to continuous quality improvement • student and faculty gender and ethnic diversity • retention of FTIC students 	<ul style="list-style-type: none"> • limited number of faculty members to support demand • transfer student attrition • insufficient number of program advisors; student confusion about which office to approach for pre-professional advising • low targets for student-learning-outcomes • limited opportunities for student engagement outside of class (e.g., internships, research) • unclear career path for students who do not qualify for or choose to pursue professional degrees 	<ul style="list-style-type: none"> • review and update the unit's strategic plan and assure that it aligns with the college's plan (<i>complete, requiring sustained attention</i>) • assure the clear articulation of the department's and program's goals and priorities, and consider current and future resources in establishing implementation priorities (<i>complete, requiring sustained attention</i>) • develop and implement a plan to address current and anticipated human-resource needs that considers current and future resources and aligns with strategic plan priorities, and consider appropriate program faculty mix (<i>in progress</i>) • work with appropriate parties to improve transfer student preparation for program rigor (e.g., advising, prerequisite articulation), and identify barriers and pathways to student success (<i>complete, requiring sustained attention</i>) • review student-learning-outcomes assessment targets and adjust them as appropriate (<i>complete, requiring sustained attention</i>) • develop a program curriculum map to enhance student learning (<i>complete, requiring sustained attention</i>) • develop new opportunities for student engagement outside of class, including internships (<i>in progress</i>) • work with appropriate offices to coordinate clinical placements of students pursuing health professions (<i>not started</i>) • explore options to provide alternative career preparation for students unlikely to qualify for or who choose not to pursue professional school (e.g., new degree program, new track, internships) (<i>in progress</i>)

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Strengths	Weaknesses	Action Recommendations
		<ul style="list-style-type: none"> • work with the Office of Undergraduate Studies to improve the coordination of pre-professional advising resources (<i>complete</i>) • consider developing an internal advisory board (<i>in progress</i>) • consider appropriateness of applying for restricted access status (<i>in progress</i>) • explore opportunities for collaboration with other UCF units (e.g., College of Medicine) (<i>in progress</i>) • work with appropriate units (e.g., alumni relations and dean's office) to improve alumni tracking and program engagement (<i>in progress</i>)
Legal Studies, B.S.		
<ul style="list-style-type: none"> • department leadership • capable and committed faculty members • high-quality students who have received a number of prestigious awards • law school acceptance and matriculation rates • continuing education for paralegals • curriculum recognized as a national model • robust student organizations and alumni chapter • host to regional Moot Court and Mock Trial tournaments • community partnerships and support 	<ul style="list-style-type: none"> • limited number of tenured and tenure-track faculty members • instructional demands limit faculty participation in scholarly activity • limited international components in the curriculum • insufficient data regarding alumni placement and employment other than law school placements 	<ul style="list-style-type: none"> • review and update the unit's strategic plan and assure that it aligns with the college's plan (<i>in progress</i>) • assure the clear articulation of the unit's goals and priorities, and consider current and future resources in establishing implementation priorities (<i>in progress</i>) • develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic plan priorities, considers the appropriate faculty mix, and takes into account current and future resources review the curriculum and adjust it as appropriate (<i>in progress</i>) • develop a program curriculum map to enhance student learning (<i>complete</i>) • consider internationalizing the curriculum (<i>complete</i>) • work with appropriate units (e.g., alumni relations and dean's office) to improve the collection of alumni information (<i>in progress</i>) • explore strategic partnerships for accelerated law programs (<i>complete</i>) • explore mutually-beneficial opportunities to support community continuing education needs (<i>in progress</i>) • explore opportunities for interdisciplinary research and other collaborations (e.g., curricular) (<i>in progress</i>) • work with the college's dean's office and academic affairs to determine appropriate next steps regarding the Center for Law and Policy and associated activities (e.g., seek formal approval) (<i>in progress</i>)
Non-profit Management, M.N.M.		
<ul style="list-style-type: none"> • school and program leadership 	<ul style="list-style-type: none"> • low student retention and graduation rates; limited data 	<ul style="list-style-type: none"> • review and update the unit's and program's strategic plans, and assure that those plans align with the college's plan (<i>complete, requiring sustained attention</i>)

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Strengths	Weaknesses	Action Recommendations
<ul style="list-style-type: none"> • collegial and committed faculty members • faculty scholarly publications and grant activity • national recognition and faculty leadership in professional organization • emphasis on community service and engagement • student participation in service learning • faculty and student diversity • Center for Public and Non-profit Management • student-learning-outcomes assessment • engaged advisory board • alumni success 	<ul style="list-style-type: none"> • about reasons for student attrition • number of applicants exceeds the program's capacity • limited student financial support for master's-level graduate students • course unavailability and sequencing • insufficient data regarding alumni employment and engagement 	<ul style="list-style-type: none"> • assure the clear articulation of the unit's and program's priorities and goals, including the target student mix, and consider current and future resources in establishing implementation priorities (<i>complete, requiring sustained attention</i>) • develop and implement a plan to address current and anticipated human-resource needs that considers current and future resources and aligns with strategic plan priorities (<i>complete, requiring sustained attention</i>) • work with appropriate offices (e.g., Institutional Knowledge Management) to identify reasons for student attrition, and then develop and implement a retention plan (<i>in progress</i>) • explore internal and external opportunities to enhance student financial support (e.g., paid internships, scholarship funding) (<i>complete, requiring sustained attention</i>) • review the curriculum and adjust it as appropriate (<i>complete, requiring sustained attention</i>) • consider expanding the program's curricular focus (e.g., cross-sector) (<i>complete, requiring sustained attention</i>) • review the program's curriculum map and refine it as appropriate (<i>complete, requiring sustained attention</i>) • continue to refine the competency-based curriculum and evaluation mechanisms (<i>complete, requiring sustained attention</i>) • assure the reasonable availability of courses to all student populations (<i>complete, requiring sustained attention</i>) • review the multi-year course schedule, and make sure it represents a realistic picture (<i>complete, requiring sustained attention</i>) • assure high-quality student advising (<i>complete, requiring sustained attention</i>) • increase faculty scholarship in non-profit management (<i>complete, requiring sustained attention</i>) • enhance program visibility within the non-profit management community (<i>in progress</i>) • explore opportunities for internal and external partnerships, including opportunities beyond the local market (<i>in progress</i>)

