



UNIVERSITY OF CENTRAL FLORIDA

**Board of Trustees Meeting
Educational Programs Committee
March 21, 2019
10:00 a.m.– 10:45 a.m.
FAIRWINDS Alumni Center
Conference call in phone number 800-442-5794, passcode 463796**

REVISED AGENDA

I. CALL TO ORDER

Robert Garvy
Chair, Educational Programs Committee

II. ROLL CALL

Gwen Ransom
*Executive Administrative Assistant to
Dr. Paige Borden*

III. MEETING MINUTES

- [Approval of January 24, 2019](#)
Educational Programs Committee
meeting minutes

Robert Garvy

IV. NEW BUSINESS

- Conferral of Degrees ([EPC-1](#))
- Tenure with Hire ([EPC-2](#))
- New Degree Programs (EPC-3)
 - Bachelor of Science in
Senior Living Management
([EPC-3a](#))
 - Master of Science in
Systems Engineering
([EPC-3b](#))
- 2019 Accountability Plan
([EPC-4](#))

Elizabeth A. Dooley
*Provost and Vice President for Academic Affairs
Professor, College of Community Innovation and Education*

Elizabeth A. Dooley

Melody Bowdon
*Interim Vice Provost for Teaching and Learning
Interim Dean, College of Undergraduate Studies*

Elizabeth Klonoff
*Vice President for Research
Dean, College of Graduate Studies*

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

- Provost Update Elizabeth A. Dooley
- Florida Keys Community College Elizabeth A. Dooley
Notice of Intent ([INFO-1](#))
- Florida Gateway College Elizabeth A. Dooley
Notice of Intent ([INFO-2](#))

V. OTHER BUSINESS



UNIVERSITY OF CENTRAL FLORIDA

MINUTES
Board of Trustees
Educational Programs Committee
January 24, 2019
Fairwinds Alumni Center

CALL TO ORDER

Trustee Robert Garvy, chair of the Educational Programs Committee, called the meeting to order at 9:27 a.m. Committee members Vice Chair Beverly Seay, Trustee Ken Bradley and Trustee Josh Boloña were present at the meeting; Trustees Joseph Conte, John Lord, Alex Martins, John Sprouls and William Yeargin were also present.

MINUTES

The November 15, 2018, meeting minutes were approved as written.

NEW BUSINESS

Tenure with Hire (EPC-1)

Elizabeth Dooley, Provost and Vice President of Academic Affairs presented the two faculty members that were recommended for tenure with hire. Each year, faculty members that have been hired with tenure earned at their previous institution; as well as those having tenure as part of the hiring package, are considered for tenure based on UCF's requirements. A motion to recommend tenure with hire received unanimous approval.

Status of New Degrees (INFO-1)

Undergraduate Degree Program

Entertainment Management B.S.

Melody Bowdon, Interim Vice Provost for Teaching and Learning and Interim Dean, College of Undergraduate Studies; along with Dean Youcheng Wang presented the board with the status of one undergraduate degree program. The focus is on programs that started in 2016-17, which included the B.S. in Emergency Management; this program began in Summer 2016.

Graduate Degree Program

Data Analytics M.S.

Elizabeth Klonoff, Vice President for Research and Dean, College of Graduate Studies; along with Dean Michael Georgiopoulos presented the board with the status of one graduate degree program. Again, the focus is on programs that started in 2016-17, which included the M.S. in Data Analytics; this program began in Fall 2016.

Provost's Update

Dr. Elizabeth Dooley provided an update on the following academic enterprise topics: U.S. News and World Report ranks; Constellation Fund; 21st Century Learning Model and Digital Learning.

Digital Learning (INFO-2)

Dr. Thomas Cavanagh, Vice Provost for Digital Learning presented to the board information on the Digital Learning Course Redesign Initiative. Through his presentation, Cavanagh explained that through digital learning, we are providing broader access to a high-value education that fuels greater student success and academic achievement,

Chairman Garvy adjourned the meeting at 10:26 a.m.

Reviewed by:

Robert A. Garvy
Chair, Educational Programs Committee

Date

Submitted by:

Grant J. Heston
Associate Corporate Secretary

Date

ITEM: EPC-1

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
March 21, 2019**

Title: Conferral of Degrees for Spring 2019 Commencement Ceremonies

Background:

UCF Expects to award the following degrees at the Spring 2019 Commencement on May 2, 3, 4, 2019.

Baccalaureate Degrees: 7,048

Master's Degrees: 1,294

Doctoral and Specialist: 170

Total: 8,512

Issues to be Considered:

Spring 2019 Commencement dates and number of graduates.

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Recommended Action:

Recommend approval of the conferral of Degrees during the Spring 2019 Commencement.

Authority for Board of Trustees Action:

BOG 1.001 (4)(a)

UCF BOT EPC Charter 2.1

Committee Chair or Chairman of the Board approval:

EPC Chairman Garvy approved this agenda item and all supporting documentation.

Submitted by: Brian Boyd, University Registrar

Supporting

Documentation: Attachment A: Graduation Count

Facilitator:

Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education

UCF Spring 2019 Commencement

Attachment A

College	Bachelor	Master	Doctorate	College Totals
College of Arts and Humanities	795	71	6	872
College of Business Administration	854	233	2	1,089
College of Community Innovation and Education	944	386	25	1,355
College of Engineering and Computer Science	815	234	58	1,107
College of Graduate Studies	0	11	0	11
College of Health Professions and Sciences	804	151	36	991
College of Medicine	274	13	1	288
College of Nursing	285	34	5	324
College of Optics and Photonics	9	12	3	24
College of Sciences	1,500	105	31	1,636
College of Undergraduate Studies	386	0	0	386
Rosen College of Hospitality Management	382	44	3	429
Degree level totals:	7,048	1,294	170	8,512

ITEM: EPC-2

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
March 21, 2019**

Title: Tenure with Hire

Background:

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

Issues to be Considered:

Please refer to the Attachment A - Tenure with Hire justification.

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Recommended Action:

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

Authority for Board of Trustees Action:

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

Committee Chair or Chairman of the Board approval:

EPC Chairman Garvy approved this agenda item and all supporting documentation.

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

Supporting Documentation: Attachment A: Tenure Justification

Facilitator: Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education

Attachment A

**Tenure with Hire Justification
Board of Trustees Meeting
March 21, 2019**

**Roberto Burguet, Associate Professor
College of Business Administration, Department of Economics**

Dr. Roberto Burguet received his PhD in economics from the State University of New York at Stony Brook. He has held permanent positions at the Universitat Autònoma de Barcelona and the Institute for Economic Analysis, where he was a tenured professor de investigación, as well as visiting positions at universities in France, Ireland, Mexico and the US (University of Illinois at Urbana-Champaign, University of Arizona, and Stony Brook University). He has published extensively on auctions, bargaining, procurement and corruption in leading economic journals, including the *RAND Journal of Economics*, *American Economic Journal: Microeconomics*, and *Games and Economic Behavior*. Dr. Burguet has supervised doctoral and masters students, and has extensive teaching experience at the PhD, Masters and undergraduate levels. He will play a vital role in the MS in Economics program, and will teach in the PhD program in business and undergraduate economics courses. The College of Business Administration and the Department of Economics support the recommendation for tenure with hire.

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
March 21, 2019**

Title: New Degree Program – Bachelor of Science in Senior Living Management

Background:

All undergraduate degree programs utilizing a new CIP Code are required to be reviewed and approved by the Board of Trustees. The Rosen College of Hospitality Management, in collaboration with the College of Community Innovation and Education and the College of Health Professions and Sciences, is proposing a new degree program for CIP Code 51.0718 (Long-Term Care Administration/Management).

