University of
**Central
Florida**

Board of Trustees
Educational Programs Committee
May 31, 2016, 9:15 a.m. – 10:15 a.m.
FAIRWINDS **Alumni Center**
Conference call-in phone #800-442-5794, passcode 463796

AGENDA

I.	**CALL TO ORDER**	Robert Garvy *Chair, Educational Programs Committee*
II.	**ROLL CALL**	Susan Tracy *Senior Administrative Assistant*
III.	**MEETING MINUTES**	Chair Garvy

- Approval of the March 24, 2016, and the May 3, 2016, Educational Programs Committee meeting minutes

IV. NEW BUSINESS   Chair Garvy

- 2016 Tenure Recommendations (EPC-1)

  A. Dale Whittaker
  Provost and Executive Vice President

- 2016-17 UCF Work Plan (EPC-2)

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

- Amendment to University Regulation UCF-2.032 Textbook Adoption (EPC-3)

  Youndy Cook
  Deputy General Counsel

- Provost's update
  - Faculty Spotlight: Multimaterial Optical Fiber Devices Group (INFO-1)

  A. Dale Whittaker
  Ayman Abouraddy
  Associate Professor
  College of Optics and Photonics

- Foundations of Excellence Transfer Focus (INFO-2)

  Jeff Jones
  Vice Provost for Regional Campuses Administration

V. OTHER BUSINESS

University of
**Central
Florida**

**MINUTES
Educational Programs Committee
University of Central Florida
Board of Trustees**
March 24, 2016
FAIRWINDS Alumni Center
Conference call-in #800-442-5794, passcode 463796

CALL TO ORDER
Trustee Robert Garvy, chair of the Educational Programs Committee, called the meeting to order at 10:20 a.m. Committee members Ken Bradley, Keith Koons, Beverly Seay, and Cait Zona were present. Also present were Board of Trustees Chairman Marcos Marchena and trustees Ray Gilley and William Yeargin.

MINUTES
The minutes from the January 28, 2016, meeting were approved as written.

NEW BUSINESS

Conferral of Degrees (EPC-1)
Dale Whittaker, Provost and Executive Vice President, requested approval for the Spring 2016 conferral of degrees. A motion to recommend the conferral of degrees was unanimously approved.

2018-19 Proposed Academic Calendar (EPC-2)
Maribeth Ehasz, Vice President for Student Development and Enrollment Services, and DeLaine Priest, Associate Vice President for Student Development and Enrollment Services, presented the 2018-19 academic calendar for approval. Priest noted that spring break was scheduled for the same week as Valencia College to accommodate students who attend both institutions. The calendar meets the minimum requirement of classroom instruction days per state regulations, and it was reviewed and approved by the UCF Academic Calendar Committee. A motion to approve the 2018-19 Academic Calendar was unanimously approved.

New Degree Programs (EPC-3a-c)
Mubarak Shah, Interim Vice Provost and Dean for the College of Graduate Studies, presented the master of science in biomedical engineering degree program and the master of science in data analytics degree program. A motion to recommend these new degree programs to the Board of Trustees was unanimously approved.

Elizabeth Dooley, Dean of the College of Undergraduate Studies and Vice Provost for Teaching and Learning, presented the entertainment management bachelor of science degree program. A motion to recommend this new degree program to the Board of Trustees was unanimously approved.

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Advancing Student Success Through the Use of Predictive Analytics – Ehasz and Dooley reported on the ways that UCF is advancing student success through the use of predictive analytics. The purpose of these efforts is to
- increase the number of students attaining a degree,
- reduce the time to attain a degree,
- reduce unintended excess hours,
- incorporate student success measures through program review, and
- promote scholarly engagement with student success.

Special attention was given to the implementation of the Education Advisory Board Student Success Collaborative Campus, a predictive analytic tool that will launch on April 4, 2016.

College of Medicine Milestones – This presentation was postponed.

Programs for Students with Unique Abilities Report – Whittaker stated that UCF is looking forward to new opportunities upon being designated as the home for the statewide Florida Center for Students with Unique Abilities. He thanked Senator Andy Gardner and his wife Camilla for their support, and he thanked Governor Scott for signing the new center and $8 million of funding into law.

Adam Meyer, Executive Director for Student Accessibility Services and Inclusive Education Services, and Pamela Carroll, Dean of the College of Education and Human Performance, highlighted what is happening at UCF for students with disabilities, including the new Inclusive Education Services for students with intellectual disabilities. In addition, Carroll offered a brief overview of the vision for the statewide Florida Center for Students with Unique Abilities, which will be housed at UCF.

Provost's Update
Whittaker provided the following updates.

- Whittaker introduced Kiminobu Sugaya, professor in the Burnett School of Biomedical Sciences who studies stem cell therapies for neurodegenerative diseases and Ayako Yonetani, professor and violinist in the Music Department. Sugaya discussed his research on the effect of music on brain function, and Yonetani played a Handel Concerto.
- Whittaker noted the following important events.
  o UCF secured $20 million for UCF Downtown.
  o UCF secured $15 million for the International Consortium for Advanced Manufacturing Research.
  o Florida Interactive Entertainment Academy was ranked as the No. 1 graduate video gaming school in North America by *The Princeton Review* and *PC Gamer* magazine.
  o UCF placed first place in state funding performance process and is the only university to rank in the top three for all four years that performance funding has been awarded.
  o UCF is recognized as an "emerging preeminent" school, which earns additional state funding.
  o UCF researchers surpassed $100 million in total awards, nearly 20 percent more than this time last year.

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- Whittaker listed the following activities in progress or completed:
  o Fall 2020 goals for seven attributes of success are almost completed by deans,
  o academic budget model for redistributing funds is in the late stages of redesign,
  o five-year plan toward preeminence has begun,
  o five-year space development plan is in progress,
  o faculty hiring continues,
  o three dean candidates for the College of Arts and Humanities invited to visit campus, and
  o vice president of research and dean of the College of Graduate Studies position description completed.

Whittaker recognized that the meeting was Diane Chase's last Educational Programs Committee with UCF and congratulated her on her new position as Provost and Executive Vice President of the University of Nevada Las Vegas beginning May 1. Garvy also thanked Chase for her contributions to the university and to the Educational Programs Committee.

Garvy stated that a date will soon be announced for a special Educational Programs Committee meeting where Dooley will discuss undergraduate education.

Trustee Garvy adjourned the meeting at 11:54 a.m.

Respectfully submitted: _A. Dale Whittaker_   _5-16-16_
A. Dale Whittaker   Date
Provost and Executive Vice President

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University of
**Central
Florida**

**MINUTES
Educational Programs Committee
University of Central Florida
Board of Trustees
May 3, 2016, 1:30 p.m. – 3:30 p.m.
President's Boardroom, Millican Hall, 3rd floor
Conference call-in phone #800-442-5794, passcode 463796**

CALL TO ORDER
Trustee Robert Garvy, chair of the Educational Programs Committee, called the meeting to order at 1:30 p.m. Committee members Keith Koons and Cait Zona were present. Also present was trustee David Walsh. Board Chairman Marcos Marchena and trustee Ray Gilley attended via teleconference.

NEW BUSINESS
General Education Program Workshop
Dale Whittaker, Provost and Executive Vice President, expressed his appreciation to the UCF Board of Trustees for devoting a workshop to discuss the general education program. He stated that general education is the foundation of a high-quality education, weaving together broad knowledge in foundational areas, in-depth understanding in a specific area of study, and relevant experiences outside of the classroom. Students gain real-world skills including communication, critical thinking, and problem-solving that position them for success after graduation.

Whittaker introduced Elizabeth Dooley, Dean of the College of Undergraduate Studies and Vice Provost for Teaching and Learning, who presented an overview of the legislative and UCF general education requirements, examples of UCF's instruction and high-impact learning practices, and how UCF measures outcomes.

Workshop participants included
- Michael Aldarondo-Jeffries, Director, Academic Advancement Programs
- Paige Borden, Associate Provost for Academic Program Quality and Associate Vice President for Institutional Knowledge Management
- Chris Clemente, 2015-16 President, Student Government Association
- Amy Darty, Associate Instructor, Online Specialist, GEP Coordinator and GEP Assessment, Department of History
- Lynn Hepner, Associate Dean, College of Arts and Humanities
- Patrice Lancey, Assistant Vice President, Operational Excellence and Assessment Support
- Heath Martin, Interim Associate Dean, College of Undergraduate Studies
- Stephanie Vie, Associate Professor and Interim Chair, Department of Writing and Rhetoric
- Caitlyn Zona, 2014-15 President, Student Government Association

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A question was raised regarding how UCF prepares its students to handle their personal finances. Whittaker and Maribeth Ehasz, Vice President for Student Development and Enrollment Services, will coordinate a review of the personal finance services UCF offers and report back to the committee.

Trustee Garvy adjourned the meeting at 3:30 p.m.