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Strengths	Weaknesses	Action Recommendations
		<ul style="list-style-type: none"> • work with appropriate units (e.g., alumni relations and dean's office) to enhance alumni tracking and engagement (e.g., refine Nexus Web site) (<i>in progress</i>) • collect data on the impact of alumni on the local community (<i>in progress</i>) • work with College of Graduate Studies to review the admissions process and adjust it if appropriate; consider setting an earlier priority admissions deadline or noting when application reviews will begin if they will commence before the standard deadline (<i>in progress</i>) • explore the need, feasibility, and sustainability of developing a doctoral program (<i>in progress</i>)
Public Administration, B.A. & B.S.		
<ul style="list-style-type: none"> • school and program leadership • collegial and committed faculty members • faculty scholarly publications and grant activity • national recognition and faculty leadership in professional organization • emphasis on community service and engagement • faculty and student diversity • Center for Public and Non-profit Management • student-learning-outcomes assessment • engaged advisory board • alumni success • associated minors in valuable niche areas (e.g., emergency management) 	<ul style="list-style-type: none"> • low student retention and graduation rates; limited data about reasons for student attrition • limited availability of paid internships and participation in non-paid internship opportunities • insufficient data regarding alumni placement and employment 	<ul style="list-style-type: none"> • review and update the unit's and program's strategic plans and assure that those plans align with the college's plan (<i>complete, requiring sustained attention</i>) • assure the clear articulation of the program's goals and priorities, and consider current and future resources in establishing implementation priorities (<i>complete, requiring sustained attention</i>) • work with the school's leadership, dean's office, and other appropriate offices (e.g., Institutional Knowledge Management) to identify reasons for student attrition, and then develop and implement a retention plan (<i>in progress</i>) • develop and implement strategies to increase student internship participation (<i>in progress</i>) • explore opportunities to increase the availability of paid internships (<i>in progress</i>) • review the curriculum and adjust it as appropriate (<i>in progress</i>) • consider expanding the program's curricular focus (e.g., international, cross-sector) (<i>not started</i>) • review the program's curriculum map and update it as appropriate (<i>complete, requiring sustained attention</i>) • continue to refine the competency-based curriculum and evaluation mechanisms (<i>complete, requiring sustained attention</i>) • explore and implement strategies to increase student participation in undergraduate research (<i>in progress</i>)

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Strengths	Weaknesses	Action Recommendations
		<ul style="list-style-type: none"> • explore opportunities for internal and external partnerships (e.g., international institutions) (<i>in progress</i>) • work with appropriate units (e.g., dean's office and alumni relations) to enhance alumni tracking and engagement (<i>in progress</i>) • collect data regarding the impact of alumni on the local community (<i>in progress</i>)
Public Administration, M.P.A.		
<ul style="list-style-type: none"> • school and program leadership • collegial and committed faculty members • faculty scholarly publications and grant activity • national recognition and faculty leadership in professional organization • emphasis on community service and engagement • faculty and student diversity • Center for Public and Non-profit Management • student-learning-outcomes assessment • engaged advisory board • alumni success 	<ul style="list-style-type: none"> • low student retention and graduation rates, along with limited data about reasons for student attrition • limited student financial support for master's-level graduate students • limited availability of paid internships 	<ul style="list-style-type: none"> • review and update the unit's and program's strategic plans and assure that those plans align with the college's plan (<i>complete, requiring sustained attention</i>) • assure the clear articulation of the unit's and program's priorities and goals, including target student mix, and consider current and future resources in establishing implementation priorities (<i>complete, requiring sustained attention</i>) • work with appropriate offices (e.g., Institutional Knowledge Management) to identify reasons for student attrition, and then develop and implement a retention plan (<i>in progress</i>) • explore internal and external opportunities to enhance student financial support (e.g., paid internships, scholarship funding, research assistantships) (<i>complete, requiring sustained attention</i>) • review the curriculum and adjust it as appropriate (<i>complete, requiring sustained attention</i>) • consider expanding the program's curricular focus (e.g., international , cross-sector) (<i>not started</i>) • review the program's curriculum map and update it as appropriate (<i>complete, requiring sustained attention</i>) • continue to refine the competency-based curriculum and evaluation mechanisms (<i>complete, requiring sustained attention</i>) • explore opportunities for internal and external partnerships (e.g., Center for Non-profit Management's research fellows program, study-abroad, and other partnerships with international institutions) (<i>in progress</i>) • work with appropriate units (e.g., dean's office and alumni relations) to enhance alumni tracking and engagement (<i>in progress</i>) • collect data on the impact of alumni on the local community (<i>in progress</i>)