Issues to be Considered:

- **Program Description:** The proposed Bachelor of Science in Senior Living Management is an interdisciplinary program that merges hospitality, gerontology and healthcare services.
- **Benefits:** This degree program will provide undergraduate students with the appropriate competitive skillset to acquire a managerial position in various types of senior living facilities, especially independent living, assisted living and continuous care retirement communities.
- **Career/Workforce Needs:** Provides a career path for students seeking employment in the senior living industry as business practitioners as opposed to that of direct care giver. The aim of this educational program to assist UCF graduates in becoming future managers and leaders of the senior living industry.

Alternatives to Decision:

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

Fiscal Impact and Source of Funding:

No new funds requested. E&G reallocation from within the college.

Recommended Action:

The Provost's office recommend approval of the new degree program. It meets six of the eight criteria with strength and meets the remaining two criteria.

Authority for Board of Trustees Action:

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

Committee Chair or Chairman of the Board approval:

EPC Chairman Garvy approved this agenda item and all supporting documentation.

Submitted by: Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education

Supporting

Documentation: Attachment A: Analysis Summary for New Degree Authorization

Facilitator: Melody Bowdon, Interim Vice Provost for Teaching and Learning and Interim Dean, College of Undergraduate Studies

Attachment A

**Analysis Summary for New Degree Authorization
Program Name: Bachelor of Science in Senior Living Management**

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university’s mission and relate to specific institutional strengths.	Met with Strength. The program represents a “first in the nation” opportunity for UCF to set the standard for interdisciplinary degree programs that effectively combine hospitality, business, and healthcare to positively impact not only the expanding senior living industry in the state of Florida but across the country. Rosen College of Hospitality Management’s premiere reputation will only strengthen with this program, which furthers the university’s stature.
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	Met. The proposal grew out of a collaborative research initiative, was supported by one of the university’s Faculty Research Clusters, and was confirmed as a positive direction for the Rosen College during its 2018 required program review. In addition to the program review’s external reviewers, the proposal is also supported by industry advisory board members.
3.	The proposal describes an appropriate and sequenced course of study, including expected student learning outcomes, an assessment plan to verify student learning, and, in the case of advanced technology and related disciplines, industry-driven competences. Evidence is provided that, if appropriate, the university anticipates seeking accreditation for the proposed program.	Met with Strength. This interdisciplinary program combines the core Hospitality Management courses with 18 hours of health-related courses and 19 hours of senior living courses including a major-specific capstone. Combined with the three required internships, the curriculum provides students with both theory and practice to engage in the growing industry and meet workforce needs.
4.	Evidence is provided that a critical mass of faculty is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty in later years, based on estimated enrollments.	Met with Strength. There is a critical mass of faculty to teach the core Hospitality Management courses, and a new faculty member was hired in August 2018 to develop and teach the senior living courses. A second faculty search has been launched, so there will be two individuals to focus specifically on the new major. The health-oriented courses are taught in the College of Community Innovation and Education and the College of Health Professions and Sciences.
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; and appropriate clinical and internship sites are sufficient to initiate the program.	Met with Strength. Given the strength of existing degree programs within hospitality management and allied health fields as well as business administration, the library resources are more than sufficient for this new degree program. Three internships are required, and there are sufficient sites to ensure students have a wide range of internship opportunities.

	Criteria	Proposal Response to Criteria
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	Met. There is a clear need within Florida for individuals with an understanding of and interest in the senior living industry. The enrollment is realistic given the niche of the program as compared to the broader Hospitality Management degree program. The initial enrollment projections for Senior Living Management are similar to the Entertainment Management program (approved in 2016), the first interdisciplinary program housed in the Rosen College. That program's enrollment has met its projections. There is every indication this one will as well.
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, which is comparable to the budgets of similar programs, and which provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	Met with Strength. Given the limited number of new courses that have been developed and the lack of specialized lab space for the major, this degree program's budget is minimal. The Year 1 projected costs are \$453,670, with \$360,000 in faculty salary and benefits. The increase by Year 5 is predominantly in salary increases and increasing costs of benefits. The E&G cost per FTE is \$756 for Year 1, decreasing to \$421 in Year 5 given the increase in majors and stability in a majority of expenses. The resources are justified, providing UCF with an opportunity to launch a needed degree program in Florida in a cost-effective manner, leveraging existing courses and facilities in three disciplinary colleges.
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	Met with Strength. The Rosen College of Hospitality Management has 95 faculty members and is nationally and internationally regarded for its research, professional service, and innovative curricula. Faculty in the allied health disciplines – Health Services Administration as well as Aging Studies – are productive faculty members, adding to UCF's reputation in healthcare disciplines.

ITEM: EPC-3b

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
March 21, 2019**

Title: New Degree Program – Master of Science in Systems Engineering

Background:

All graduate degree programs utilizing a new CIP Code are required to be reviewed and approved by the Board of Trustees. The College of Engineering and Computer Science is proposing a new degree program for CIP Code 14.2701 (Systems Engineering).

Issues to be Considered:

- **Program Description:** The proposed Master of Science in Systems Engineering will fill a need of local industry partners who have expressed support for this program. Systems engineers integrate human, financial, operational, and other knowledge to design and manage complex, interdisciplinary systems for the benefit of customers and stakeholders.
- **Benefits:** The 30-credit hour degree program builds on the current 12 credit hour graduate certificate in Systems Engineering. The proposed program will focus on requirements, architecture, software systems, and systems thinking. Being a 100% online program allows the program to provide additional opportunity to draw from local industry systems engineering leaders.
- **Career/Workforce Needs:** The traditional engineer and scientist often lack preparation in the human, financial, software, and systems integration skills necessary to make project teams more productive, improve system and service quality. This proposed program has been vetted and is supported by major industry and government because of the workforce development need.

Alternatives to Decision:

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

Fiscal Impact and Source of Funding:

No new funds requested. E&G reallocation from within the department.

Recommended Action:

The Provost's office recommend approval of the new degree program. It meets six of the eight criteria with strength and meets the remaining two criteria.

Authority for Board of Trustees Action:

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

Committee Chair or Chairman of the Board approval:

EPC Chairman Garvy approved this agenda item and all supporting documentation.

Submitted by: Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education

Supporting

Documentation: Attachment A: Analysis Summary for New Degree Authorization

Facilitator: Elizabeth Klonoff, Vice President for Research and Dean, College of Graduate Studies

Appendix A

**Analysis Summary for New Degree Authorization
Program Name: Master of Science in Systems Engineering**

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university’s mission and relate to specific institutional strengths.	<p align="center">Met with Strength</p> <p>The program aligns with two of UCF’s Goals: 2 - Achieving international prominence in key programs of graduate study and research and 5 - Be America’s leading partnership university. The program expects to attract an International student base eventually, by offering the courses completely online. The program has extensive support from local industry. The program has partnered with the Institute for Simulation and Training and has included modeling as a focus. The program is a STEM discipline.</p>
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	<p align="center">Met</p> <p>The existing graduate certificate in Systems Engineering is in its fourth year. During this period, there have been a modest number (2-7) of students enrolled. However, there is a robust number of students (~100) enrolled in the introductory systems engineering class (ESI 6551). This bodes well for future SE certificate and MSSE enrollment. Though the MSSE program has been endorsed by the local chapter of the International Council on Systems Engineering (INCOSE), there is no accreditation body.</p>
3.	The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor’s or master’s level programs, evidence is provided that the programs are accredited or a rationale is provided as to the lack of accreditation.	<p align="center">Met with Strength</p> <p>A detailed list of courses is provided for the program’s curriculum, which follows existing standards of other MSSE programs. The 30-hour degree is based on existing UCF courses that can be completed on a full-time or part-time basis in a reasonable (2-3 year) period. The syllabi for the required courses (core and concentration) are included in the proposal.</p>
4.	Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.	<p align="center">Met</p> <p>Though there are several faculty members involved, the Program Review and Awards Committee is concerned about the program’s significant dependence on a single faculty member, Dr. John Farr, who serves as an adjunct. The Committee suggests some succession planning to sustain the program in the absence of Dr. Farr. Courses in this program are already being taught successfully. To support the MSSE program, the Industrial Engineering & Management Systems Department will hire one additional faculty member.</p>