Respectfully submitted: _A. Dale Whittaker_   _5-16-16_
         A. Dale Whittaker   Date
         Provost and Executive Vice President

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

ITEM: <u>EPC-1</u>

SUBJECT: 2016 Tenure Recommendations

DATE: May 31, 2016

PROPOSED BOARD ACTION

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

BACKGROUND INFORMATION

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

Supporting documentation: 2016 Tenure Recommendations

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

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

University of Central Florida
2016 Tenure Recommendations

Name	Current Rank	Department/School
College of Arts and Humanities		
Ilenia Colon Mendoza	Assistant Professor	School of Visual Arts and Design
Barbara Gannon	Assistant Professor	History
Chiara Mazzucchelli	Assistant Professor	Modern Languages and Literatures
Scott Tobias	Assistant Professor	Music
College of Business Administration		
Shannon Taylor	Assistant Professor	Management
College of Education and Human Performance		
Thomas Cox	Assistant Professor	Child, Family and Community Sciences
College of Engineering and Computer Science		
Damian Dechev	Assistant Professor	Computer Science
Sumit Jha	Assistant Professor	Computer Science
Dingbao Wang	Assistant Professor	Civil, Environmental, and Construction Engineering
Hae-Bum Yun	Assistant Professor	Civil, Environmental, and Construction Engineering
College of Health and Public Affairs		
Alice Noblin	Assistant Professor	Health Management and Informatics
Jeffrey Rosky	Assistant Professor	Criminal Justice
College of Medicine		
Deborah Altomare	Assistant Professor	Burnett School of Biomedical Sciences
Mollie Jewett	Assistant Professor	Burnett School of Biomedical Sciences
Travis Jewett	Assistant Professor	Burnett School of Biomedical Sciences
College of Nursing		
Norma Conner	Assistant Professor	Nursing
College of Sciences		
Corey Bohil	Assistant Professor	Psychology
Zehra Basak Gurel	Assistant Professor	Mathematics
Rosen College of Hospitality Management		
Nan Hua	Assistant Professor	Hospitality Services

ITEM: **EPC-2**

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: 2016-17 UCF Work Plan

DATE: May 31, 2016

PROPOSED BOARD ACTION

Approval of 2016-17 UCF Work Plan.

BACKGROUND INFORMATION

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

Supporting documentation: 2016-17 UCF Work Plan

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

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

UCF

2016
Work Plan

University of Central Florida

University Work Plan Presentation

for Board of Governors June 2016 Meeting

DRAFT 5/25/2016

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

2016 UNIVERSITY WORK PLAN   **UNIVERSITY OF CENTRAL FLORIDA**

INTRODUCTION

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

1) *The Board of Governors' 2025 System Strategic Plan is driven by goals and associated metrics that stake out where the System is headed;*

2) *The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*

3) *Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Longer-term goals will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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2016 UNIVERSITY WORK PLAN   **UNIVERSITY OF CENTRAL FLORIDA**

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2016 UNIVERSITY WORK PLAN   **UNIVERSITY OF CENTRAL FLORIDA**

MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

In its new strategic plan, UCF has defined Our Impact:

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

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2016 UNIVERSITY WORK PLAN   **UNIVERSITY OF CENTRAL FLORIDA**

STATEMENT OF STRATEGY (How will you get there?)
Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

In its new strategic plan, UCF has defined five areas of focus that collectively represent what UCF calls Our Promise:

1. Harness the power of scale to transform lives and livelihoods. Serving a fast-growing region and state, UCF has demonstrated that maximizing a research university's impact is a function of both size and excellence, and will continue to pursue both to fulfill its mission.

2. Attract and cultivate exceptional and diverse faculty, students, and staff whose collective contributions strengthen us. Believing that talent is at the core of its pursuit of excellence, UCF will aggressively continue to be a magnet for diverse and excellent individuals throughout the university.

3. Deploy our distinctive assets to solve society's greatest challenges. UCF and the region have unique capabilities and needs, and the university will focus on finding and developing solutions for Florida and our broader world.

4. Create partnerships at every level that amplify our academic, economic, social, and cultural impact and reputation. Continuing its commitment to being "America's leading partnership university," UCF will extend its impact through local, national, and international partnerships and continue to build its reputation for excellence.

5. Innovate academic, operational and financial models to transform higher education. As a younger institution with fewer historical constraints, UCF has and will continue to develop new models for how to provide high quality education and research to meet today's needs that can become models for others.

STRENGTHS AND OPPORTUNITIES (within 3 years)
What are your core capabilities, opportunities and challenges for improvement?

Strengths: High student retention, progression, and graduation rates; M.D. program and supporting initiatives, including new bio-related programs; graduate study and research in traditional and emerging disciplines; 2+2 DirectConnect to UCF program; university efficiencies in utilities, maintenance, and property management; and ample opportunities for academic community engagement and partnerships.

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

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

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2016 UNIVERSITY WORK PLAN   **UNIVERSITY OF CENTRAL FLORIDA**

KEY INITIATIVES & INVESTMENTS *(within 3 years)*
Describe your top <u>three</u> key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

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

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

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

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2016 UNIVERSITY WORK PLAN   **UNIVERSITY OF CENTRAL FLORIDA**

Pending BOT Approval - Draft 05/25/2016

PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) *within the U.S. One Year After Graduation*	64.3% 2012-13	64.7% 2013-14	65% 2014-15	66% 2015-16	67% 2016-17	68% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time *in Florida One-Year After Graduation*	$34,900 2012-13	$36,200 2013-14	$36,600 2014-15	$37,000 2015-16	$37,300 2016-17	$37,600 2017-18
Cost per Bachelor's Degree *Costs to the University*	$22,430 2010-14	$24,190 2011-15	$24,500 2012-16	$24,663 2013-17	$24,812 2014-18	$24,988 2015-19
FTIC 6 year Graduation Rate *for full- and part-time students*	69.2% 2008-14	70.1% 2009-15	70% 2010-16	72% 2011-17	73% 2012-18	74% 2013-19
Academic Progress Rate *FTIC 2 year Retention Rate with GPA>2*	85.0% 2013-14	86.6% 2014-15	88% 2015-16	89% 2016-17	90% 2017-18	91% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	48.9% 2013-14	49.7% 2014-15	50% 2015-16	51% 2016-17	52% 2017-18	53% 2018-19
University Access Rate *Percent of Fall Undergraduates with a Pell grant*	38.4% Fall 2013	39.0% Fall 2014	40% Fall 2015	40% Fall 2016	41% Fall 2017	41% Fall 2018
Graduate Degrees Awarded Within Programs of Strategic Emphasis	57.4% 2013-14	61.7% 2014-15	62% 2015-16	62% 2016-17	62% 2017-18	63% 2018-19
BOG METRIC: **Percent of Bachelor's Degrees Without Excess Hours**	66.9% 2013-14	69.2% 2014-15	69% 2015-16	70% 2016-17	71% 2017-18	71% 2018-19
UBOT METRIC: **Bachelor' Degrees Awarded Annually**	12,372 2013-14	12,629 2014-15	12,850 2015-16	13,100 2016-17	13,325 2017-18	13,500 2018-19

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.

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2016 UNIVERSITY WORK PLAN   **UNIVERSITY OF CENTRAL FLORIDA**

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

	BENCH-MARKS	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Average GPA and SAT Score *for incoming freshman in Fall semester*	4.0 GPA 1200 SAT	4.0 1261 Fall 2015	4.0 1263 Fall 2016	4.0 1265 Fall 2017	4.1 1267 Fall 2018	4.1 1270 Fall 2019
Public University National Ranking *in more than one national ranking*	Top 50	1 2016	2 2017	2 2018	3 2019	3 2020
Freshman Retention Rate *Full-time, FTIC*	90%	89% 2014-15	89% 2015-16	90% 2016-17	91% 2017-18	92% 2015-16
6-year Graduation Rate *Full-time, FTIC*	70%	70.4% 2009-15	70% 2010-16	72% 2011-17	73% 2012-18	74% 2013-19
National Academy Memberships	6	1 2016	2 2017	3 2018	4 2019	6 2020
Science & Engineering Research Expenditures ($M)	$200 M	$170 2014-15	$174 2015-16	$182 2016-17	$189 2017-18	$202 2018-19
Non-Medical Science & Engineering Research Expenditures ($M)	$150 M	$168 2014-15	$171 2015-16	$176 2016-17	$181 2017-18	$184 2018-19
National Ranking in S.T.E.M. Research Expenditures *includes public & private institutions*	Top 100 in 5 of 8 disciplines	7 2013-14	7 2014-15	7 2015-16	7 2016-17	7 2017-18
Patents Awarded *over 3 year period*	100	179 2013-15	208 2014-16	217 2015-17	229 2016-18	240 2017-19
Doctoral Degrees Awarded Annually	400	423 2014-15	445 2015-16	455 2016-17	465 2017-18	475 2018-19
Number of Post-Doctoral Appointees	200	55 Fall 2012	52 Fall 2013	64 Fall 2014	68 Fall 2015	85* Fall 2016
Endowment Size ($M)	$500 M	$151 2014-15	$169.1 2015-16	$181.6 2016-17	$193.6 2017-18	$200.0 2018-19
NUMBER OF METRICS ABOVE THE BENCHMARK		6	7	8	8	10

Note: Metrics are defined in appendix. For more information about Preeminent state research universities, see 1001.7065 Florida Statutes.

* UCF projects 180 post-doctoral appointees by Fall 2019.

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2016 UNIVERSITY WORK PLAN   **UNIVERSITY OF CENTRAL FLORIDA**

KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
2. **Freshmen in Top 10% of Graduating High School Class**	31% Fall 2014	33% Fall 2015	34% Fall 2016	35% Fall 2017	36% Fall 2018	37% Fall 2019
3. **Professional Licensure & Certification Exam Pass Rates Above Benchmarks**	4 of 5 2013-14	5 of 5 2014-15	5 of 5 2015-16	5 of 5 2016-17	5 of 5 2017-18	5 of 5 2018-19
4. **Time to Degree** *Mean Years for FTICs in 120hr programs*	4.6 2013-14	4.4 2014-15	4.3 2015-16	4.2 2016-17	4.1 2017-18	4.1 2018-19
5. **Four-Year FTIC Graduation Rates** *full- and part-time students*	40% 2010-14	40% 2011-15	42% 2012-16	43% 2013-17	44% 2014-18	45% 2015-19
8. **Bachelor's Degrees Awarded** *First Majors Only*	12,372 2013-14	12,629 2014-15	12,850 2015-16	13,100 2016-17	13,325 2017-18	13,500 2018-19
9. **Graduate Degrees Awarded** *First Majors Only*	2,918 2013-14	2,673 2014-15	2,770 2015-16	2,800 2016-17	2,825 2017-18	2,950 2018-19
10. **Bachelor's Degrees Awarded to African-American & Hispanic Students**	30% 2013-14	31% 2014-15	32% 2015-16	33% 2016-17	34% 2017-18	35% 2018-19
11. **Adult** (Aged 25+) **Undergraduates Enrolled**	21% Fall 2013	21% Fall 2014	21% Fall 2015	22% Fall 2016	22% Fall 2017	23% Fall 2018
12. **Percent of Undergraduate FTE in Online Courses**	28% 2013-14	30% 2014-15	31% 2015-16	32% 2016-17	33% 2017-18	35% 2018-19
16. **Percent of Bachelor's Degrees in STEM & Health**	30% 2013-14	33% 2014-15	34% 2015-16	35% 2016-17	36% 2017-18	36% 2018-19
18. **Percent of Graduate Degrees in STEM & Health**	41% 2013-14	44% 2014-15	45% 2015-16	45% 2016-17	46% 2017-18	46% 2018-19
IMPROVING METRICS	**8** of 11	**9** of 11	**9** of 11	**9** of 11	**7** of 11	