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Strengths	Weaknesses	Action Recommendations
<i>Physical Therapy, D.P.T.</i>		
<ul style="list-style-type: none"> • collegial faculty members dedicated to student success • scholarly activity among non-tenure track instructors • breadth of faculty expertise • strong applicant pool with high enrollment yield • program graduates meet state and national workforce needs • students' preparation for and placement in clinical experiences • high graduation rates • licensure pass rates above state and national averages • strong community agency support 	<ul style="list-style-type: none"> • no permanent program leadership • role overlap between clinical director and program director • less than optimal number of faculty members to support instructional demand, including a lack of tenured and tenure-track faculty members • limited depth and breadth of research among the core faculty members • missing formative goals in student-learning-outcomes assessment • lack of input from alumni and employers in program assessment • limited student engagement in professional organizations • little emphasis on inter-professional education 	<ul style="list-style-type: none"> • review and update the unit's strategic plan and assure that it aligns with the college's plan (<i>in progress</i>) • assure the clear articulation of the unit's priorities and goals, including target program size, and consider current and future resources in establishing implementation priorities (<i>in progress</i>) • identify appropriate peer and aspirational peer programs and then benchmark and brand the program accordingly (<i>in progress</i>) • develop and implement a plan to address current and anticipated human-resource needs that aligns with strategic plan priorities, considers the appropriate faculty mix, and takes into account current and future resources (<i>in progress</i>) • identify stable program leadership (<i>complete</i>) • review the program's funding model and adjust it if appropriate (<i>in progress</i>) • develop and implement a plan to enhance faculty scholarly activity, as resources permit (<i>in progress</i>) • review student-learning-outcomes assessment and adjust it as appropriate (<i>complete</i>) • collect feedback from alumni and employers to inform the assessment of program effectiveness (<i>complete</i>) • review the program's curriculum map and update it if appropriate (<i>not started</i>) • develop and implement a plan to enhance student diversity (<i>complete</i>) • explore internal and external opportunities to enhance student financial assistance (<i>complete, requiring sustained attention</i>) • consider targeted recruiting from groups eligible for special funding (e.g., McNair scholars) (<i>complete, requiring sustained attention</i>) • explore opportunities for collaborating with other related disciplines to expand inter-professional education (<i>complete, requiring sustained attention</i>)

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College of Sciences		
Advertising and Public Relations, B.A.		
<ul style="list-style-type: none"> • professional advising center • dedicated and accessible faculty members • school leadership • undergraduate research opportunities within the unit, particularly through the Collaborative Experiential Research Practicum (CERP) • internship placements • industry experience among the mass communication faculty members • location in a large media market • industry demand for advertising public relations professionals • time-to-degree and completion rates • co-curricular activities (e.g., debate team and Knightly News), and study-abroad opportunities 	<ul style="list-style-type: none"> • student demand outpaces faculty resources • limited space for faculty member and student offices and collaboration, as well as classrooms, storage, and specialized laboratory and equipment facilities • limited collaboration between Nicholson School of Communication and the university's mass communication outlets and resources (e.g., WUCF-FM and WUCF-TV) • insufficient data regarding alumni placement and employment 	<ul style="list-style-type: none"> • develop a unit strategic plan that aligns with the college's strategic plan (<i>in progress</i>) • assure the clear articulation of strategic niches, goals, and priorities, and consider current and future resources in establishing implementation priorities (<i>in progress</i>) • explore opportunities in areas of strategic communication, including risk communication, and work toward aligning program activities to support the unit strategic plan and to distinguish UCF's communication programs from those of other institutions (<i>in progress</i>) • develop and implement a plan to address the unit's human-resource needs that considers current and future resources and aligns with strategic plan priorities (<i>in progress</i>) • review the school's faculty workload policy and assure that it aligns with the school's goals (<i>complete</i>) • explore ways of increasing extramural research and funding (<i>in progress</i>) • work with appropriate units to review opportunities for greater collaboration and integration with the university's mass communication outlets (<i>in progress</i>) • explore options to address space needs (<i>in progress</i>) • work with appropriate units to improve the collection of alumni information, including placement information and employer satisfaction (e.g., students' visual design skills) (<i>in progress</i>) • consider leveraging the department's success in undergraduate research to expand student participation in the university's Honors in the Major program (<i>complete</i>) • work toward a better gender balance among the student population (<i>in progress</i>) • explore opportunities for synergies with other UCF programs (e.g., Spanish, film, and digital media programs) (<i>not started</i>) • review the undergraduate curriculum and update it as appropriate (e.g., review redundancy and excessive number of electives) (<i>in progress</i>) • assure appropriate course sequencing and the integration of visual-design content in the curriculum (<i>in progress</i>)

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		<ul style="list-style-type: none"> • develop a program curriculum map to enhance student learning (<i>in progress</i>) • review and update student-learning-outcomes assessment plans and assure appropriate outcomes and measures are used (<i>complete, requiring sustained attention</i>) • explore opportunities to expand student experiential learning opportunities (<i>in progress</i>)
Human Communication, B.A.		
<ul style="list-style-type: none"> • professional advising center • dedicated and accessible faculty members • school leadership • undergraduate research opportunities within the unit, particularly through the Collaborative Experiential Research Practicum (CERP) • internship placements • co-curricular activities (e.g., debate and speech teams) • study-abroad opportunities 	<ul style="list-style-type: none"> • student demand outpaces faculty resources • limited space for faculty member and student offices and collaboration, as well as classrooms, storage, and specialized laboratory and equipment facilities • insufficient data regarding alumni placement and employment 	<ul style="list-style-type: none"> • develop a unit strategic plan that aligns with the college's strategic plan (<i>in progress</i>) • assure the clear articulation of strategic niches, goals, and priorities, and consider current and future resources in establishing implementation priorities (<i>in progress</i>) • explore opportunities in areas of strategic communication, including risk communication, and work toward aligning program activities to support the unit's strategic plan and to distinguish UCF's communication programs from those of other institutions (<i>in progress</i>) • develop and implement a plan to address the unit's human-resource needs that considers current and future resources and aligns with strategic plan priorities (<i>in progress</i>) • review the school's faculty workload policy and assure that it aligns with the school's goals (<i>complete</i>) • explore ways of increasing extramural research and funding (<i>in progress</i>) • explore options to address space needs (<i>in progress</i>) • work with appropriate units to improve the collection of alumni information, including placement information and employer satisfaction (<i>in progress</i>) • consider leveraging the department's success in undergraduate research to expand student participation in the university's Honors in the Major program (<i>in progress</i>) • work toward a better gender balance among the student population (<i>not started</i>) • explore opportunities for synergies with other UCF programs (e.g., Spanish programs) (<i>not started</i>) • review the undergraduate curriculum and update it as appropriate (e.g., review redundancy and limited number of electives) (<i>in progress</i>) • assure appropriate course sequencing (<i>in progress</i>)