	Criteria	Proposal Response to Criteria
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.	<p>Met with Strength</p> <p>Library resources are adequate to support the MSSE program. The program is non-thesis and will not need additional space for research. The program will be offered online and requires no additional physical space for instruction. Because of the strong partnerships and local demand, there is the potential for student financial support through industry-sponsored scholarships and tuition reimbursement.</p>
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	<p>Met with Strength</p> <p>The need for this program is demonstrated by the letters of support from local industry and statistical data provided in the proposal. However, the Committee had some concern about the currency (> 10 years old) of data for the need of master's level systems engineering graduates and would like more recent data to be included.</p>
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	<p>Met with Strength</p> <p>The program requires only a modest budget using existing resources and reallocation of funds. The budget only reflects salaries associated with teaching the courses and administering the program. The Committee suggests that the projected budget be adjusted to account for inflation, raises, cost of living increases, etc.</p>
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	<p>Met with Strength</p> <p>The core faculty in the program are productive in teaching and research. The Committee requests CVs that detail and demonstrate productivity for all of the faculty involved in the MSSE program. The instructors in the program have a history of positive teaching evaluations. The Industrial Engineering & Management Systems Department as a whole is productive.</p>

ITEM: EPC-4

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
March 21, 2019**

Title: 2019 Accountability Plan

Background:

This is a new report that combines the previous Annual Accountability Report and the University Work Plans into one document that more closely aligns with the Board of Governors' 2025 System Strategic Plan.

The revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.

Once each institution's respective Board of Trustees approves an Accountability Plan, the Board of Governors will review and consider the plan's narrative strategy, metric goals and enrollment plans for potential acceptance of 2018-19 components. The Board's acceptance of this Accountability Plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

Issues to be Considered:

Approval of UCF 2019 Accountability Plan for submission to Florida Board of Governors. Please refer to the attached Accountability Plan.

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Recommended Action:

Recommend approval of the UCF 2019 Accountability Plan

Authority for Board of Trustees Action:

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

Committee Chair or Chairman of the Board approval:

EPC Chairman Garvy approved this agenda item and all supporting documentation.

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

Supporting Documentation: Attachment A - 2019 Accountability Plan

Facilitator: Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education

2019 Accountability Plan

Attachment A

UNIVERSITY OF CENTRAL FLORIDA

BOT REVIEW
03/15/2019



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.

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



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MISSION STATEMENT

The University of Central Florida is a public, multi-campus, metropolitan research university, dedicated to serving its surrounding communities with their diverse and expanding populations, technological corridors, and international partners. The mission of the university is to offer high-quality undergraduate and graduate education, student development, and continuing education; to conduct research and creative activities; and to provide services that enhance the intellectual, cultural, environmental, and economic development of the metropolitan region, address national and international issues in key areas, establish UCF as a major presence, and contribute to the global community.



STATEMENT OF STRATEGY

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

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

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



STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*

What are your major capabilities, opportunities and challenges for improvement?

UCF continues to make strides in student success achieving record highs for first year retention (90.4%) and six-year graduation rates (72.3%). The 2019 U.S. News and World Report ranked UCF among the Top 50 national, public universities in average freshman retention rank, Pell grant comparative graduation rate rank, Pell grant graduation rate rank, and the overall graduation and retention rank. The success of UCF's students is a primary goal of UCF's strategic plan *Collective Impact* and as a key initiative and investment for the university.

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

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

The U.S. Department of Education designated UCF as a Hispanic Serving Institution. Based on achieving the thresholds achieved in 2016, the formal designation means the university can now compete for federal funding to improve the educational programs for Hispanic and low-income students.

UCF set a record for research funding with \$183 million. The Arecibo Observatory management, a PTSD mixed-reality treatment program, and the creation of a Veterans Legacy Program recording stories for new generations are three of the many projects that helped propel UCF to record level funding.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. Faculty Size and Excellence: Hire additional full-time faculty members in areas of specific focus (e.g. STEM, areas of strategic programmatic emphasis, and emerging fields). Hiring full-time faculty members enhances the undergraduate and graduate academic experience by ensuring the availability of course offerings to meet student demand, decreasing class size, increasing student engagement, supporting undergraduate and graduate research, and stabilizing UCF's student-to-faculty ratio. An emphasis on hiring tenured and tenure-track faculty members addresses the overall mix of faculty 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 \$1.4 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, updated advising software, and focusing on program mapping and tracking to find appropriate pathways for student success are several of the initiatives allowing 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 (exceeding the preeminence benchmark of GTE 90 percent) and a 50 percent four-year graduation rate.



Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years.

Student Success Initiatives:

Board-Approved Program / Initiative ¹	Impacts in 2018-19	Plans for 2019-20
Pegasus Path (degree planner)	11,590 (available to 23,228)	Available to all undergrads in Fall 2019
mySchedule Builder (schedule optimizer)	34,736 (available to all)	
myKnight STAR (predictive analytics advising tool)	58,913 (all undergraduates)	Integration with other analytics tools
Think 30 (credit hour completion)	12,730 (campaign to all)	
Knight’s Completion Grant	285	Increase number of awards
Digital Learning Course Redesign	14,884 students – 33 courses	Additional 7 courses through Fall 19
Integrative Learning	24,202	
General Education “Refresh”		Starts Fall 2019

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

Financial Aid Impact: Charge On 15 is UCF’s program that assists in closing the gap for gift aid between 12 and 15 hours of tuition and fees. During 2018-19, 868 awards were granted totaling \$865,234 in gift aid.

Timely Completion: UCF is investing in multiple timely completion initiatives that have yielded a 14% gain in students enrolling in 15 or more credit hours over the past four years. UCF’s “Think 30” campaign generated large increases in FTIC student completions of 30 or more hours, a 25% increase among first year and a 23% increase among second year FTIC students. Think 30 is only one initiative UCF is leveraging to increase 4-year graduation rates. Collectively, the FTIC population of students registered in 15 or more credit hours has increased by 12% over the last five years. Additionally, new FTIC admits taking 15 or more credit hours increased by 33% during the same period.

UCF continues to focus on student success and 4-year completion.



Key Achievements for Last Year (2017 -2018)

STUDENT ACHIEVEMENTS

1. College of Engineering and Computer Science student Programming Team placed 1st among U.S. teams and 10th worldwide in the Association of Computing Machinery's International Collegiate Programming Contest.
2. College of Arts and Humanities student Anabelle Vabre was awarded one of two national internships for the White House initiative on Educational Excellence for African Americans.
3. College of Optics and Photonics student Haiwei Chen was one of ten students world-wide to receive a Graduate Student Fellowship award presented by the Institute for Electrical and Electronics Engineers (IEEE) Photonics Society.

FACULTY ACHIEVEMENTS

1. College of Arts and Humanities assistant professor Kerry Purmensky and associate professor Florin Mihai received a \$2.6 million grant for "Dual Language Support through Technology Enhanced Programs and Strategies".
2. College of Engineering and Computer Science professor Haitham Al-Deek received the Chairman's Award for meritorious service by the Transportation Research Board, Freeway Operations Committee.
3. College of Nursing clinical associate professor Laura Gonzalez received an advanced certification as a Healthcare Simulation Educator. Only 29 people hold the certification worldwide.

PROGRAM ACHIEVEMENTS

1. College of Arts and Humanities FL Interactive Entertainment Academy received 1st place globally from the Intel University Student Showcase for their "Hallowed" video game.
2. College of Community Innovation and Education now offers a BS degree in Emergency Management making UCF the first university in Florida to offer a bachelor's and master's degree in this discipline.
3. DirectConnect to UCF Program is one of 112 colleges to be included in the Phi Theta Kappa's Transfer Honor Roll, identifying the top four-year colleges and universities creating dynamic pathways to support transfer students.