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2016 UNIVERSITY WORK PLAN   UNIVERSITY OF CENTRAL FLORIDA

KEY PERFORMANCE INDICATORS (continued)

Scholarship, Research and Innovation Metrics (from the 2025 System Strategic Plan) ONLY RESEARCH UNIV

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
20. **Faculty Awards**	7 2012	6 2013	12 2014	14 2015	15 2016	18 2017
22. **Total Research Expenditures ($M)**	$185.6 2013-14	$215.5 2014-15	$218 2015-16	$226 2016-17	$238 2017-18	$250 2018-19
23. **Research Expenditures Funded from External Sources**	46% 2013-14	50% 2014-15	53% 2015-16	54% 2016-17	55% 2017-18	56% 2018-19
25. **Licenses/Options Executed**	17 2012-13	23 2013-14	31 2014-15	33 2015-16	34 2016-17	36 2017-18
26. **Number of Start-up Companies Created**	3 2012-13	8 2013-14	10 2014-15	12 2015-16	14 2016-17	16 2017-18
IMPROVING METRICS			**4** of 5	**5** of 5	**5** of 5	**5** of 5

Institution Specific Goals (optional)

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

College of Medicine. Continue development of the necessary infrastructure to ensure success of the College of Medicine M.D. program. As the third M.D. class graduates, UCF seeks to achieve critical milestones including maintaining full accreditation from the Liaison Committee on Medical Education, graduation and residency placement of future classes, expansion of the COM Faculty Practice to cover all non-faculty costs in 2016-17, a fully-enrolled medical education program with 480 students in 2016-17, expansion of the Graduate Medical Education Program (residency and/or fellowship programs), and creation of collaborative research and graduate programs with other units and colleges of the university and medical city partners.

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
M.D. Enrollment	420 2014-15	460 2015-16	480 2016-17	480 2017-18	480 2018-19	480 2019-20
UCF Health Faculty Practice (percent of non-faculty costs covered by practice revenue)	55% 2014-15	56% 2015-16	81% 2016-17	94% 2017-18	100% 2018-19	100% 2019-20

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2016 UNIVERSITY WORK PLAN   UNIVERSITY OF CENTRAL FLORIDA

ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	24,239	24,690	25,209	25,807	26,267	26,727	27,211
AA Transfers[1]	21,332	21,691	22,222	22,461	22,632	22,890	23,387
Other[2]	5,474	5,886	6,643	6,722	6,773	6,850	6,999
Subtotal	**51,045**	**52,267**	**54,074**	**54,990**	**55,672**	**56,467**	**57,597**
GRADUATE[3]							
Master's	5,705	5,415	5,663	5,931	6,079	6,198	6,344
Research Doctoral	1,707	1,757	1,724	1,816	1,922	2,006	2,086
Professional Doctoral	591	634	625	658	697	727	756
Subtotal	**8,003**	**7,806**	**8,012**	**8,405**	**8,698**	**8,931**	**9,186**
UNCLASSIFIED							
H.S. Dual Enrolled	27	27	42	45	48	52	55
Other[4]	695	721	888	750	963	1,048	1,088
Subtotal	**722**	**748**	**930**	**795**	**1,011**	**1,100**	**1,143**
TOTAL	**59,770**	**60,821**	**63,016**	**64,190**	**65,381**	**66,498**	**67,926**

Notes: This table reports the number of students enrolled 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. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	12,433	12,807	13,559	14,525	15,085	15.454	15,909
Hybrid (50-79%)	3,054	3,208	3,644	4,158	4,404	4,542	4,712
Traditional (0-50%)	30,078	29,124	28,593	28,599	28,614	28.894	29.025
Subtotal	**45,565**	**45,138**	**45,796**	**47,282**	**48,104**	**48,890**	**49,645**
GRADUATE							
Distance (80-100%)	1,707	1,594	1,539	1,591	1,690	1,762	1,822
Hybrid (50-79%)	645	683	666	637	666	689	712
Traditional (0-50%)	3,540	3,461	3,313	3,304	3,445	3,569	3,684
Subtotal	**5,892**	**5,738**	**5,518**	**5,532**	**5,801**	**6,020**	**6,219**

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 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** 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).

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2016 UNIVERSITY WORK PLAN | UNIVERSITY OF CENTRAL FLORIDA

ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	14,975	15,375	15,635	15,891	16,136	16,444	16,726	16,792	1.4%
UPPER	28,506	29,126	29,639	30,124	30,589	31,167	31,701	31,824	1.4%
GRAD I	3,137	3,140	3,287	3,393	3,468	3,558	3,661	3,774	2.6%
GRAD II	779	700	738	778	828	868	906	902	4.1%
TOTAL	47,397	48,341	49,299	50,185	51,021	52,037	52,993	53,262	1.6%
NON RESIDENT									
LOWER	736	980	997	1,013	1,029	1,048	1,066	1,070	1.4%
UPPER	875	992	1,010	1,026	1,042	1,062	1,080	1,084	1.4%
GRAD I	506	534	559	577	590	605	623	637	2.6%
GRAD II	623	662	697	735	782	820	856	852	4.1%
TOTAL	2,740	3,168	3,263	3,351	3,443	3,536	3,625	3,644	2.2%
TOTAL									
LOWER	15,711	16,355	16,632	16,904	17,165	17,492	17,792	17,862	1.4%
UPPER	29,382	30,119	30,649	31,150	31,631	32,229	32,781	32,909	1.4%
GRAD I	3,643	3,674	3,847	3,970	4,058	4,163	4,283	4,381	2.6%
GRAD II	1,401	1,362	1,435	1,512	1,610	1,688	1,762	1,755	4.1%
TOTAL	50,137	51,510	52,562	53,536	54,464	55,573	56,618	56,906	1.6%
NOT STATE FUNDABLE									
LOWER	313	446	454	461	468	477	485	487	1.4%
UPPER	390	363	369	375	381	388	395	397	1.4%
GRAD I	444	476	498	515	527	541	556	568	2.7%
GRAD II	30	20	21	22	24	25	26	26	4.1%
TOTAL	1,176	1,305	1,343	1,374	1,400	1,431	1,462	1,478	1.9%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Annual Growth Rate*
MEDICAL DOCTORATES									
RESIDENT	318	347	347	362	362	362	362	362	0.9%
NON-RESIDENT	102	113	113	118	118	118	118	118	0.9%
TOTAL	420	460	480	480	480	480	480	480	0.9%

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2016 UNIVERSITY WORK PLAN   **UNIVERSITY OF CENTRAL FLORIDA**

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2016-17

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2015 Work Plan list for programs under consideration for 2016-17.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT in 5th year	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Environmental Studies	03.0103		FAMU, FGCU, FIU, NCF	Y-25%	270	Mar-2017
Materials Science and Engineering	14.1801	STEM	UF	N	80	Mar-2017
Nonprofit Management	44.9999	-	-	Y-100%	170	Mar-2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Cognitive Sciences and Systems	30.2501	STEM	-	N		Mar-2017
Emergency and Crisis Mgmt	43.0302	-	FIU, UF	Y-100%	65	Mar-2017
Genetics Counseling	51.9999	HLTH	-	N	18	Jul-2016
Entrepreneurship	52.0701		UF, USF	N	40	Mar-2017
DOCTORAL PROGRAMS						
Data Analytics	27.0501	STEM	FSU, UF	N	25	Mar-2017
Integrative Anthropological Sciences	30.1701		-	N	25	Mar-2017

New Programs For Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT in 5th year	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Emergency Management	43.0302	-	-	N	120	Nov-2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Athletic Training	51.0913	HLTH	FIU, USF-T	N	56	Jul-2017
DOCTORAL PROGRAMS						
Strategic Communication and Risk	09.0000	GAP	-	N	36	Mar-2018
Aerospace Engineering	14.0201	STEM	UF	N	30	Mar-2018
Biomedical Engineering	14.05.01	STEM	FAMU, FIU, FSU, UF, USF-T	N		July-2018
Nanotechnology	15.1601	STEM	-	N		Mar-2018
Nonprofit Management	44.0401		FAU, FIU, FSU	N	40	Nov-2017

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2016 UNIVERSITY WORK PLAN   **UNIVERSITY OF CENTRAL FLORIDA**

STUDENT DEBT & NET COST

Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	49%	52%	48%	50%	52%
Average Amount of Debt *for Bachelor's who have graduated with debt*	$19,700	$21,400	$23,200	$23,400	$21,800

	2008-11	2009-12	2010-13	2011-14	2012-15 Preliminary
NSLDS Cohort Year					
Student Loan Cohort Default Rate (3rd Year)	7.5%	7.1%	5.4%	4.3%	4.9%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	$5,980	$1,146	$9,764	$1,856	$3,088	$21,834
AT HOME	$5,980	$1,146	$5,450	$1,856	$3,088	$17,520

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT		AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT
Below $40,000	7,799	33.6%		$13,294	-$1,971	$7,846	$6,812
$40,000-$59,999	2,214	9.5%		$14,760	-$469	$6,302	$5,669
$60,000-$79,999	1,896	8.2%		$16,474	$1,071	$4,667	$5,983
$80,000-$99,999	1,574	6.8%		$17,083	$1,747	$4,115	$6,412
$100,000 Above	5,333	23.0%		$17,367	$1,891	$3,996	$6,510
Not Reported	4,399	18.9%		n/a	$3,813	$2,107	$9,957
TOTAL	23,215	100%	AVERAGE	$15,796*	$1,014	$4,839	$6,891

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2015 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data.