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		<ul style="list-style-type: none"> • develop a program curriculum map to enhance student learning (<i>in progress</i>) • review and update student-learning-outcomes assessment plans, and assure appropriate outcomes and measures are used (<i>in progress</i>) • explore opportunities to expand student experiential learning opportunities (<i>in progress</i>) • work with appropriate parties to review the appropriate role of oral communication in undergraduate education (<i>in progress</i>)
Journalism, B.A.		
<ul style="list-style-type: none"> • professional advising center • dedicated and accessible faculty members • school leadership • undergraduate research opportunities within the unit, particularly through the Collaborative Experiential Research Practicum (CERP) • internship placements • industry experience among the mass communication faculty members • location in a large media market • co-curricular activities (e.g., debate team, Knightly News, Centric magazine) • study-abroad opportunities 	<ul style="list-style-type: none"> • student demand outpaces faculty resources • limited space for faculty member and student offices and collaboration, as well as classrooms, storage, and specialized laboratory and equipment facilities • limited collaboration between Nicholson School of Communication and the university's mass communication outlets and resources (e.g., WUCF-FM and WUCF-TV) • insufficient data regarding alumni placement and employment 	<ul style="list-style-type: none"> • develop a unit strategic plan that aligns with the college's strategic plan (<i>in progress</i>) • assure the clear articulation of strategic niches, goals, and priorities, and consider current and future resources in establishing implementation priorities (<i>in progress</i>) • explore opportunities in areas of strategic communication including risk communication, and work toward aligning program activities to support the unit's strategic plan and to distinguish UCF's communication programs from those of other institutions (<i>in progress</i>) • develop and implement a plan to address the unit's human-resource needs that considers current and future resources and aligns with strategic plan priorities (<i>in progress</i>) • review the school's faculty workload policy and assure that it aligns with the school's goals (<i>complete</i>) • explore ways of increasing extramural research and funding (<i>in progress</i>) • work with appropriate units to review opportunities for greater collaboration and integration with the university's mass communication outlets (<i>in progress</i>) • explore options to address space needs (<i>in progress</i>) • work with appropriate units to improve the collection of alumni information, including placement information and employer satisfaction (<i>in progress</i>) • consider leveraging the department's success in undergraduate research to expand student participation in the university's Honors in the Major program (<i>not started</i>) • work toward a better gender balance among the student population (<i>decided not to implement</i>)

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		<ul style="list-style-type: none"> • explore opportunities for synergies with other UCF programs (e.g., Spanish programs) (<i>in progress</i>) • review the undergraduate curriculum and update it as appropriate (e.g., review redundancy and number of electives) (<i>in progress</i>) • assure appropriate course sequencing (<i>in progress</i>) • develop a program curriculum map to enhance student learning (<i>in progress</i>) • continue to work towards converging the curriculum of the journalism program with the radio and TV programs (<i>in progress</i>) • review and update student-learning-outcomes assessment plans and assure appropriate outcomes and measures are used (<i>in progress</i>) • explore opportunities to expand student experiential learning opportunities; for instance, consider producing an instructor-led print or online student newspaper (<i>in progress</i>)
Radio and Television, B.A.		
<ul style="list-style-type: none"> • professional advising center • dedicated and accessible faculty members • school leadership • undergraduate research opportunities within the unit, particularly through the Collaborative Experiential Research Practicum (CERP) • internship placements • industry experience among the mass communication faculty members • location in a large media market • time-to-degree and completion rates • co-curricular activities (e.g., debate team and Knightly News) • study-abroad opportunities 	<ul style="list-style-type: none"> • student demand outpaces faculty resources • limited space for faculty member and student offices and collaborations, as well as classrooms, storage, and specialized laboratory and equipment facilities • limited collaboration between Nicholson School of Communication and the university's mass communication outlets and resources (e.g., WUCF-FM and WUCF-TV) • insufficient data regarding alumni placement and employment 	<ul style="list-style-type: none"> • develop a unit strategic plan that aligns with the college's strategic plan (<i>in progress</i>) • assure the clear articulation of strategic niches, goals, and priorities, and consider current and future resources in establishing implementation priorities (<i>in progress</i>) • explore opportunities in areas of strategic communication, including risk communication, and work toward aligning program activities to support the unit strategic plan and to distinguish UCF's communication programs from those of other institutions (<i>in progress</i>) • develop and implement a plan to address the unit's human-resource needs that considers current and future resources and aligns with strategic plan priorities (<i>in progress</i>) • review the school's faculty workload policy and assure that it aligns with the school's goals (<i>complete</i>) • explore ways of increasing extramural research and funding (<i>in progress</i>) • work with appropriate units to review opportunities for greater collaboration and integration with the university's mass communication outlets (<i>in progress</i>) • explore options to address space needs (<i>in progress</i>) • work with appropriate units to improve the collection of alumni information, including placement information and employer satisfaction (<i>in progress</i>)