INSTITUTIONAL ACHIEVEMENTS

1. UCF ranked 25th nationally as a Most Innovative School and 16th for Best Online Bachelor's Programs by *U.S. News and World Report*.
2. The Office of Research & Commercialization's Department of Defense-related research funding grew over 41%, reaching \$28 million.
3. Student Development and Enrollment Services' Student Academic Resource Center received the Outstanding Learning Center Award from the National College Learning Center Association (NCLCA).



PERFORMANCE BASED FUNDING METRICS

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	64.3	65.1	66.2	67.9	67.4	.	.	.	.
APPROVED GOALS	.	.	65	67.2	68.5	69.1	69.5	69.9	.
PROPOSED GOALS	.	.	.	.	.	69.1	69.5	69.9	70.1

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	34,900	37,000	38,600	38,700	38,600	.	.	.	.
APPROVED GOALS	.	.	36,600	39,100	39,700	40,200	40,600	41,100	.
PROPOSED GOALS	.	.	.	.	.	40,200	40,600	41,100	41,300

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	16,260	15,330	15,390	15,400*	\$12,070	.	.	.	.
APPROVED GOALS	.	.	.	15,120	15,968	15,905	15,843	15,781	.
PROPOSED GOALS	.	.	.	.	.	12,000	11,950	11,900	11,850

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

4. FTIC Four-Year Graduation Rate

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	40.0	40.4*	43.6	43.7*	45.7	.	.	.	.
APPROVED GOALS	.	.	42	45	44.7	46.0	47.8	50.1	.
PROPOSED GOALS	.	.	.	.	.	46.8	48.0	50.4	51.0

Note*: Previous year data updated to account for changes to cohorts approved by ODA staff to improve accuracy.

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	85.0	86.6	86.5	87.6*	88.7	.	.	.	.
APPROVED GOALS	.	.	88	87.4	87.9	88.5	89.2	90.0	.
PROPOSED GOALS	.	.	.	.	.	88.9	89.5	90.0	90.2

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

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



PERFORMANCE BASED FUNDING METRICS (CONTINUED)

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	48.9	49.7	52.0	51.9	51.6	.	.	.	.
APPROVED GOALS	.	.	50	52.5	52.5	53.0	53.4	53.8	.
PROPOSED GOALS	.	.	.	.	.	53.0	53.4	53.8	53.9

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

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	38.5	39.4	39.8	39.4	40.6	.	.	.	.
APPROVED GOALS	.	.	40	40.2	40.0	40.6	41.2	41.9	.
PROPOSED GOALS	.	.	.	.	.	41.0	41.8	42.4	42.6

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	57.4	61.7	63.4	62.0	62.6	.	.	.	.
APPROVED GOALS	.	.	62	63.6	62.5	63.0	63.4	63.8	.
PROPOSED GOALS	.	.	.	.	.	63.0	63.4	63.8	64.0

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	66.9	69.2	66.3	76.4	77.8	.	.	.	.
APPROVED GOALS	.	.	69	68	76.8	77.3	77.7	78.0	.
PROPOSED GOALS	.	.	.	.	.	78.1	78.7	79.1	79.4

10.1 Current BOT Choice: Bachelor’s Degrees Awarded Annually [First Majors]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	12,372	12,629	12,832	13,070*	13,342	.	.	.	.
APPROVED GOALS	.	.	12,850	13,190	13,330	13,600	13,870	14,150	.
PROPOSED GOALS	.	.	.	.	.	13,600	13,870	14,150	14,400

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

10.2 Future BOT Choice: Percent of Bachelor’s Degrees Awarded to African American and Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	30	31	33	35	36	.	.	.	.
APPROVED GOALS	.	.	##	##	##	##	##	##	.
PROPOSED GOALS	.	.	.	.	.	37	38	38	39

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

1a. Average GPA

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	3.9	4.0	4.0	4.1	4.1	.	.	.	.
APPROVED GOALS	.	.	4.0	4.0	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

1b. Average SAT Score

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	1257*	1261*	1262*	1316	1326	.	.	.	.
APPROVED GOALS	.	.	1263*	1265*	1318	1320	1321	1322	.
PROPOSED GOALS	.	.	.	.	.	1326	1327	1328	1328

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

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	2	1	3	.	.	.	.
APPROVED GOALS	.	.	2	2	2	3	3	4	.
PROPOSED GOALS	.	.	.	.	.	3	3	4	4

3. Freshman Retention Rate [Full-time students]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	88	89	89	89.6	90.4	.	.	.	.
APPROVED GOALS	.	.	89	90	90	91	91	92	.
PROPOSED GOALS	.	.	.	.	.	91	91.5	92.0	92.2

4. Four-year Graduation Rate [Full-time students]

	2010-14	2011-15	2012-16*	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	40.0	40.4	43.6	43.7	45.7	.	.	.	.
APPROVED GOALS	.	.	42	45	44.7	46.0	47.8	50.1	.
PROPOSED GOALS	.	.	.	.	.	46.8	48.0	50.4	51.0

Note*: Florida statute requires using older graduation rates as reported by IPEDS.

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



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

5. National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	6	6	6	.	.	.	.
APPROVED GOALS	.	.	2	7	6	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	7	7	8	8

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	143	170	166*	169*	176	.	.	.	.
APPROVED GOALS	.	.	174	194	194	201	206	210	.
PROPOSED GOALS	.	.	.	.	.	201	206	210	210

Note*: Historical data resubmitted in 2019.

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	132	168	158*	161*	165	.	.	.	.
APPROVED GOALS	.	.	171	186	186	192	198	201	.
PROPOSED GOALS	.	.	.	.	.	192	198	201	201

Note*: Historical data resubmitted in 2019.

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.
APPROVED GOALS	.	.	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.
PROPOSED GOALS	.	.	.	.	.	7 of 8	7 of 8	7 of 8	7 of 8

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



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

9. Utility Patents Awarded [over three calendar years]

	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22
ACTUAL	198	177	184	165	147	.	.	.	.
APPROVED GOALS	.	.	208	192	152	138	135	135	.
PROPOSED GOALS	.	.	.	.	.	138	135	135	135

10. Doctoral Degrees Awarded Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	356	423	440	429	438	.	.	.	.
APPROVED GOALS	.	.	445	455	440	455	470	480	.
PROPOSED GOALS	.	.	.	.	.	455	470	480	490

11. Number of Post-Doctoral Appointees

	Fall 2013	Fall 2014	Fall 2015*	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	52	47	51	67	94	.	.	.	.
APPROVED GOALS	52	64	68	72	96	112	.	.	.
PROPOSED GOALS	.	.	.	.	.	112	117	123	129

Note*: Florida statute requires using older counts of Post-Doctoral Appointees as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report.

12. Endowment Size (\$Millions)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	154.6	150.7	146.4	157	163	.	.	.	.
APPROVED GOALS	.	.	169	153	165	175	182	190	.
PROPOSED GOALS	.	.	.	.	.	175	182	190	191

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

2019 ACCOUNTABILITY PLAN



INSERT UNIVERSITY NAME

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KEY PERFORMANCE INDICATORS

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

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	2	1	3	.	.	.	.
APPROVED GOALS	.	.	2	2	2	3	3	4	.
PROPOSED GOALS	.	.	.	.	.	3	3	4	4

Freshmen in Top 10% of High School Class

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	31	33	33	31	34	.	.	.	.
APPROVED GOALS	.	.	34	35	31	32	32	33	.
PROPOSED GOALS	.	.	.	.	.	35	36	37	38

Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	4.6	4.4	4.4	4.4	4.3	.	.	.	.
APPROVED GOALS	.	.	4.3	4.2	4.3	4.3	4.2	4.2	.
PROPOSED GOALS	.	.	.	.	.	4.3	4.2	4.2	4.2

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

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	69	70	68	70	72	.	.	.	.
APPROVED GOALS	.	.	70	71	70	71	72	72	.
PROPOSED GOALS	.	.	.	.	.	72	73	73	74

Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	12,372	12,629	12,832	13,070*	13,342	.	.	.	.
APPROVED GOALS	.	.	12,850	13,190	13,330	13,600	13,870	14,150	.
PROPOSED GOALS	.	.	.	.	.	13,600	13,870	14,150	14,400

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.



KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	98	97	92	96	95	96	97	97	97
<i>US Average</i>	85	87	88	90	92	.	.	.	.
Medicine (2Yr)	100	100	100	97	97	97	97	97	97
<i>US Average</i>	96	96	96	96	96	.	.	.	.

CROSS-YEAR	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
Medicine (4Y-CK)	99	99	100	98	99	99	99	99	99
<i>US Average</i>	97	95	96	96	97	.	.	.	.
Medicine (4Y-CS)	97	100	99	97	96	97	97	97	97
<i>US Average</i>	96	96	97	96	95	.	.	.	.

MULTI-YEAR	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL	2020-22 GOAL
Physical Therapy	93	98	98	100	99	95	95	95	95
<i>US Average</i>	90	91	92	92	92	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	5	5	5	5	5	5	5	5	5
Total	5	5	5	5	5	5	5	5	5

Note: An asterisk (*) indicates the passing rate is preliminary.



KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	2,918	2,673	2,681*	2,647	2,752	.	.	.	.
APPROVED GOALS	.	.	2,770	2,700	2,670	2,693	2,716	2,739	.
PROPOSED GOALS	.	.	.	.	.	2,793	2,833	2,868	2,996

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Bachelor's Degrees Awarded to African-American & Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	30	31	33	35	36	.	.	.	.
APPROVED GOALS	.	.	32	33	36	36	37	37	.
PROPOSED GOALS	.	.	.	.	.	37	38	38	39

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	21	20	20	19	18	.	.	.	.
APPROVED GOALS	.	.	21	21	20	20	21	21	.
PROPOSED GOALS	.	.	.	.	.	20	21	21	21

Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	28	30	31	33	34	.	.	.	.
APPROVED GOALS	.	.	31	32	34	35	37	39	.
PROPOSED GOALS	.	.	.	.	.	35	37	39	40

Percent of Bachelor's Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	30	33	34	35	34	.	.	.	.
APPROVED GOALS	.	.	34	35	36	36	37	38	.
PROPOSED GOALS	.	.	.	.	.	36	37	38	38

Percent of Graduate Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	41	44	47	45	47	.	.	.	.
APPROVED GOALS	.	.	45	47	48	48	49	50	.
PROPOSED GOALS	48	49	50	50

2019 ACCOUNTABILITY PLAN



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KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	1	1	6	6	6	.	.	.	.
APPROVED GOALS	.	.	2	7	6	7	7	8	.
PROPOSED GOALS	.	.	.	.	.	7	7	8	8

Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	7	6	7	7	8	.	.	.	.
APPROVED GOALS	.	.	12	8	8	10	11	12	.
PROPOSED GOALS	.	.	.	.	.	10	11	12	12

Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	186	216	198*	200*	215	.	.	.	.
APPROVED GOALS	.	.	218	271	248	269	290	315	.
PROPOSED GOALS	.	.	.	.	.	269	290	315	315

Note*: Historical data resubmitted in 2019.

Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	46	50	49	49	55	.	.	.	.
APPROVED GOALS	.	.	53	50	52	53	54	55	.
PROPOSED GOALS	.	.	.	.	.	54	54	55	55

Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	67	58	59	48	40	.	.	.	.
APPROVED GOALS	.	.	.	65	45	45	45	45	.
PROPOSED GOALS	.	.	.	.	.	45	45	45	45

Number of Licenses/Options Executed Annually

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	17	23	38	34	36	28	.	.	.
APPROVED GOALS	.	.	31	34	34	34	36	36	.
PROPOSED GOALS	.	.	.	.	.	34	36	36	36



KEY PERFORMANCE INDICATORS *(CONTINUED)*

Scholarship, Research and Innovation Metrics

Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	3	8	14	9	1	.	.	.	.
APPROVED GOALS	.	.	10	15	10	12	14	15	.
PROPOSED GOALS	.	.	.	.	.	2	2	2	2

Institution Specific Goals

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

1. UCF Lake Nona Medical Center

2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 ACTUAL	2020 GOAL	2021 GOAL	2022 GOAL	2023 GOAL
SECURE LAND	HCA PARTNERSHIP	BOG APPROVAL	SECURE PERMITS	BEGIN CONST.	CONST. CONTINUES	CONTS. COMPLETED	OPENING	STUDENT ROTATIONS

2019 ACCOUNTABILITY PLAN



INSERT UNIVERSITY NAME

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ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
UNDERGRADUATE									
ACTUAL	52,284	54,073	55,252	56,408	58,402	.	.	.	.
APPROVED GOALS	.	.	.	56,000	57,595	58,745	59,898	61,069	.
PROPOSED GOALS	.	.	.	.	.	58,410	58,400	58,400	58,400
GRADUATE									
ACTUAL	7,806	8,012	8,170	8,840	9,319	.	.	.	.
APPROVED GOALS	.	.	.	8,590	9,148	9,341	9,549	9,740	.
PROPOSED GOALS	.	.	.	.	.	9,500	10,000	10,400	10,710

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
UNDERGRADUATE									
FTIC	24,686*	25,209	25,518	26,289	27,340	28,310	29,180	30,060	30,730
FCS AA Transfers	21,438*	21,897	22,012	21,636	21,617	22,590	22,420	22,400	22,470
Other AA Transfers	257	325	446	482	483	510	520	520	530
Post-Baccalaureates	527	1,085	1,073	1,066	1,121	1,250	1,310	1,360	1,390
Other Undergraduates	5,376	5,557	6,203	6,935	7,841	5,750	4,970	4,060	3,280
Subtotal	52,284	54,073	55,252	56,408	58,402	58,410	58,400	58,400	58,400
GRADUATE									
Master's	5,415	5,663	5,812	6,359	6,668	6,680	7,040	7,300	7,510
Research Doctoral	1,757	1,724	1,732	1,787	1,897	2,050	2,180	2,300	2,390
Professional Doctoral	634	625	626	694	754	770	780	800	810
Subtotal	7,806	8,012	8,170	8,840	9,319	9,500	10,000	10,400	10,710
TOTAL	60,090	62,085	63,422	65,248	67,721	67,910	68,400	68,800	69,110

Note*: Previous year data updated to account for changes to cohorts approved by ODA staff to improve accuracy.

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

(Fall terms only)

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	11	11	11	12	13	.	.	.	.
APPROVED GOALS	.	.	##	##	##	##	##	##	.
PROPOSED GOALS	.	.	.	.	.	14	15	16	17

2019 ACCOUNTABILITY PLAN



INSERT UNIVERSITY NAME

DRAFT
03/15/2019

ENROLLMENT PLANNING *continued*

Actual & Planned FTE Enrollment by Residency & Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
RESIDENT										
LOWER	14,747	15,208	15,609	15,878	16,175	16,840	17,360	17,690	17,990	18,250
UPPER	28,845	28,797	29,403	29,943	30,572	31,540	32,830	33,440	34,020	34,490
GRAD I	3,828	3,515	3,549	3,651	3,985	4,030	4,460	4,680	4,850	4,980
GRAD II	849	808	721	680	714	780	830	880	930	970
TOTAL	48,270	48,328	49,281	50,152	51,446	53,190	55,480	56,690	57,790	58,690
NON-RESIDENT										
LOWER	662	816	1,188	1,422	1,707	1,900	1,830	1,870	1,900	1,930
UPPER	883	975	1,080	1,359	1,726	2,140	1,850	1,890	1,920	1,950
GRAD I	493	572	603	634	689	820	770	810	840	860
GRAD II	567	623	662	726	766	810	890	950	990	1,040
TOTAL	2,606	2,985	3,533	4,140	4,888	5,670	5,340	5,520	5,650	5,780
TOTAL										
LOWER	15,410	16,024	16,797	17,299	17,882	18,730	19,200	19,550	19,890	20,170
UPPER	29,728	29,772	30,483	31,302	32,298	33,680	34,680	35,320	35,940	36,440
GRAD I	4,321	4,087	4,152	4,285	4,674	4,860	5,230	5,490	5,690	5,840
GRAD II	1,416	1,431	1,383	1,406	1,480	1,590	1,710	1,830	1,920	2,000
TOTAL	50,876	51,313	52,815	54,292	56,334	58,860	60,820	62,190	63,440	64,450