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2016 UNIVERSITY WORK PLAN   UNIVERSITY OF CENTRAL FLORIDA

UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	$ 276.2	$ 288.0
Tuition	$ 256.0	$ 264.5
Subtotal	**$ 532.2**	**$ 552.5**
Health-Science Center / Medical Schools		
State Funds	$ 25.8	$ 26.1
Tuition	$ 13.7	$ 14.9
Subtotal	**$ 39.5**	**$ 41.0**
E&G TOTAL	**$ 571.7**	**$ 593.5**

OTHER BUDGET ENTITIES		
Auxiliary Enterprises	$ 162.7	$ 171.1
Contracts & Grants	$ 119.6	$ 113.9
Local Funds	$ 496.6	$ 508.1
Faculty Practice Plans	$ 2.3	$ 2.8

Note: State funds include recurring and non-recurring General Revenue funds, as well as Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. Tuition also includes other revenue such as application fees, late registration fees, library fines, and miscellaneous revenues. Source: Tables 1A & 1E of the annual Accountability Report.

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2016 UNIVERSITY WORK PLAN   UNIVERSITY OF CENTRAL FLORIDA

Pending BOT Approval - Draft 05/25/2016

UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

Undergraduate Students	-----------------Actual---------------			--------------------Projected------------------			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	$105.07	$105.07	$105.07	$105.07	$105.07	$105.07	$105.07
Tuition Differential[5]	44.20	44.20	44.20	44.20	44.20	44.20	44.20
Total Base Tuition & Differential per Credit Hour	$149.27	$149.27	$149.27	$149.27	$149.27	$149.27	$149.27
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid[1]	$5.16	$5.16	$5.16	$5.16	$5.16	$5.16	$5.16
Capital Improvement[2]	$6.76	$6.76	$6.76	$6.76	$6.76	$6.76	$6.76
Activity & Service	$10.79	$11.67	$11.67	$11.67	$11.67	$11.67	$11.67
Health	$10.89	$10.84	$10.84	$10.84	$10.84	$10.84	$10.84
Athletic	$13.44	$14.32	$14.32	$14.32	$14.32	$14.32	$14.32
Transportation Access	$9.10	$9.10	$9.10	$9.10	$9.10	$9.10	$9.10
Technology[1]	$5.16	$5.16	$5.16	$5.16	$5.16	$5.16	$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	$61.30	$63.01	$63.01	$63.01	$63.01	$63.01	$63.01
Total Tuition and Fees per Credit Hour	$210.57	$212.28	$212.28	$212.28	$212.28	$212.28	$212.28
% Change		0.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	$4,478.10	$4,478.10	$4,478.10	$4,478.10	$4,478.10	$4,478.10	$4,478.10
Total Fees for 30 Credit Hours	$1,839.00	$1,890.30	$1,890.30	$1,890.30	$1,890.30	$1,890.30	$1,890.30
Total Tuition and Fees for 30 Credit Hours	$6,317.10	$6,368.40	$6,368.40	$6,368.40	$6,368.40	$6,368.40	$6,368.40
$ Change		$51.30	$0.00	$0.00	$0.00	$0.00	$0.00
% Change		0.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	$511.06	$511.06	$511.06	$511.06	$511.06	$511.06	$511.06
Out-of-State Undergraduate Student Financial Aid[3]	$25.55	$25.55	$25.55	$25.55	$25.55	$25.55	$25.55
Total per credit hour	$536.61	$536.61	$536.61	$536.61	$536.61	$536.61	$536.61
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	$19,809.90	$19,809.90	$19,809.90	$19,809.90	$19,809.90	$19,809.90	$19,809.90
Total Fees for 30 Credit Hours	$2,605.50	$2,656.80	$2,656.80	$2,656.80	$2,656.80	$2,656.80	$2,656.80
Total Tuition and Fees for 30 Credit Hours	$22,415.40	$22,466.70	$22,466.70	$22,466.70	$22,466.70	$22,466.70	$22,466.70
$ Change		$51.30	$0.00	$0.00	$0.00	$0.00	$0.00
% Change		0.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining[4]	$9,394.00	$9,300.00	$9,300.00	$9,300.00	$9,300.00	$9,300.00	$9,300.00
$ Change		-$94.00	$0.00	$0.00	$0.00	$0.00	$0.00
% Change		-1.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Revenues do not include transfers.

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DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) *in the U.S. One Year After Graduation*	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation	This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.
Average Cost per Bachelor's Degree *Costs to the university*	For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.
Six Year FTIC Graduation Rate	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).
Academic Progress Rate *2nd Year Retention with GPA Above 2.0*	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).
University Access Rate *Percent of Undergraduates with a Pell-grant*	This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).
Bachelor's Degrees within Programs of Strategic Emphasis	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).
Graduate Degrees within Programs of Strategic Emphasis	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).

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BOG Choice Metrics

Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

BOT Choice Metrics

Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.
Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.

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

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2016 UNIVERSITY WORK PLAN   UNIVERSITY OF CENTRAL FLORIDA

Key Performance Indicators	
Teaching & Learning Metrics	
Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree Mean Years for FTIC in 120hr programs	This metric is the mean number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled (Fall term)	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).

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2016 University Work Plan   **University of Central Florida**

Key Performance Indicators (continued)
Scholarship, Research & Innovation Metrics

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

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2016 UNIVERSITY WORK PLAN   UNIVERSITY OF CENTRAL FLORIDA

Student Debt Summary

Percent of Bachelor's Recipients with Debt	This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).
Average Amount of Debt for Bachelor's who have graduated with debt	This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).
Student Loan Cohort Default Rate (3rd Year)	Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html.

Three Year CDR

Cohort Fiscal Year	Year Published	Borrowers in the Numerator / Borrowers in the Denominator	3-Yr Time Period (Numerator) / 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 / Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 / 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 / Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 / 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 / Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 / 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 / Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 / 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 / Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 / 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 / Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 / 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 / Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 / 10/01/2014 to 9/30/2015

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EDUCATIONAL PROGRAMS COMMITTEE

University of Central Florida

ITEM: <u>EPC-3</u>

SUBJECT: Amendment to University Regulation UCF-2.032 Textbook Adoption

DATE: May 31, 2016

PROPOSED COMMITTEE ACTION

Approve amendments to University of Central Florida Regulation UCF-2.032.

BACKGROUND INFORMATION

Florida Board of Governors Regulation 1.001 provides that "Each Board of Trustees is authorized to promulgate University Regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors."

Regulation UCF-2.032 is being amended to conform the language of the regulation to statutory changes adopted this year. Specifically, the statute on which this regulation is based requires schools to address textbook affordability through various means. This year, the statute's requirements were expanded to apply to "instructional materials." Additional small changes are also incorporated.

Supporting documentation: Proposed Amended Regulation UCF-2.032 Textbook
Adoption (redline)

Prepared by: Youndy C. Cook, Deputy General Counsel

Submitted by: Scott Cole, Vice President and General Counsel

UCF 2.032 Textbook Adoption

(1)   Pursuant to Florida Board of Governors Regulation 8.003, the University of Central Florida establishes the following procedures to minimize the cost of textbooks and instructional materials to students, while maintaining the quality of instruction and academic freedom.

(2)   The term "instructional materials" means educational materials for use within a course which may be available in printed or digital format.

(~~2~~3)   Textbook and instructional material adoption deadlines for each term shall be no later than ~~35~~ 50 days prior to the first day of class for each term.

(~~3~~4)   Textbook order forms will incorporate a declaration by the course instructor or academic department offering the course of:

> (a)   the intent to use all required items ordered, including each individual item sold as part of a bundled package; and,

> (b)   the extent to which a new edition differs significantly and substantively from earlier versions, if such are available in sufficient quantities, and whether the significance warrants the adoption of a new edition.

(~~4~~5)   Determination of student ability to pay for textbooks or instructional materials will be made through standard student financial aid eligibility assessment.

(~~5~~6)   Students with confirmed financial aid eligibility may opt into an advance purchase program to buy textbooks or instructional materials up to the approved purchase limit at the designated campus bookstore, or may apply for a short term advance for textbook or instructional material purchases.

(~~6~~7)   Textbook or instructional material orders placed by the adoption deadline will be posted on the bookstore website ~~30~~ 45 days prior to the first day of class for each term.

(78) The posted textbook or instructional material list shall include the following information

for each required and recommended textbook or instructional material:

    (a)   the International Standard Book Number (ISBN); or

    (b)   other identifying information which shall include, at a minimum:

        1.   title;

        2.   all authors listed;

        3.   publishers;

        4.   edition number;

        5.   copyright date;

        6.   published date; and,

        7.   other relevant information necessary to identify the specific textbook or

              instructional materials required and recommended for each course.

(89) A request for an exception to the textbook adoption deadlines shall be submitted in writing

to the Office of Academic Affairs prior to the adoption deadline and shall provide a reasonable

justification for the exception. For courses and sections added to the course listing after the 35

50 day textbook or instructional material adoption deadline, no exemption is required.

(910) Requiring the use of a textbook or other instructional material written by the instructor of

the course, by a relative of the instructor, or by a team of authors which includes the instructor

where the author/instructor anticipates receiving royalties from books or materials purchased by

students enrolled in her/his course is considered a conflict of interest. The author/instructor must

report the use of his/her educational materials under these circumstances with the action taken to

mitigate the conflict of interest created in the online Potential Outside Activity, Employment,

and Conflict of Interest and Commitment Disclosure (AA-21). Mitigation actions include

offering the materials to UCF students at reduced or no cost, or donating the royalties to a non-profit organization.