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		<ul style="list-style-type: none"> • consider leveraging the department's success in undergraduate research to expand student participation in the university's Honors in the Major program (<i>not started</i>) • work toward a better gender balance among the student population (<i>in progress</i>) • explore opportunities for synergies with other UCF programs (e.g., Spanish, film, and digital media programs) (<i>in progress</i>) • review the undergraduate curriculum and update it as appropriate (e.g., review redundancy and number of electives) (<i>in progress</i>) • assure appropriate course sequencing (<i>in progress</i>) • develop a program curriculum map to enhance student learning (<i>in progress</i>) • continue to work towards converging the curriculum of the journalism program with the radio and TV programs (<i>in progress</i>) • review and update student-learning-outcomes assessment plans and assure appropriate outcomes and measures are used (<i>in progress</i>) • explore opportunities to expand student experiential learning opportunities (<i>in progress</i>)
Communication, M.A.		
<ul style="list-style-type: none"> • professional advising center • dedicated and accessible faculty members • school leadership • internship placements • industry experience among the mass communication faculty members • location in a large media market industry supports the demand for advertising public relations professionals • co-curricular activities (e.g., Knightly News, Centric magazine) • study-abroad opportunities 	<ul style="list-style-type: none"> • student demand outpaces faculty resources; undergraduate teaching demands detract from faculty engagement in activities that promote program reputation (e.g., research and grant writing) • limited extramural funding and faculty publications in high caliber scholarly outlets • limited space for faculty member and student offices and collaborations well as classrooms, storage, and specialized laboratory and equipment facilities • limited collaboration between Nicholson School of 	<ul style="list-style-type: none"> • develop a unit strategic plan that aligns with the college's strategic plan (<i>in progress</i>) • assure the clear articulation of strategic niches, goals, and priorities, and consider current and future resources in establishing implementation priorities (<i>in progress</i>) • explore opportunities in areas of strategic communication, including risk communication, and work toward aligning program activities to support the unit strategic plan and to distinguish UCF's communication programs from those of other institutions (<i>in progress</i>) • develop and implement a plan to address the unit's human-resource needs that considers current and future resources and aligns with strategic plan priorities (<i>in progress</i>) • review the school's faculty workload policy and assure that it aligns with the school's goals (<i>complete</i>) • work with appropriate units to review opportunities for greater collaboration and integration with the university's mass communication outlets (<i>decided not to implement</i>)

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	<p>Communication and the university's mass communication outlets and resources (e.g., WUCF-FM and WUCF-TV)</p> <ul style="list-style-type: none"> • non-thesis students may not participate in a culminating experience that synthesizes the knowledge and skills acquired in the program • insufficient data regarding alumni placement and employment 	<ul style="list-style-type: none"> • explore options to address space needs (<i>in progress</i>) • work with appropriate units (e.g., alumni relations and dean's office) to improve the collection of alumni information, including placement information and employer satisfaction (<i>in progress</i>) • work toward a better gender balance among the student population (<i>in progress</i>) • continue to work with the college's and other units to develop the school's research program (<i>in progress</i>) • explore opportunities for synergies with other UCF programs in areas of program strengths (e.g., crisis and health communication) (<i>in progress</i>) • review the master's program's admissions standards and assure alignment with the program's goals (e.g., interest in research) (<i>in progress</i>) • work with appropriate units to explore options of further integrating mass communication faculty members into appropriate roles in graduate education (<i>in progress</i>) • work with the college's, graduate studies, and academic affairs to explore options for professional education (<i>in progress</i>) • review the curriculum and consider modifying it to capitalize on the department's strengths and student interests (<i>in progress</i>) • develop a program curriculum map to enhance student learning (<i>in progress</i>) • review and update student-learning-outcomes assessment plans; assure appropriate outcomes and measures are used (<i>complete, requiring sustained attention</i>) • explore opportunities to expand student experiential learning opportunities (<i>in progress</i>) • work with appropriate units to explore faculty exchange opportunities with partner institutions (<i>in progress</i>) • assure all master's program students undertake a culminating experience (e.g., thesis, project, internship) that synthesizes the knowledge and skills acquired throughout their program (<i>in progress</i>)
International and Global Studies, B.A.		
<ul style="list-style-type: none"> • research-active faculty members with a strong commitment to undergraduate teaching 	<ul style="list-style-type: none"> • lack of discipline- specific international engagement activities for students outside the classroom 	<ul style="list-style-type: none"> • review and refine the department's strategic plan and assure that it aligns with the college's strategic plan (<i>in progress</i>)

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<ul style="list-style-type: none"> • faculty commitment to student-learning-outcomes assessment and the scholarship of teaching and learning • department leadership • affiliations with Lou Frey Institute and the Office of Global Perspectives • student access to courses online and at regional campuses • independent global and international studies major in addition to the track in the political science B.A. degree program • internship program 	<ul style="list-style-type: none"> • limited course writing assignments 	<ul style="list-style-type: none"> • assure the clear articulation of strategic niches (e.g., security studies), goals, and priorities, and consider current and future resources in establishing implementation priorities (complete, requiring sustained attention) • develop and implement a plan to address the department's human-resource needs that considers current and future resources and aligns with the unit's strategic plan (e.g., targeted tenure-track faculty lines, graduate assistants) (in progress) • develop and implement a plan to increase faculty member gender and ethnic diversity (in progress) • work with regional campuses' administration to maximize potential for success among tenure-earning faculty members funded by and primarily based at the regional campuses (complete, requiring sustained attention) • enhance opportunities for student engagement in international activities outside the classroom (e.g., study abroad) (in progress) • review the curriculum and adjust it as appropriate (in progress) • develop a program curriculum map to enhance student learning (in progress) • consider promoting student minors in a modern language (complete) • explore and implement options for expanding undergraduate student opportunities to enhance the quality of their writing (complete, requiring sustained attention) • explore additional opportunities for strategic partnerships with other academic programs for supplemental academic options (e.g., study-abroad partnerships; promote minors in modern languages and literatures, anthropology, or other targeted areas) (in progress)
Political Science, B.A.		
<ul style="list-style-type: none"> • research-active faculty members with a strong commitment to undergraduate teaching • faculty commitment to student-learning-outcomes assessment and the scholarship of teaching and learning • department leadership 	<ul style="list-style-type: none"> • concern that remote offices for tenure-track faculty members funded by and primarily based at the regional campuses limit the faculty members' full integration in the department • lack of discipline-specific international engagement activities outside the classroom for students in the international 	<ul style="list-style-type: none"> • review and refine the department's strategic plan and assure that it aligns with the college's strategic plan (in progress) • assure the clear articulation of strategic niches (e.g., security studies), goals, and priorities, and consider current and future resources in establishing implementation priorities (complete, requiring sustained attention) • develop and implement a plan to address the department's human-resource needs that considers current and future resources and aligns with the unit's strategic plan (e.g., targeted tenure-track faculty lines, graduate assistants) (in progress)