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
UNDERGRADUATE										
Distance (80-100%)	28%	30%	31%	33%	34%	37%	38%	39%	40%	40%
Hybrid (50-79%)	7%	8%	9%	10%	10%	11%	11%	11%	11%	11%
Classroom (0-50%)	65%	62%	60%	58%	56%	52%	51%	50%	49%	49%
GRADUATE										
Distance (80-100%)	28%	28%	29%	31%	36%	38%	40%	41%	42%	42%
Hybrid (50-79%)	12%	12%	12%	11%	10%	10%	10%	10%	10%	10%
Classroom (0-50%)	60%	60%	60%	58%	54%	52%	50%	49%	48%	48%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. *Percentages may not total 100 due to rounding.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2019-20

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 2018 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Molecular and Cellular Biology	26.0406	STEM	-	N	400	May-2019
Molecular Microbiology	26.0503	STEM	UF, USF	N	400	May-2019
Data Sciences	30.0801	STEM	-	N	250	Mar-2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Computer Vision	11.0102	STEM	-	N	30	Nov-2019
Cognitive Sciences	30.2501	STEM	-	N	50	Jul-2019
Planetary Science and Space Exploration	40.0203	STEM	-	N	40	Mar-2020
Public Policy	44.0501	-	-	N	90	Nov-2019
DOCTORAL PROGRAMS						
Interdisciplinary Studies	30.0000	-	-	Y	12	Mar-2020
Sustainable Coastal Systems	30.3301	STEM	-	N	24	Jul-2019
Planetary Science and Space Exploration	40.0203	STEM	-	N	40	Mar-2020
Public Administration	44.0401	-	FAU, FIU, FSU	N	120	Mar-2020
Rehabilitation Sciences	51.2314	HLTH	UF, FSU	N	20	Mar-2020

New Programs For Consideration by University in 2020-22-

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Neuroscience	26.1501	STEM	FSU	N	400	Mar-2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Themed Experiences	50.0401	GAP	UF	N	120	Nov-2020
Health Sciences	51.2208	HLTH	UF, UNF	N	200	Nov-2020
DOCTORAL PROGRAMS						
Biomedical Engineering	14.0501	STEM	FAMU, FIU, FSU, UF, USF	N	15	Nov-2020
Neuroscience	26.1501	STEM	FSU	Y	50	Jul-2020
Public Administration	44.0401	-	-	N	40	Mar-2021

ITEM: INFO-1

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
March 21, 2019**

Title: Information Item - Notice of Intent – Florida Keys Community College

Background:

In accordance with Florida Statute, Section 1007.33, the State Board of Education is required to notify state universities and regionally accredited independent colleges and universities upon receipt of a Letter of Intent from an institution in the Florida College System. From the time the Board of Governors office receives a copy of the Letter of Intent, universities have 60 days to submit objections to the proposed new program or to submit an alternative proposal. Objections or an alternative proposal will be considered by the State Board of Education in making its decision to approve or deny a Florida College System institution's proposal.

Issues to be Considered:

N/A

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

None

Recommended Action:

N/A – UCF has not concerns or objections

Authority for Board of Trustees Action:

Florida Statute, Section 1007.33

Committee Chair or Chairman of the Board approval:

EPC Chairman Garvy approved this agenda item and all supporting documentation

Submitted by: Marshall M. Criser III, Chancellor, Florida Board of Governors

Supporting Documentation: Attachment A: Florida College System – Notice of Intent Memo
Attachment B: Florida Keys Community College – Notice of Intent

Facilitator: Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education



State Board of Education

Marva Johnson, *Chair*
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Members
Ben Gibson
Tom Grady
Michael Olenick
Andrew Pollack
Joe York

Richard Corcoran
Commissioner of Education

Kathryn S. Hebda
Acting Chancellor, Florida College System

MEMORANDUM

TO: Mr. Marshall Criser III, Chancellor
State University System of Florida

Dr. Ed Moore, President
Independent Colleges and Universities of Florida

Mr. Samuel Ferguson, Executive Director
Commission for Independent Education

FROM: Kathryn S. Hebda, *[Signature]* Acting Chancellor, Division of Florida Colleges

DATE: January 18, 2019

SUBJECT: **Notice of Intent from Florida Keys Community College for a Bachelor of Science in Marine Resource Management**

The purpose of this correspondence is to inform you the Division of Florida Colleges (DFC) received a Notice of Intent (NOI) on January 10, 2019, from Florida Keys Community College to develop a Bachelor of Science degree in Marine Resource Management. The NOI is attached for your review.

Section 1007.33, Florida Statutes, requires the DFC to forward the NOI to the chancellor of the State University System (SUS), the president of the Independent Colleges and Universities of Florida and the executive director of the Commission for Independent Education. Please provide this information to the institutions within your respective systems as appropriate. State universities shall have 60 days following receipt of notice by the chancellor of the SUS to submit alternative proposals or objections to the proposed program. Following the 60 day period, independent colleges and universities shall have 30 days to submit alternative proposals or objections.

Please contact Dr. Carrie Henderson at 850-245-9903 or carrie.henderson@fldoe.org if you have questions or concerns.

KH/krb

Attachment

cc: Dr. Jonathan Gueverra, President, Florida Keys Community College (FKCC)
Dr. Brittany Snyder, Vice President of Academic Affairs, FKCC

Attachment B



**NOTICE OF INTENT
Form No. BAAC-01**

Section 1007.33(5)(a), Florida Statutes, requires Florida College System institutions to submit a notice of intent to propose a baccalaureate degree program to the Division of Florida Colleges at least 100 days prior to the submission of the program proposal. The completed Notice of Intent form shall be submitted by the college president to the Chancellor of the Florida College System at ChancellorFCS@fldoe.org.

The notice of intent requires completion of the following components:

- Program summary
- Program description
- Workforce demand and unmet need
- Planning process
- Appendix table

Florida College System Institution Name: Florida Keys Community College
 Florida College System Institution President: Dr. Jonathan Gueverra

PROGRAM SUMMARY

1.1	Program Name:	Marine Resource Management
1.2	Degree type:	<input type="checkbox"/> Bachelor of Science <input checked="" type="checkbox"/> Bachelor of Applied Science
1.3	How will the program be delivered (check all that apply):	<input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online only
1.4	List the counties in the college's service district:	Monroe County, FL
1.5	Degree CIP code (4 or 6 digit):	30.3201
1.6	Anticipated program implementation date:	Fall Semester (August) 2020
1.7	What is the primary associate degree pathway for admission to the program?	<ul style="list-style-type: none"> • Associate in Science (AS) in Marine Environmental Technology, or • Associate in Arts (AA)
1.8	Is the degree a STEM focus area?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.9	List program concentration(s) (if applicable):	
1.10	Will the program be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

PROGRAM DESCRIPTION

2.1 Describe the program.

Marine resource management (MRM) differs from conventional management and administration because management and policy decisions are almost entirely based on marine science, research, and environmental assessments rather than on institutional policies and procedures. Thus training marine resource managers requires a very unique curriculum built on a foundation of environmental marine science and inclusive of contemporary marine policy and management. There are currently no undergraduate programs in the country that focus on these specific MRM training needs. Therefore, Florida Keys Community College (hereto referred to as the College), which is the only public post-secondary academic institution located in Monroe County, Florida, will fill this important training void. The College will capitalize on its role as a leader in marine science education at the associate's level, to develop an exceptional Bachelor of Applied Science in Marine Resource Management (BAS-MRM) degree that will be: (1) interdisciplinary (i.e. marine science, ecotourism, seamanship, forensic marine science, scientific diving, marine policy and management, Geographic Information Systems, etc.) and (2) designed to provide a practical, science and policy based education for entry into a variety of careers within the field of marine resource management.