(~~10~~11)   ~~No~~An employee of a state university may <u>not</u> demand or receive any payment, loan, subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to purchase a specific textbook <u>or instructional material</u> for coursework or instruction.

However, an employee may receive (subject to the requirements of the Florida Code of Ethics for Public Officers and Employees and the outside activity and conflict of interest requirements set forth in university regulations and collective bargaining agreements):

(a)   Sample copies, instructor copies, or instructional materials; these materials may not be sold for any type of compensation, especially if they are specifically marked as "free samples" or "not for resale;"

(b)   Royalties or other compensation from sales of textbooks <u>or instructional materials</u> that include the author/instructor's own writing or work~~, provided these materials are not adopted for use in a course taught by the author/instructor~~;

(c)   Honoraria for academic peer review of course materials;

(d)   Fees associated with activities such as reviewing, critiquing, or preparing support materials for textbooks <u>or instructional materials</u>; and,

(e)   Training in the use of course materials and learning technologies.

Authority: BOG Regulations 1.001 and 8.003. History: New 8-24-09. Amended 8-27-15, _____-16.

ITEM: **INFO-1**

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Multimaterial Optical Fiber Devices Group

DATE: May 31, 2016

For information only.

Supporting documentation: Multimaterial Optical Fiber Devices Group

Prepared by: Ayman Abouraddy, Associate Professor, College of Optics and Photonics

Submitted by: A. Dale Whittaker, Provost and Executive Vice President
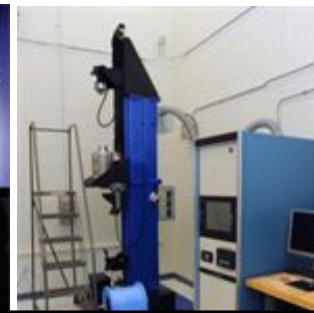
Multimaterial Optical Fiber Devices Group

Why teach and research at CREOL, UCF?

Great students   Impact on the community   Top-notch research facilities

LETTER   doi:10.1038/nature11215

Structured spheres generated by an in–fibre fluid instability

Joshua J. Kaufman[1], Guangming Tao[1], Soroush Shabahang[1], Esmaeil-Hooman Banaei[1,2], Daosheng S. Deng[3], Xiangdong Liang[4], Steven G. Johnson[4], Yoel Fink[5] & Ayman F. Abouraddy[1]

Quotes from students evaluations for OSE 6938T: Applied Quantum Mechanics for Optics and Engineering

"Great subject. Great teacher. This course is the way learning should be undertook. … I looked forward to every class … I plan on taking any future classes with this professor on related subjects. Flattering as it may seem, if I myself ever teach a subject (a strong possibility), I will mirror this style."

"Overall assessment: Excellent (10 on a scale of 10), one of the best lectures I have ever attended, truly world-class. Reasons: Prof. Abouraddy's dedication to the subject matter, as well as to achieving excitement and understanding of QM by his students, is complemented by his talent for teaching. His enthusiasm made each minute of the lecture interesting … Assessment is based on my academic experience while obtaining a Master's degree in Electrical Engineering at the ETH in Zurich, and on my work experience the last ten years as Chief Technology Officer for IT Systems at Lockheed Martin (now retired)."

2

Oldest Student: Massimo Villinger
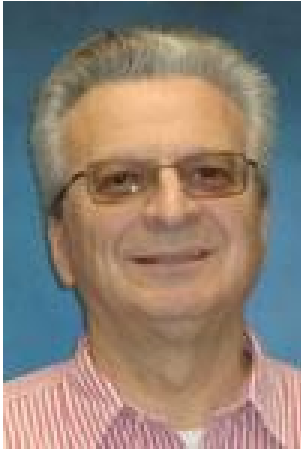
1965-1970: MSc ETH, Department of Electrical Engineering/ETH

1972-1973: M.B.A., INSEAD

1973-1995: Siemens - project engineer to director of engineering

1997-2006: Lockheed Martin - vice president and chief technology officer

2015: MSc Optics and Photonics; UCF College of Optics and Photonics

5550 Vol. 40, No. 23 / December 1 2015 / Optics Letters   Letter

Optics Letters

Analytical model for coherent perfect absorption in one-dimensional photonic structures

MASSIMO L. VILLINGER, MINA BAYAT, LORELLE N. PYE, AND AYMAN F. ABOURADDY*

CREOL, The College of Optics & Photonics, University of Central Florida, Orlando, Florida 32816, USA

In the Harvard University clean room, fabricating solar cells

3

Youngest Student: Catherine Li

2012-2015: Lake Highland Preparatory School, Orlando

2014: Student STEM Research Speaker Competition: University of Florida

2014: Dr. Nelson Ying Orange County Science Exposition (2/2/2014): Grand Award Senior in Physical Sciences; Donald J. Cram Scholarship ($20,000 to Rollins College); Yale Science and Engineering Award

Science Challenge 2014: 'Best in Fair' and Grand Prize Scholarship ($4,000 to college of choice)

Intel ISEF 2014: Intel International Science and Engineering Fair, May 11 – 16, Los Angeles, CA

2014: Stanford Institutes of Medicine Summer Research Program: 2014 Jessica Lynn Saal Fellowship

2014: Early admission to Harvard

2015: Intel Science Talent Search competition at the White House

Research topic: Drug delivery based on biodegradable nanoparticles fabricated by an in-fiber fluid instability

4
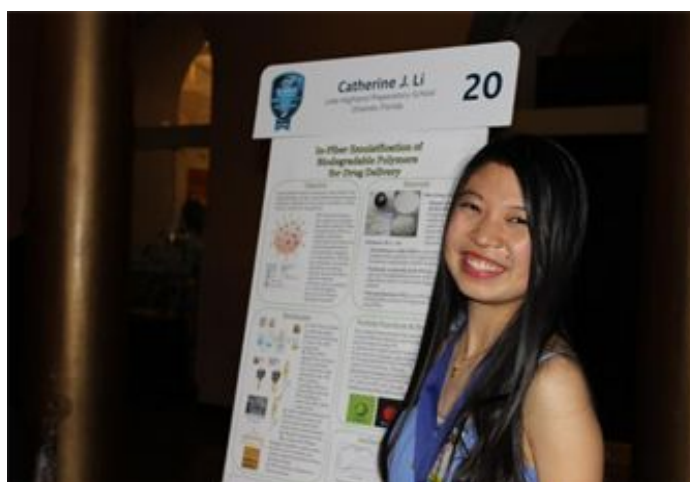
ITEM: <u>INFO-2</u>

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Foundations of Excellence Transfer Focus

DATE: May 31, 2016

For information only.

Supporting documentation: Foundation of Excellence Transfer Focus

Prepared by: Jeff Jones, Vice Provost for Regional Campuses Administration

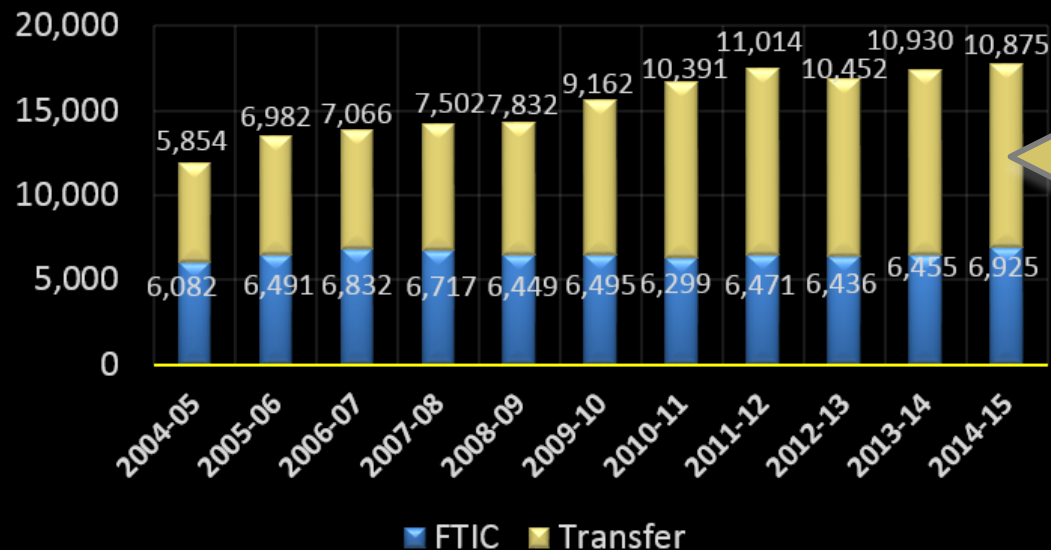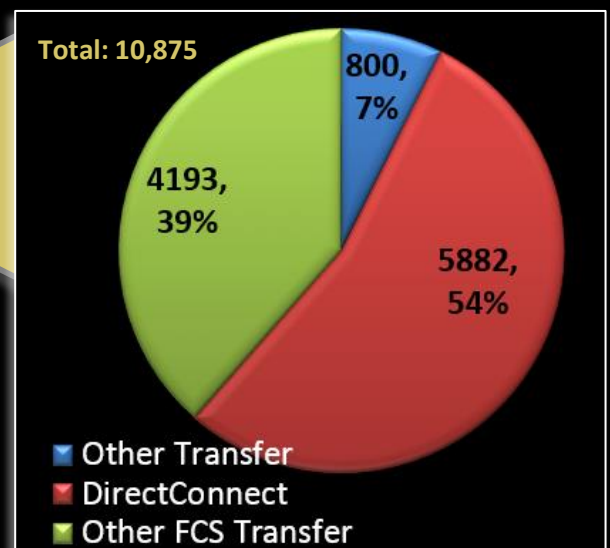**Submitted by:** A. Dale Whittaker, Provost and Executive Vice President

UCF admits over 10,000 transfer students annually.
In 2014-15, 61% of new undergraduates came to UCF as transfer students and 54% through DirectConnect to UCF with earned A.A. or A.S. degrees.