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<ul style="list-style-type: none"> • affiliations with Lou Frey Institute and the Office of Global Perspectives • student access to courses online and at regional campuses • independent global and international studies major in addition to the track in the political science B.A. degree program • internship program 	<ul style="list-style-type: none"> relations and comparative politics specialization • limited course writing assignments 	<ul style="list-style-type: none"> • develop and implement a plan to increase faculty member gender and ethnic diversity (<i>in progress</i>) • work with regional campuses' administration to maximize the potential for success among tenure-earning faculty members funded by and primarily based at regional campuses (<i>complete, requiring sustained attention</i>) • enhance opportunities for student engagement in international activities outside the classroom (e.g., study abroad), particularly for students in the international relations and comparative politics specialization (<i>in progress</i>) • review the curriculum and adjust it as appropriate (<i>in progress</i>) • develop a program curriculum map to enhance student learning (<i>in progress</i>) • consider promoting student minors in a modern language (<i>complete, requiring sustained attention</i>) • explore and implement options for expanding undergraduate student opportunities to enhance the quality of their writing (<i>complete, requiring sustained attention</i>) • explore additional opportunities for strategic partnerships with other academic programs for supplemental academic options (e.g., study-abroad partnerships; encourage students to pursue minors in modern languages and literatures, anthropology, or other targeted areas) (<i>in progress</i>)
Political Science, M.A.		
<ul style="list-style-type: none"> • research-active faculty members with a strong vision of building a strong graduate program • faculty commitment to student-learning-outcomes assessment • department leadership • affiliations with Lou Frey Institute and the Office of Global Perspectives • graduate student placement and performance in high-quality Ph.D. programs 	<ul style="list-style-type: none"> • department undergraduate student-faculty ratio detracts from graduate program activities and faculty engagement in activities that promote program reputation (e.g., research and grant writing) • limited external funding and grantsmanship • concern that remote offices for tenure-track faculty members funded by and primarily based at regional campuses limit their full integration in the department • no graduate research assistantships and limited 	<ul style="list-style-type: none"> • review and refine the department's strategic plan and assure it aligns with the college's strategic plan (<i>in progress</i>) • assure the clear articulation of strategic niche(s) (e.g., security studies), goals, and priorities, and consider current and future resources in establishing implementation priorities (<i>complete, requiring sustained attention</i>) • develop and implement a plan to address the department's human-resource needs that considers current and future resources and aligns with the unit strategic plan (e.g., targeted tenure-track faculty lines, graduate assistants) (<i>in progress</i>) • develop and implement a plan to increase faculty member gender and ethnic diversity (<i>in progress</i>) • increase faculty publications in top journals and the number of successful faculty external grant applications (<i>in progress</i>) • develop and implement a plan to build a culture of grant writing (<i>in progress</i>)