Given the continually evolving demands within this field, a traditional undergraduate degree in marine biology or marine science does not provide the specialized knowledge and skill-set required of today's employers. The proposed BAS-MRM is the only undergraduate program in the country focused directly on developing marketable marine resource managers at the bachelor's level. Graduates will acquire specialized skills based on industry protocols for: (1) marine resource monitoring and assessment, including forensic marine science (i.e. investigation of marine environmental issues or crises), (2) marine resource conservation and restoration strategies, (3) marine environmental policy and management, and (4) marine resource sustainability and resilience. The 2+2 model will allow students who have earned an associate degree in a qualifying discipline to continue their education and career progression at the College. Students graduating from the Associate in Science (AS) in Marine Environmental Technology (MET) will articulate directly into the BAS-MRM degree. Students entering the program with an Associate in Arts (AA) degree without the appropriate lower level technical courses will have their academic records reviewed and be advised on a case-by-case basis. There are two pathways for students to complete the BAS-MRM. Students that have completed an AS degree will complete the required general education courses and the BAS-MRM core requirements. Students that have completed an AA degree are required to complete the lower level technical courses and the BAS-MRM core requirements.

The curriculum will focus on marine ecology (wetlands, coastal, and offshore ecosystems), conservation, and restoration strategies including those for submerged cultural resources (e.g. basic nautical archeology), Geographic Information Systems (GIS), forensic marine science, and marine policy and management. The proposed BAS-MRM program overview and potential course offerings include the following:

Bachelors in Applied Science - Marine Resource Management

Overview

The Bachelor of Applied Science in Marine Resource Management (BAS-MRM) degree is designed for graduates who have completed an Associate in Arts, Associate in Science or equivalent. The BAS-MRM program includes coursework and field experience in marine resource management settings to enable students to integrate theory with practice. Graduates will acquire specialized skills in restoration and conservation biology/ecology, extensive practical skills in both remote and *in situ* data collection techniques and technology, a basic-level competence in GIS software applications, and an understanding of best management practices and policies for both biological and submerged cultural resources. Students will have exposure to marine resource management fieldwork and will demonstrate their acquired skills during the required 4 credit capstone internship experience. Completion of this degree will provide an applied science-based education with professional experience for entry into a variety of careers within the field of marine resource management such that our graduates will be technician level reflective practitioners.

B.A.S. Marine Resource Management Degree Requirements

Students must have earned an Associate in Arts (AA), Associate in Science (AS) degree or equivalent from a regionally accredited institution. To graduate, students must earn a minimum of 120 credit hours, including successful completion of thirty-six (36) general education credit hours, twenty-seven (27) credit hours of lower level specialized and technical courses, forty (40) credit hours of upper-level required core courses, and seventeen (17) credit hours of electives. Mandatory advising will be required for all registration in the BAS-MRM program. Advisors will utilize the procedures included in FKCC Board Rule 7.710 to complete prior learning assessments.

General Education (36 credits required)

Area I: Letters Requirements (6 credit hours)

A grade of "C" or higher is required in order to satisfy Rule 6A-10.030 Florida Administrative Code (F.A.C.) requirements.

Core Communication Requirements (6 credit hours)

The following courses each require significant college level writing that conforms to the Rule 6A-10.030 F.A.C. requirements.

ENC 1101 – English Composition I (3)

ENC 1102 – English Composition II (3)

Any course with an ENC prefix for which and ENC 1101 course is a prerequisite (i.e. English Composition II)

Optional Communication (Optional Communication courses count towards General Education Electives)

SPC 1608 – Intro to Speech Communication (3)

Area II: Humanities Requirements (6 credit hours)

The following courses each require demonstration of college level writing skills through multiple assignments and apply to the Rule 6A-10.030 F.A.C. requirements.

Core Humanities Requirements (choose at least 3 credit hours)

HUM 1020 – Intro to Humanities (3)

PHI 2010 – Intro to Philosophy (3)

ARH 1000 – Art Appreciation (3)

MUL 1010 – Music Appreciation (3)

Optional Humanities

ARH 1050 – Art History Ancient to 1400 (3)

ARH 1051 – Art History 1400 to present (3)

AML 2020 – American Literature (3)

CRW 1001 – Creative Writing (3)

CRW 1300 – Beginning Poetry Writing (3)

CRW 2100 – Beginning Fiction Writing (3)

ENG 1300 – Writing About Film (3)

HUM 2250 – Humanities of the 20th Century (3)

LIT 2020 – Introduction to Short Fiction (3)

LIT 2380 – Women in Literature (3)

PHI 2600 – Intro to Ethics (3)

REL 2240 – New Testament Survey (3)

REL 2300 – World Religions (3)

Area III: Mathematics Requirements (6 credit hours)

A grade of “C” or higher is required in order to satisfy Rule 6A-10.030 F.A.C. requirements.

Core Mathematics Requirements (choose at least 3 credit hours)

MAC 1105 – College Algebra (3)

MAC 2311 – Calculus I (4)

MGF 1106 – Math for Liberal Arts I (3)

STA 2023 – Introduction to Probability and Statistics I (3)

Any course for which a Core General Education Mathematics course is the immediate prerequisite.

Optional Mathematics

MAC 1147 – Pre Calculus/Trigonometry (4)

MAC 2233 – Calculus for Business Majors (3)

MAC 2312 – Calculus and Analytic Geometry 2 (4)

Area IV: Natural Science (6 credits required)

Core Natural Science Requirements (choose at least 3 credit hours)

AST 1002 – Astronomy (3)

BSC 1005 – Survey of Biological Science (3)

BSC 1010 – Principles of Biology I (3)

BSC 1085 – Anatomy and Physiology I (3)

CHM 1045 – General Chemistry I (3)

PHY 1053C – General Physics I (4)

Any course for which a Core General Education Natural Science course is the immediate prerequisite.

Optional Natural Science

BSC 1011 – Principles of Biology II (3)

BSC 1086 – Anatomy and Physiology II (3)

CHM 1046 – General Chemistry II (3)

MET 1010 – Intro to Meteorology (3)

PCB 2030 – Environmental Biology (3)

Area V: Social/Behavioral Sciences (6 credits required)

Core Social Science Requirements (choose at least 3 credit hours)

AMH 2020 – History of the United States, 1876 to 1945 (3)

ECO 2013 – Macroeconomics (3)

POS 1041 – National Government (3)

PSY 2012 – General Psychology (3)

SYG 1000 – Introduction to Sociology (3)

Optional Social Science

AMH 2010 – History of the United States to 1876 (3)

AMH 2030 – Contemporary US History (3)

DEP 2004 – Human Growth & Development (3)

ECO 2023 – Microeconomics (3)

POS 1001 – Introduction to Political Science (3)

WOH 1012 – World History I (3)

WOH 1022 – World History II (3)

Area VI: Additional General Education Credits Requirements (6 credit hours)

Six (6) Credits from any of the above General Education Core or Optional courses

Recommended Lower-Level Technical Courses (27 credits required):

BSC 1010 Principles of Biology or BSC 1005 Survey of Biology (3)

BSC1010L Principles of Biology Lab (1)

MTE 1XXXX Motorboat Operation Certification Course (MOCC) (2)

MTE1052 2&4 Cycle Outboard Theory or MTE1053C 2&4 Cycle Outboard Repair and Maintenance (3)

MTE1811 Basic Seamanship (3)

ISC2132 Basic Research Diving (4)

OCB1000 Introduction to Marine Biology (3)
OCB2102C Marine Data Collection (4)
OCB2263C Coral Reef Biology and Management (4)

Upper-Level Common Core Course (40 credits required):