Incoming Student by Entry Type

2014-15

Year	FTIC	Transfer
2004-05	6,082	5,854
2005-06	6,491	6,982
2006-07	6,832	7,066
2007-08	6,717	7,502
2008-09	6,449	7,832
2009-10	6,495	9,162
2010-11	6,299	10,391
2011-12	6,471	11,014
2012-13	6,436	10,452
2013-14	6,455	10,930
2014-15	6,925	10,875

Total: 10,875

- 800, 7% — Other Transfer
- 5882, 54% — DirectConnect
- 4193, 39% — Other FCS Transfer

Source, UCF IKM

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Purpose of Foundations of Excellence

The Foundations of Excellence (FoE) Transfer Initiative is:

- developed by the John N. Gardner Institute for Excellence in Undergraduate Education
- a process driven approach to result in higher levels of transfer student academic success, learning, satisfaction, and graduation

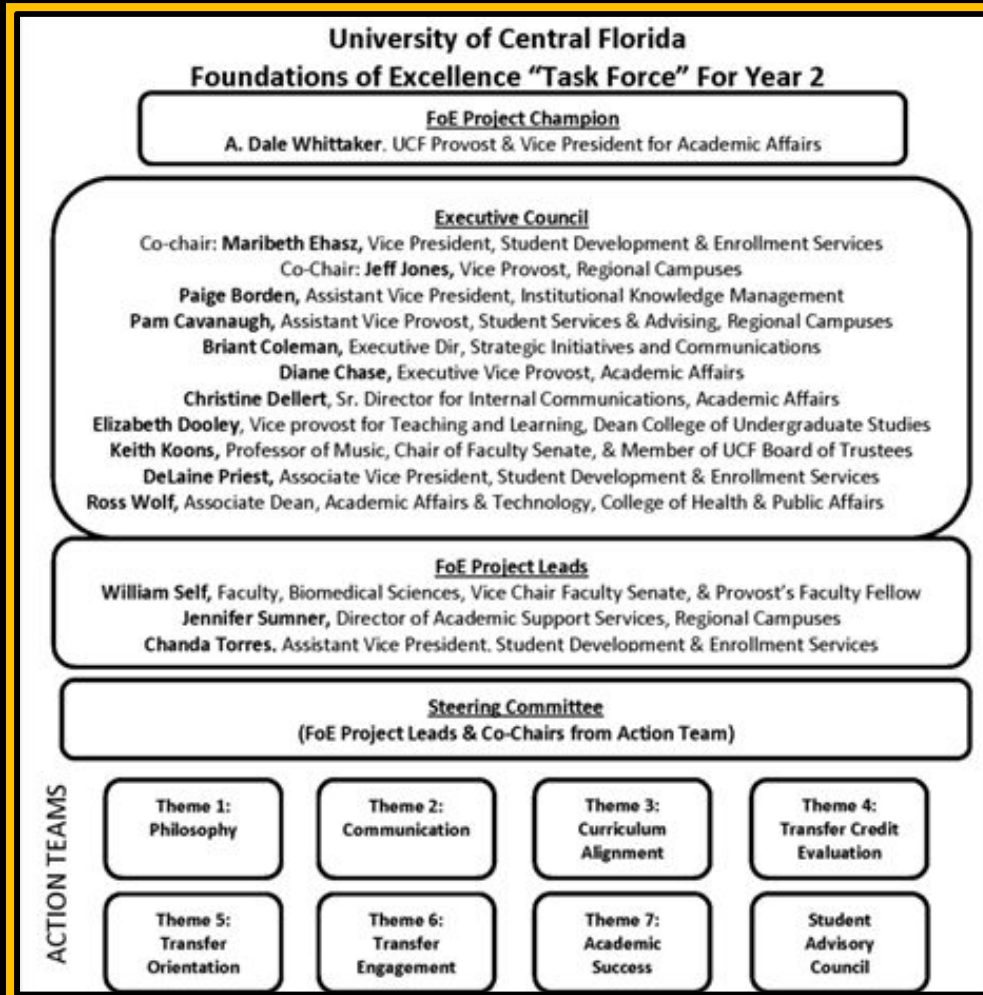3

Structure of FoE

- **Year One**
  - a self-study of transfer policies and practices
    - o more than 200 members on task force; identified more than 500 transfer initiatives
    - o 17,631 students and 1,069 faculty and staff member respondents to FoE surveys
- **Year Two**
  - implementation plans for all recommended action items
- **Beyond Year Two**
  - full implementation and sustainability of all action items

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University of Central Florida
Foundations of Excellence "Task Force" For Year 2

FoE Project Champion
A. Dale Whittaker, UCF Provost & Vice President for Academic Affairs

Executive Council
Co-chair: **Maribeth Ehasz**, Vice President, Student Development & Enrollment Services
Co-Chair: **Jeff Jones**, Vice Provost, Regional Campuses
Paige Borden, Assistant Vice President, Institutional Knowledge Management
Pam Cavanaugh, Assistant Vice Provost, Student Services & Advising, Regional Campuses
Briant Coleman, Executive Dir, Strategic Initiatives and Communications
Diane Chase, Executive Vice Provost, Academic Affairs
Christine Dellert, Sr. Director for Internal Communications, Academic Affairs
Elizabeth Dooley, Vice provost for Teaching and Learning, Dean College of Undergraduate Studies
Keith Koons, Professor of Music, Chair of Faculty Senate, & Member of UCF Board of Trustees
DeLaine Priest, Associate Vice President, Student Development & Enrollment Services
Ross Wolf, Associate Dean, Academic Affairs & Technology, College of Health & Public Affairs

FoE Project Leads
William Self, Faculty, Biomedical Sciences, Vice Chair Faculty Senate, & Provost's Faculty Fellow
Jennifer Sumner, Director of Academic Support Services, Regional Campuses
Chanda Torres, Assistant Vice President, Student Development & Enrollment Services

Steering Committee
(FoE Project Leads & Co-Chairs from Action Team)

ACTION TEAMS

Theme 1: Philosophy	Theme 2: Communication	Theme 3: Curriculum Alignment	Theme 4: Transfer Credit Evaluation
Theme 5: Transfer Orientation	Theme 6: Transfer Engagement	Theme 7: Academic Success	Student Advisory Council

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What We Learned in Year One

- need an institution-wide transfer philosophy statement

- must coordinate UCF's multiple support structures

- require earlier and sustained engagement with students

- faculty have limited understanding of the transfer student experience, and rarely interact with colleagues at partner institutions

- **Outcome:** 118 recommendations for improving academic success, learning, satisfaction, and graduation

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Current Status: Priority Actions

More than 100 members serving on action teams focused on:

- Theme 1 - transfer philosophy statement

- Theme 2 - communication

- Theme 3 - transfer credit evaluation

- Theme 4 - curriculum alignment

- Theme 5 - transfer orientation

- Theme 6 - transfer engagement

- Theme 7 - academic success

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Next Steps

- adopt a university-wide transfer philosophy statement
- for each of the major action items:
  - establish implementation plans to include milestones, action steps, costs, and timelines
  - develop assessment and evaluation plans
  - initiate full implementation
  - develop plans for long-term sustainability

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UCF

UNIVERSITY OF CENTRAL FLORIDA

Foundations of Excellence Transfer Focus Initiative

First Year Summary
2014-2015

WE'RE #1

UCF recently topped *U.S. News & World Report's* list of colleges that attract the most transfer students.

At the University of Central Florida, the success of our students is paramount to everything we do. As the nation's second-largest university, UCF is committed to lifting the lives and livelihoods of students to have an impact in our region, and across the country. This includes meeting the needs of all our students – regardless of the path they take to become a Knight!

During the past academic year, we embarked on a multi-year, university-wide initiative focused on identifying evidence-based ways of advancing transfer students' success in the classroom and beyond.

The Foundations of Excellence (FoE) Transfer Focus Initiative is a process developed by the John N. Gardner Institute for Excellence in Undergraduate Education and is designed to raise awareness of transfer student issues, shape the university culture to better accommodate our transfer students, and focus on transfer student transition points.

By taking part in this initiative, we aim to improve the transfer experience and to increase academic readiness, graduation and retention rates, and other measures of success among this important student population.

The FoE process in the first year at UCF involved an intensive self-study focused on transfer policies, practices, and procedures to frame the development of an action plan for institutional improvements leading to higher levels of academic achievement, learning, satisfaction, and graduation for our transfer students.

In Year Two—the year of action—the work of implementing our action plan begins, with the goals to:

- Embrace the UCF Transfer Philosophy and the purpose and mission of UCF's work with transfer students.

- Ensure a cohesive communication structure whereby information about resources and support is accessible, clear, and comprehensive.

- Be "transfer ready" with a well-defined credit evaluation process, strategically aligned curriculum, and a vibrant orientation experience.

- Increase engagement with faculty and staff, expand career planning and employability opportunities, and develop an understanding of personal motivations for obtaining a degree.

The work of FoE is comprehensive, wide-sweeping, and is expected to be ever ongoing with momentum continuing well beyond the two-year timeframe. Because of this, I believe our second year will be no less exciting as we work toward improvements that will lead to higher levels of overall success for our transfer students.

Go Knights!

A. Dale Whittaker, Ph.D.
Provost and Executive Vice President
Professor, Department of Civil, Environmental, and Construction Engineering

EXECUTIVE SUMMARY

U.S. News and World Report's "Best Colleges 2016 Guidebook" ranks the University of Central Florida along with Harvard, MIT, Stanford, and Duke as the 13th most-innovative institution in the nation. UCF also is ranked 20th for quality of online degree programs and is among the best institutions for veteran student support. Additionally, UCF earned distinction in 2016 when it was ranked first in the nation for the highest number of enrolled transfer students.

During the 2014-15 academic year, UCF enrolled a total of 10,875 transfer students, which accounted for 64 percent of all incoming students. It was opportune that, in this same year, UCF partnered with the John N. Gardner Institute for Excellence in Undergraduate Education, and began a multi-year, institution-wide initiative known as Foundations of Excellence (FoE). FoE is the first major, comprehensive initiative undertaken at UCF that is specifically focused on transfer students.