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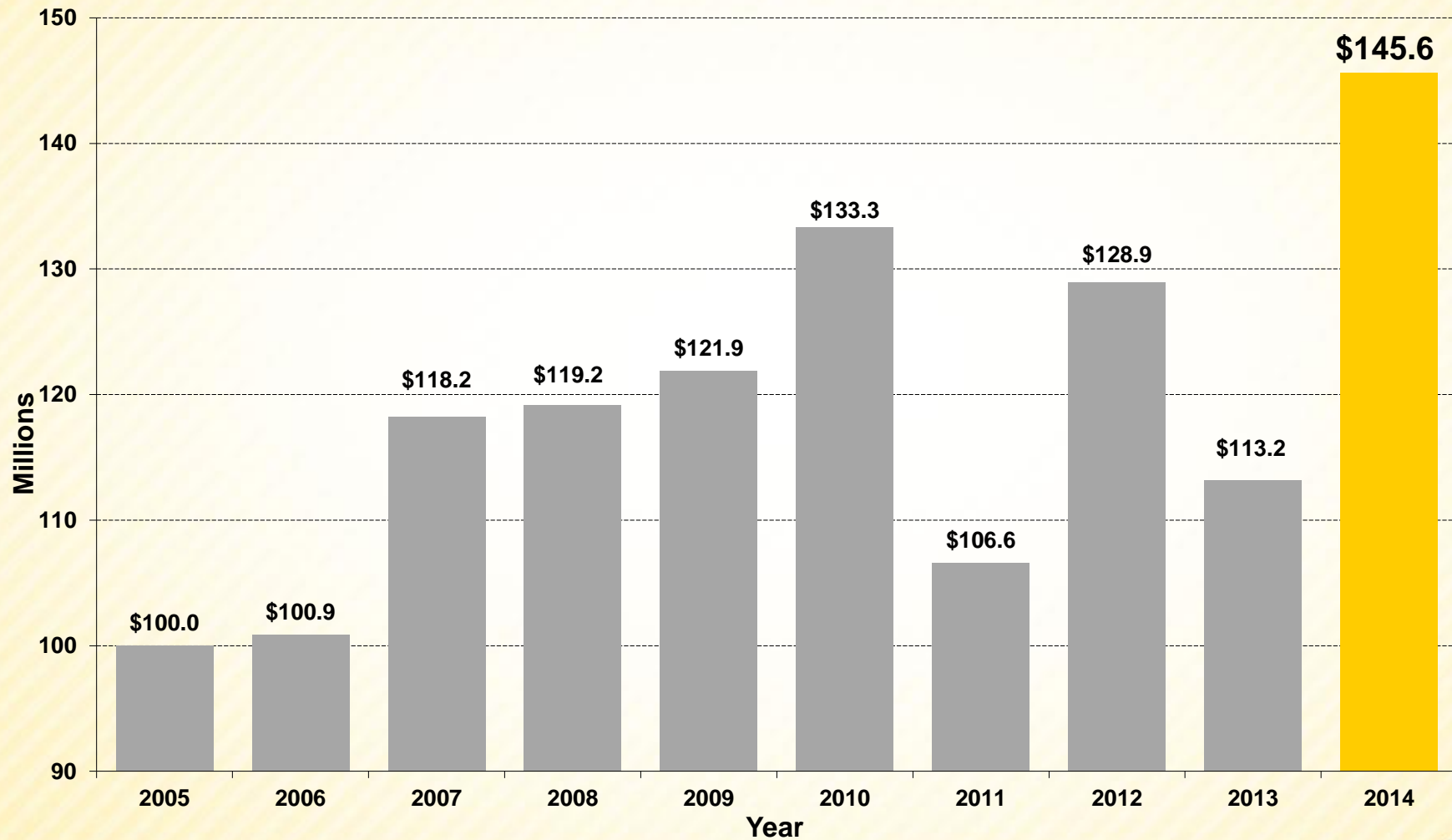
	<p>number of graduate assistantship waivers</p> <ul style="list-style-type: none"> • low student retention and extended time-to-degree completion 	<ul style="list-style-type: none"> • align promotion and tenure standards to expectations for a Ph.D. granting department (<i>not started</i>) • work with the Office of Research and Commercialization to assure that funded activities are appropriately credited to the department and university (<i>complete</i>) • work with regional campuses' administration to maximize potential for success among tenure-earning faculty members funded by and primarily based at regional campuses (<i>complete, requiring sustained attention</i>) • explore options for increasing graduate assistantships and waivers (<i>complete, requiring sustained attention</i>) • review the curriculum and adjust it as appropriate (e.g., strategically align master's and Ph.D. curriculum; assure appropriate course sequencing) (<i>complete</i>) • develop a program curriculum map to enhance student learning (<i>in progress</i>) • review the thesis requirement within the context of the master's program retention and time-to-degree factors, as well as Ph.D. program demands (e.g., consider terminal non-thesis M.A. option) (<i>complete</i>) • assure appropriate student preparation in research methods and design (<i>complete</i>) • enhance graduate student engagement in professionalization activities (e.g., publishing papers, presentations at conferences, co-authoring papers with faculty members) (<i>in progress</i>) • consider incorporating publication standards into the thesis requirement (<i>in progress</i>) • work with appropriate offices (e.g., Institutional Knowledge Management) to identify reasons for student attrition and factors that delay time-to-degree, and then develop and implement a plan to improve student retention and progression rates (e.g., assure students follow a plan of study) (<i>in progress</i>)
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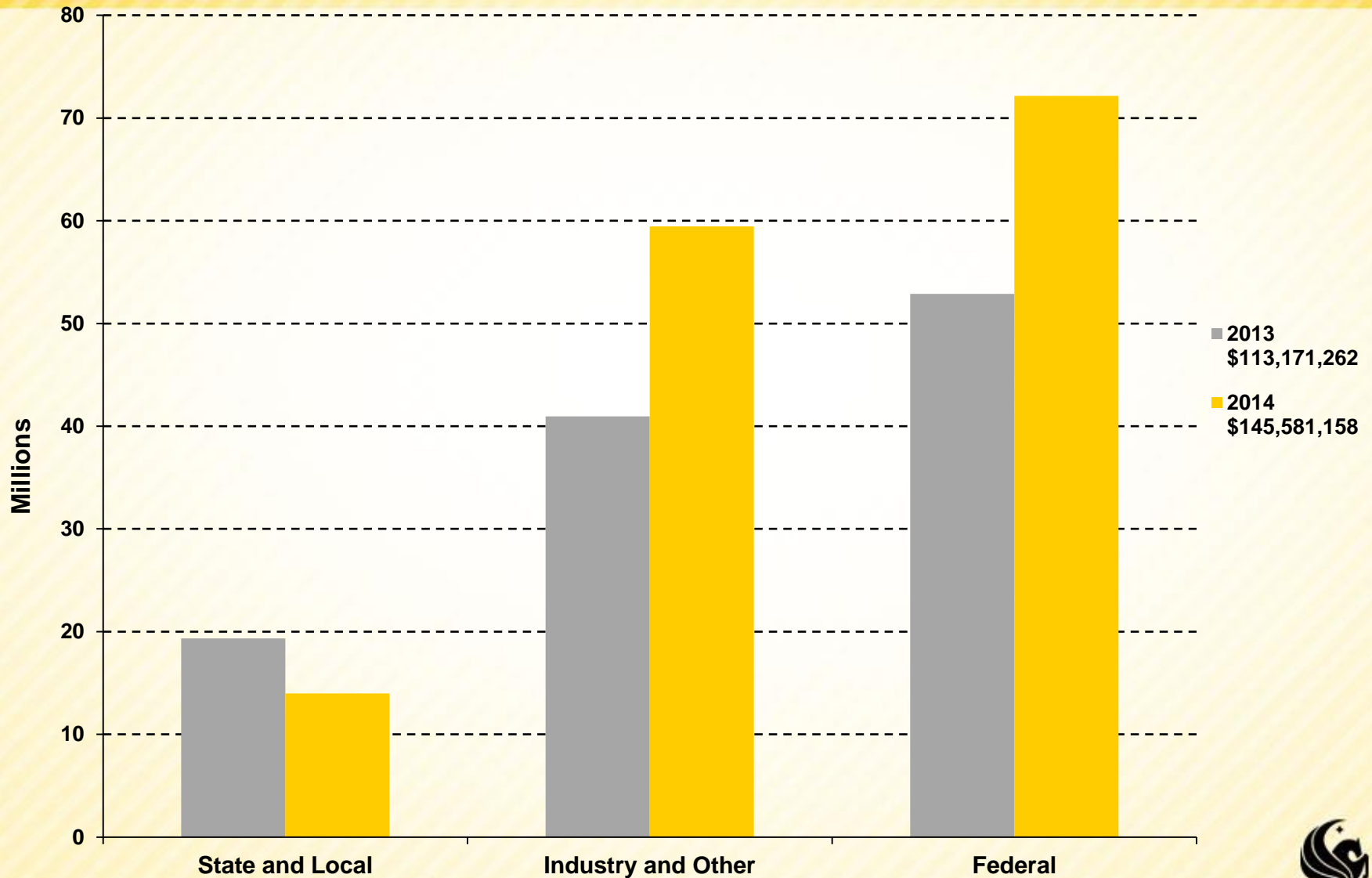
2014 Funding Summary
Office of Research & Commercialization
Board of Trustees
Educational Programs Committee

November 20, 2014

Ten-Year Research Funding History



Funding Comparison by Source



Summary of Submissions and Awards

	2013	2014
Total Funding	\$113,171,262	\$145,581,158
New Awards	477	492
Submitted	1,262	1,317
Principal Investigators	372	385
Millionaires	30	33



Effects of Top Performers

	Number of Principal Investigators (PIs)		
Percent of Funding	2013		2014
25%	5		2
50%	22		18
90%	141		132
Total PIs	372		385



Top Units

Highest Funded	
Student Development and Enrollment Services	\$29.3 million
College of Engineering & Computer Science	\$19.3 million
Institute for Simulation and Training	\$15.2 million
College of Optics & Photonics	\$14.6 million



Big Jumps

	2013	2014	Difference	Percent
College of Nursing	\$30,496	\$779,050	\$748,554	2,455%
Florida Space institute	\$1,890,766	\$7,481,730	\$5,590,964	296%
Institute for Simulation and Training	\$9,168,729	\$15,228,293	\$6,059,564	66%
College of Optics & Photonics	\$9,013,079	\$14,631,263	\$5,618,184	62%



Big Drops

	2013	2014	Difference	Percent
NanoScience Technology Center	\$4,744,296	\$100,578	-\$4,643,719	-97.9%
Business Administration	\$3,118,780	\$763,741	-\$2,355,039	-75.5%
Center for Research In Computer Vision	\$1,136,164	\$583,500	-\$552,664	-48.6%
College of Medicine	\$8,419,807	\$6,367,345	-\$2,052,462	-24.4%



UCF Research & Commercialization

2014 Points of Pride

- Student Development and Enrollment Services received \$29 million from Lockheed Martin to fund workplace training for graduate and undergraduate students.
- Federal awards totaled \$72.2 million and included Florida's only Multidisciplinary University Research Initiative award received by Zenghu Chang of the College of Sciences and the College of Optics & Photonics.
- S.T. Wu, a professor at CREOL, the College of Optics and Photonics, whose work has significantly advanced liquid crystal displays, was inducted into the new Florida Inventors Hall of Fame. Wu was joined in the inaugural class of six by Thomas Edison, Gatorade inventor Robert Cade, and John Gorrie, the air conditioning pioneer.
- UCF received five awards worth nearly \$2 million from the Defense University Research Program. UCF, The University of Illinois, and Rutgers University were the only universities in the nation to receive five grants.
- Three UCF professors with 110 patents were inducted into National Academy of Inventors: Sudipta Seal, Michael Bass, and Peter Delfyett.



Florida High Tech Corridor Council Matching Grants

39 projects were supported by the Florida High Tech Corridor Council (FHTCC) Matching Grants Program in 2014 with

- \$3 million in industry funding coming to UCF
- \$2.2 million in company in-kind contributions
- \$2.8 million in FHTCC match





**UCF College of Medicine Graduate Medical Education Programs
2013-14 Executive Summary**



The UCF Graduate Medical Education (GME) programs have been successfully launched. The major hospital partners in the UCF GME consortium are currently Osceola Regional Medical Center and the Orlando VA Medical Center (VAMC), with plans to include additional hospitals including the Nemours Children Hospital. Affiliation agreements are in place with Osceola Regional Medical Center and the Orlando VAMC that provide support for the resident salaries, benefits, and overhead costs; and the budget is approved by a GME Finance Committee.

The first residency program in internal medicine received initial accreditation by the Accreditation Council for Graduate Medical Education (ACGME) in May 2013, with only two minor citations that are being addressed. The program received approximately 2,600 applications in Fall 2013 and interviewed 184 applicants. Sixteen residents were successfully recruited through the National Residency Match Program, and the program hired two chief residents who recently completed their residency programs in other institutions. The program is approved for 60 positions over three required years of training and will have the next ACGME site visit in 2016.

UCF received ACGME Institutional Accreditation as a sponsoring institution in July 2014, and the first Annual Institutional Review performed internally did not find any major issues. A dashboard of indicators will be used to monitor programs.

UCF is currently working with Osceola Regional Medical Center and other consortium partners to submit an application for an Emergency Medicine residency. Should that program be approved, additional programs under consideration include Transitional Year and Surgery training programs.