UCF'S GOALS IN PARTICIPATING IN FoE

to **examine** the transfer experience from a **holistic perspective**

to **inform** the campus community about the **importance of a smooth and seamless transfer experience**

to **identify** evidence-based, institutional improvements that can lead to **higher levels of transfer-student academic success, learning, satisfaction, and graduation**

To help meet these goals, the FoE process examines the transfer experience through nine distinct perspectives, or "dimensions." These dimensions form the model for evaluating and assessing both an institution's strengths and areas of improvement. The transfer experience is also evaluated through data collected from two FoE specific surveys, one for faculty-staff and one for students, which, along with institutional data, include questions designed to obtain perceptions about transfer students' first year. In particular, potential transfer-specific issues such as transfer shock, faculty attitudes, and academic preparation are examined.

FIRST YEAR HIGHLIGHTS

The overall outcome of the FoE approach is a full and systemic investigation of an institution's barriers, challenges, and best practices with regard to the success of its transfer students. In the first year at UCF, over 200 administrators, faculty, staff, students, and external partners participated in FoE by serving on the nine different FoE Dimension Committees. The members of the committees were tasked with discovering both the challenges and the successes related to the transfer experience at UCF. Through this work, the committee members identified over 500 activities related to student support and engagement, and revealed multiple areas where improvements can be made.

The FoE committee members also reviewed data collected from the two FoE surveys that were administered institution-wide. The Faculty-Staff survey had 1,069 (15%) administrators, faculty, and staff respondents; the Student survey had an impressive 17,631 (38%) student respondents. Both surveys also yielded important quantitative and qualitative information.

Using this survey data, coupled with committee investigations, team discussions, and student focus groups, the FoE Dimensions Committee members found that:

- UCF needs an institution-wide transfer philosophy statement.

- UCF offers many services and support for transfer students, but there is a need for integration and better assessment.

- There is a need to coordinate messaging and communication of transfer services to both students and to the broader UCF community.

- UCF should connect with students sooner, even before they transfer to UCF; the transfer process is complex, and students have less time to assimilate into the UCF culture.

- UCF is falling short in helping students understand their personal reasons for getting a college education and how a college education can help them achieve their life goals.

- Transfer students should engage earlier and throughout their transition process with career advisors and academic advisors in order to better focus on career and life goals.

- Faculty receive limited institutional data regarding transfers—especially data comparing transfer students to native (or FTIC) students.

- Faculty have limited understanding of the transfer student experience and about the specific supports and services available at UCF to address transfer students' needs.

- Faculty rarely interact with colleagues at UCF's partner institutions; one notable exception are those faculty who are engaged in curriculum alignment efforts.

- Quality of instruction was evaluated higher by transfers who were more engaged in course preparation and campus-sponsored activities, and who regularly sought academic advising.

- Currently, there are over 80 distinct sources of data and assessment available relating to transfer students, yet few data are being accessed or used to improve strategies and processes.

YEAR TWO AND BEYOND

To address these issues, the members of the Dimension Committees offered 118 distinct recommendations, providing thoughtful and valuable suggestions as to how UCF can improve and enhance the first-year experience for transfer students. These recommendations were then collated into seven thematic areas, which now form the basis of the work for the second year of FoE. Specifically, Year Two is focused on developing an action plan for institutional improvements around:

- establishing a university-wide transfer philosophy

- creating a university-wide communication plan for the transfer experience

- enhancing transfer student preparedness through increased curriculum alignment efforts, an improved transfer credit evaluation processes, and an elevated orientation experience

- increasing transfer student engagement

- elevating transfer student academic success

Whether they come to us through the nationally recognized DirectConnect to UCF 2+2 consortium partnership, from other feeder institutions within the state, or from institutions across the nation, transfer students are an important segment of UCF's student community. The first year of the FoE process resulted in many discoveries and insights, which now inform the work moving forward. Though designed as a two-year process, the work of FoE will continue for many years to come, and, as recommendations are implemented, will change how UCF improves transfer students' academic success, learning, satisfaction, and graduation rates.

## OUR 2014-15 TRANSFER STUDENTS

TOP MAJORS

1. Psychology **7.7%**
2. Business **6.3%**
3. Nursing **5.8%**
4. Accounting **4.4%**
5. Hospitality Management **3.9%**

TOP SENDING INSTITUTIONS

1. Valencia College **41.1%**
2. Seminole State College **12.3%**
3. Eastern Florida State College **9%**
4. Non-Florida Institutions **4.4%**
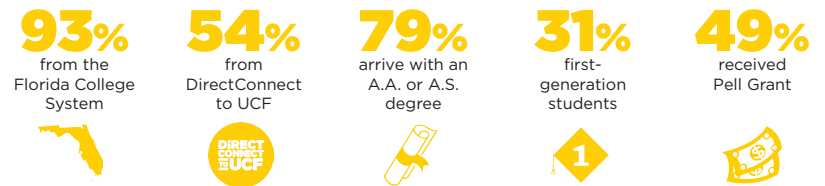5. Daytona State College **4%**

POPULATION

Key demographic and institutional data for the 2014-15 incoming transfer population provide further insight into the transfer population at UCF. Of the 10,875 transfer students, 93 percent came from the Florida College System (FCS), and 79 percent arrived with an A.A. or A.S. degree. Transfers contribute to the diversity of UCF's student body, with 48 percent of the incoming class identifying as minority race and ethnic groups. The median age of 2014-15 incoming transfer students is 22.

96 percent Florida resident

42 percent female
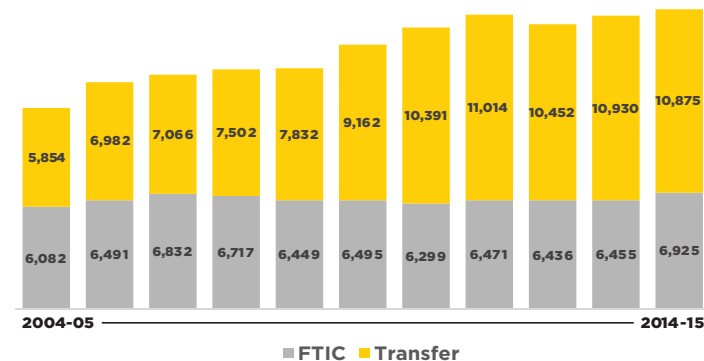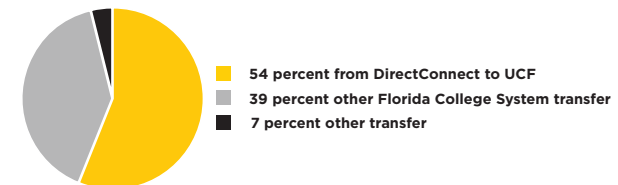**58 percent male**

48 percent underrepresented
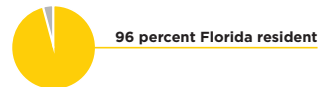
ETHNICITY

UCF's student population increasingly is becoming more diverse and representative of our region's changing demographics.

A decade ago, 31 percent of UCF students were minority. This grew to 43 percent by Fall 2015. The influx of transfer students has helped create a vibrant and diverse student body.

49.4% White | **26.9%** Hispanic/ Latino | **12.9%** Black/African American

93% from the Florida College System

54% from DirectConnect to UCF

79% arrive with an A.A. or A.S. degree

31% first-generation students

49% received Pell Grant

INCOMING TRANSFER STUDENTS BY ENTRY TYPE

- 54 percent from DirectConnect to UCF
- 39 percent other Florida College System transfer
- 7 percent other transfer

| Year	FTIC	Transfer
2004-05	6,082	5,854
	6,491	6,982
	6,832	7,066
	6,717	7,502
	6,449	7,832
	6,495	9,162
	6,299	10,391
	6,471	11,014
	6,436	10,452
	6,455	10,930
2014-15	6,925	10,875

■ FTIC ■ Transfer
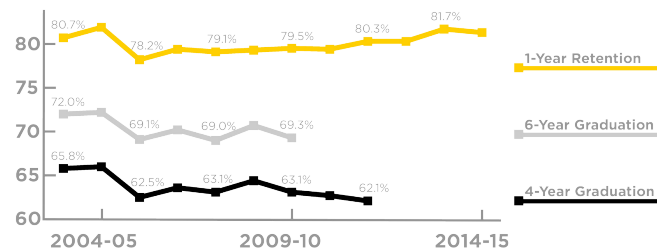
TRANSFER STUDENT SUCCESS

GRADE POINT AVERAGE

Transfer students enter UCF with an average GPA of 3.05, which dips slightly during their first semester and could be attributed to the so-called "transfer shock."

However, transfer students' GPAs begin to rise, and by the end of their second semester they are nearly back up to the average of when they arrived.

3.05   2.79   3.01

Average Transfer GPA
First-term GPA
Second-term GPA
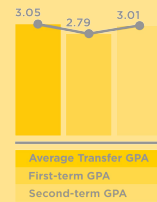
FCS TRANSFER RETENTION AND PROGRESSION

In recent years, 81 percent of FCS transfers who enter UCF are still enrolled by the following fall, and approximately 63 percent earn their bachelor's degree within four years. This rate approaches 70 percent when allowing six years for graduation.

80.7%   78.2%   79.1%   79.5%   80.3%   81.7%   1-Year Retention

72.0%   69.1%   69.0%   69.3%   6-Year Graduation

65.8%   62.5%   63.1%   63.1%   62.1%   4-Year Graduation

2004-05   2009-10   2014-15

DEGREES CONFERRED

Since 2008, UCF has awarded more than 26,000 bachelor's degrees to transfer students from our DirectConnect to UCF partner institutions.

In 2015-15, 4,674 DirectConnect students graduated from UCF. This number has increased nearly every year since the program's inception 10 years ago.

62 percent transfer
38 percent FTIC
2014-15
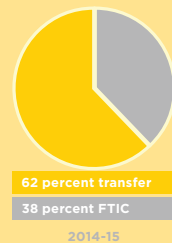
Phillip Gordon, '13

is using his drive to serve his community by mentoring at-risk children who need a positive role model. The first-generation student, who utilized the DirectConnect to UCF program to earn his bachelor's degree, returned to his Parramore neighborhood after graduation to become a youth counselor and is currently earning his teacher certification so he can expand his influence in the field of education.

Gordon applied and was accepted to Florida A&M University in Tallahassee, but after a few weeks he returned home, overwhelmed with homesickness, and transferred to Valencia College and eventually to UCF. Working part time as a teacher's aide at the Nap Ford Community School and Callahan Neighborhood Center, he earned a bachelor's degree in criminal justice from the College of Health and Public Affairs with the ambition to become a police officer or probation officer as a way to help his community.

However, the satisfaction of making a daily impact on his students' lives changed his mind about law enforcement. Today, Gordon does double-duty at Callahan and the Cherokee School in Orlando while he works toward an Orange County Public Schools teacher certification and eventually a master's degree in education from UCF.

"Working with children has become a passion. I want them to look up to me as the person they can come to when they're having problems."

54

FoE SURVEY HIGHLIGHTS

TRANSFER STUDENT RESULTS

In all, 46,070 undergraduate students who were enrolled in the Spring 2015 term were invited to participate in the FoE Student survey. Thanks in part to a large and visible marketing campaign, the overall response rate was a very impressive 38.3 percent. Both FTIC and transfer students were included in the campaign, thus the rate for FTIC and transfer students was 37.7 percent and 38.8 percent, respectively. The highlights below are transfer students' responses.

68.7%

indicated to a 'very high' or 'high' degree that they **felt welcomed by the campus community.**

55%

indicated to a 'very high' or 'high' degree that they **are satisfied with the academic advising at UCF.**

68%

indicated to a 'very high' or 'high' degree that they **received their transcript analysis in a timely manner to enable appropriate first-term course selection.**

31.4%

indicated to a 'very high' or 'high' degree that there are **opportunities to interact with professionals in their intended field outside of classroom activities,** such as internships, externships, etc.

69.9%

indicated to a 'very high' or 'high' degree that **UCF is committed to the success of transfer students.**

36.5%

indicated that they **have 'no involvement' in campus-sponsored, out-of-class activities.**

FACULTY-STAFF RESULTS

There were 7,276 administrators, faculty, and professional staff—student services and advising personnel—who were invited to complete the FoE Faculty-Staff survey. The overall response rate was 1,069 (15 percent). Included in the analysis were 88 administrators, 267 faculty members, and 147 professional staff who have been at the institution more than one year, and who self-identified as having direct working relationships with or institutional knowledge of transfer students.

Believe it would be 'very valuable' or 'valuable' to have a formalized, institution-wide transfer philosophy stating what the institution believes to be the primary purpose, or rationale, for why and how UCF works with transfer students.

78.4% all respondents
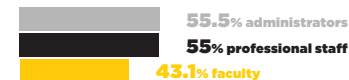**67.8%** faculty

Feel that the institution encourages transfer students to become engaged in enriched learning experiences, such as research with faculty, service learning, and internships.
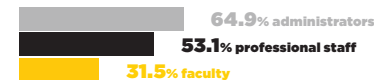
35.1% administrators
44.2% faculty

Understand the DirectConnect to UCF partnership to a 'very high' degree.

40.6% administrators
31.4% professional staff
19.3% faculty
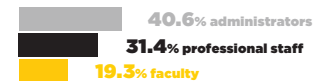
Have a 'very high' or 'high' degree of awareness regarding the academic needs of transfer students.

55.5% administrators
55% professional staff
43.1% faculty

Have a 'very high' or 'high' degree of awareness regarding the trends and issues related to transfer students.

64.9% administrators
53.1% professional staff
31.5% faculty

31.4% of administrators indicated that they interact to a 'very high' or 'high' degree with counterparts at institutions from which UCF commonly receives transfer students.

More than **73%** of faculty indicated that they interact with counterparts at feeder institutions only 'slightly' or 'not at all.'

DIMENSION COMMITTEES' FINDINGS

PHILOSOPHY

While many units help guide the transfer experience—such as Transfer and Transition Services and Regional Campuses—there is no campus-wide philosophy on how UCF assists and relates to its transfer population. And many faculty and staff lack awareness of these students' unique issues and trends.

ORGANIZATION

Three primary "hubs" support transfer students—Transfer and Transition Services, Regional Campuses, and the Academic Colleges—but do not collaborate much beyond their own initiatives, programs, and orientations. UCF also lacks a comprehensive communication plan and coordinated communication channels targeting transfer students.

LEARNING

Transfer students have access to the same learning resources as FTIC students and believe UCF provides excellent opportunities for academic and learning engagement. However, current curriculum alignment of course activities, learning, and assessments with partner institutions could be expanded to include the top 10 academic majors for transfer students.

FACULTY

While faculty indicated that transfer students' success is an important institutional goal, many faculty have little-to-no knowledge of the current issues and trends of transfer students and are unaware of policies and practices surrounding the transfer experience. Faculty also reported that communication with and collaboration between sending institutions is not highly encouraged, and faculty do not feel a responsibility for establishing these relationships.

TRANSITIONS

While UCF employs many effective methods of communication—emails, hard-copy letters, websites, transfer orientations, and transfer-specific publications—there are too many avenues from which these messages flow. Also, more must be done to evaluate transfer credits faster to provide improved advising for students before and during the transfer process.

ALL STUDENTS

UCF does an excellent job of recruiting and assisting students as they make the transition to UCF, and the majority were very satisfied with UCF's welcoming and tailored support for them. However, these efforts dwindle, and students experience a "transfer shock" in their first semester.

DIVERSITY

While UCF is an institution committed to diversity and inclusiveness, efforts to encourage a diverse culture are lacking within each individual unit and its specific programming. Students reported a lack of connection made to other world religions, political differences, and socioeconomic issues. New programs, particularly within Student Development and Enrollment Services, are already addressing these concerns, as well as behavioral expectations for students in a diverse, open, and civil community.

ROLES & PURPOSES

While students have ample opportunities available to them at UCF, not all are connecting or integrating their experiences to maximize their own sense of readiness for their next steps beyond graduation. Opportunities were identified where UCF can proactively help students integrate curricular and co-curricular experiences to help them beyond graduation.

IMPROVEMENT

While there is a large amount of data already collected on transfer students, data usage and dissemination are limited in helping to improve campus understanding of the transfer population and students' engagement with UCF. However, those units that routinely assess do use the information to improve processes.

STUDENT ADVISORY COUNCIL

UCF's transfer student population is diverse and committed to advancing educational opportunities and personal growth. Students overwhelmingly reported that UCF also is committed to their success and they felt welcomed by the campus community, but found the processes and experience sometimes difficult to navigate.

PRIORITIES FOR YEAR TWO

1 **PHILOSOPHY STATEMENT**
Create, adopt, and distribute a campus-wide philosophy statement on the transfer experience.

Review and approve the transfer philosophy statement created by the Philosophy Dimension.

2 **COMMUNICATION**
Create coordinated messaging about transfer success that will provide consistent, timely, and unified information to transfer students, to the UCF community, and to our external partners.

Develop a coordinated method of delivery, or communication plan, for how, when, and by whom that messaging will be distributed to students, students' families, faculty, staff, and external partners.

3 **TRANSFER PREPARATION**
Create an effective transition process that will alleviate the elements of "transfer shock" for prospective transfer students. Transfer shock is defined as a dip in students' academic performance during their first semester after transitioning from their previous institution, and results from the shock associated with an institutional culture change.

Expedite, enhance, and streamline the transfer credit evaluation process, expand advising and curriculum alignment efforts between UCF and sending institutions, and create a transfer orientation and web portal experience that prepares students prior to their arrival at UCF.

4 **TRANSFER ENGAGEMENT**
Create a holistic student experience that will assist in developing the academic, personal, social, and professional skills of students. This experience will result in successful progression, graduation, and employment in a global workforce.

Increase opportunities for student engagement with UCF staff, peers, resources, and programs both prior to their transition and during their first year at UCF and expand career planning and employability opportunities.

5 **ACADEMIC SUCCESS**
Create academic support services for faculty, staff, and students to result in a greater understanding, involvement, and commitment to transfer student success.

Increase faculty awareness regarding transfer student success data, programs, and services, and increase and inform faculty about available resources and opportunities to engage with transfer students.

CONCLUSION

At the Foundations of Excellence's launch seminar, hosted by the John N. Gardner Institute for Excellence in Undergraduate Education, in the summer 2014, we were promised that the FoE experience would be an eye-opening and transformative endeavor for our university. The first year of this two-year process did not disappoint.

During this first year, we assembled a large, comprehensive FoE Task Force consisting of over 200 members from across the university and from our partnering intuitions. We conducted two, in-depth and informative surveys campus-wide. We immersed ourselves in a wide-sweeping self-study along nine different dimensions, resulting in 500 identified activities related to student support and engagement. And we offered 118 recommendations aimed at improving the transfer experience and the success of our transfer students.

Through this first year, we learned much about our transfer students and how our current policies and practices—though many and strong—can be enhanced to provide an even better first-year experience to a population that now makes up over half of our enrollment. We also learned much about our faculty, and how we must find ways to better engage them in areas specific to transfer students.

We now look forward to our second year of FoE with a new mission: to realize our past work by implementing our recommendations along the themes of Philosophy, Communication, Transfer Preparation, Transfer Engagement, and Academic Success. In so doing, we look forward to transforming the UCF environment by offering the best practices and policies that support the academic success, learning, satisfaction, and graduation rates of our transfer students.

"The success of our students is paramount to everything we do at UCF."

A. DALE WHITTAKER, PH.D.
Provost and Executive Vice President

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