3XXXC Nearshore and Offshore Ecology and Assessment (3)
3XXX Marine Conservation (3)
3XXX Marine Resource Economics (3)
ISC2 3132C Advanced Research Diving (3)
3XXXC Geographic Information Systems (GIS) (3)
3XXX Aquaculture and Seafood Policy (3)
4XXX Forensic Marine Science (3)
4XXXL Forensic Marine Science Lab (1)
4XXX Marine Policy and Management (4)
4XXX Seminar: Issues in Marine Resource Management (1)
4XXX Marine Socioeconomics (3)
OCB4631 Estuarine and Coastal Ecology (3)
ZOO 4894C Fisheries Management (3)
4XXX Capstone Experience: Marine Resource Management Internship (4)

Electives (17 credits required)

Total Credit Hours Required: 120

Foreign Language Requirement

Prior to completion of the BAS-MRM, students must demonstrate foreign language competence by providing evidence that documents the successful completion of two (2) credits of sequential high school foreign language instruction, or by passing the second level of foreign language at the college level. Students may demonstrate equivalent foreign language competence via the alternative methods specified by the Florida Department of Education including established minimum College Level Examination Program (CLEP) scores, or other methods as determined by the College. The College reserves the right to validate the foreign language competence of any student prior to awarding the BAS-MRM through methods including, but not limited to, review of official transcripts, portfolio and performance reviews, competency testing, standardized testing, or other methods determined by the College that are designed to assess the foreign language competencies outlined in Rule 6A- 10.02412 of the Florida Administrative Code.

The estimated total cost for the BAS-MRM (MET 2+2 model) is approximately \$18,517 (tuition = \$14,482 + lab fees = \$4,035). This includes the current cost for the 62 credit AS MET program including lab fees (approx. \$8,835 = \$6,772 tuition and \$2,063 in lab fees) and the estimated cost of for the upper level MRM courses including lab fees (est. \$9,682 = \$7,710 tuition and \$1,972 in lab fees) (Table 1).

Table 1. Cost calculation for the proposed Bachelor of Applied Science in Marine Resource Management (BAS-MRM) at Florida Keys Community College. The final estimated cost of the BAS-MRM is a combination of the cost associated with the 2 +2 model.

			AS Marine Environmental Technology	AA (General)
Bachelor of Applied Science in Marine Resource Management	Lower Level Coursework	Tuition (In-state)	\$ 6,772	\$ 6,553
		Lab Fees	\$ 2,063	\$ 310
	Upper Level Coursework	Tuition (In-state)	\$ 7,710	\$ 7,710
		Lab Fees	\$ 1,972	\$ 1,972
	Total Cost		\$ 18,517	\$ 16,545

An academic advisor will conduct a review of courses for students entering the BAS Marine Resource Management program, to determine the best academic path for completion.

One option available to secondary students to lower the cost of college in the State of Florida is participation in dual enrollment (DE) programs. The DE program allows enrollment of an eligible secondary student in a college level course while satisfying the requirements for a high school diploma (Florida Statute 1007.271). Locally the College has worked with the Monroe County School District, the College has developed an articulation agreement and a formal academic pathway encouraging high school dual enrollment. This option is also available to students throughout State of Florida. Many of the courses required for the proposed BAS-MRM are currently available to Monroe County high school students and those that participate in the program are not required to pay tuition or lab fees. Therefore, DE has the potential to substantially reduce the cost of the BAS-MRM degree and incentivizes secondary students to pursue post-secondary education at the College by: (1) reducing the overall cost of college, and (2) accelerating the time to earn a certificate or degree.

Moreover, the College has an option for students to complete the baccalaureate degree for less than \$10,000 including lab fees and tuition, in accordance with F.S. 1009.26. Eligible students can achieve a Bachelors of Applied Science for no more than \$10,000 by meeting the following eligibility requirements:

1. Must have a 3.0 cumulative high school GPA.
2. Successfully earned a minimum of twelve college credit hours from dual enrollment, AP, or IB.
3. Must be a Florida resident in accordance with F.S. 1009.21.
4. Must maintain a 3.0 cumulative GPA throughout enrollment in both the associate and baccalaureate programs.
5. If student does not qualify as exempt under F.S. 1008.30, student must be college ready as demonstrated by acceptable standardized tests as described in Rule 6A-10.0315 F.A.C.).
6. Must be a native FKCC student.
7. Must indicate interest in the Associate in Arts or Associate in Science in Marine Environmental Technology to Baccalaureate of Applied Science in Marine Resource Management program prior to enrolling.

8. Must maintain full-time enrollment and complete a minimum of 30 credit hours per year.
9. Must maintain good standing in accordance with FKCC academic policies

Students that meet all of the criteria will be placed on a contract with the Business Office exempting the student from tuition and fees, which exceed the \$10,000 cap.

WORKFORCE DEMAND AND UNMET NEED

3.1 Describe the career path and potential employment opportunities for graduates of the program.

While the minimum educational requirement for marine resource managers and related fields is a bachelor’s degree, there is currently no clear undergraduate academic path to a career as a marine resource manager. Students are forced to choose from academic programs in related fields like marine biology, natural resource management, etc., none of which provide the ideal applied skill set for this career path. Furthermore, these options are expensive and do not provide the requisite knowledge and skills for the field.

Students graduating from the BAS-MRM program will be prepared to effectively lead and manage: (1) marine environmental assessment projects, including forensic marine science, (2) marine resource conservation, and/or (3) marine restoration operations in a variety of marine environments (i.e. coastal, near shore, and offshore). In addition to these environmental management careers, the program offers elective credits that will allow interested graduates to effectively lead and manage projects focused on abiotic submerged cultural resources (e.g. archaeological projects, artificial reefs, etc.). Bureau of Labor and Statistics for the State of Florida indicate that marine resource managers, or a related field can expect to earn on average between \$23.36/hr - \$39.42/hr (an est. annual salary of \$48,589 - \$81,994) (Table 2).

Table 2. Estimated hourly earnings for targeted occupations for marine resource managers (U.S. Bureau of Labor and Statistics- EMSI Q3 2018 Data Set September 2018; www.economicmodeling.com).

Occupation	SOC	25th Percentile Earnings	Median Earnings	75th Percentile Earnings
Natural Sciences Managers	11-9121	\$33.58	\$45.62	\$61.07
Zoologists and Wildlife Biologists	19-1023	\$17.19	\$22.14	\$28.77
Biological Scientists, All Others	19-1029	\$21.42	\$31.11	\$40.30
Environmental Scientists and Specialists, Including Health	19-2041	\$19.37	\$24.90	\$32.61
Physical Scientists, All Other	19-2099	\$30.42	\$36.57	\$39.25
Postsecondary Teachers, All Other	25-1199	\$18.18	\$24.78	\$34.52
Average Percentile Earnings		\$23.36	\$30.85	\$39.42

3.2 Describe the workforce demand, supply and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from appendix tables A.1.1 to A.1.3.

Utilizing the College Projections Portal, it was determined that in 2017 there were 3,898 job postings in Monroe and Miami-Dade Counties for fields related to marine resource

management. The job opportunities are expected to grow in the region by approximately 7.5% over the next eight years resulting in 3,132 new jobs or about 392 new jobs per year (Table 3).

Table 3. Targeted Occupations for Marine Resource Managers (see Table A.1.1).

Miami-Dade and Florida Keys Colleges Area - Miami-Dade and Monroe Counties

Separations Method		2017 - 2025					Florida	
Occupation Code	Title	Employment		Growth	Percent Growth	Total Job Openings*	Median	Education Level
		2017	2025					
119121	Natural Sciences Managers	155	165	10	6.5	103	51.61	Bachelor's
191023	Zoologists and Wildlife Biologists	135	135	0	0.0	98	28.94	Bachelor's
191029	Biological Scientists, All Other	434	432	0	-0.5	313	40.60	Bachelor's
192041	Environmental Scientists & Specialists, Including Health	419	486	67	16.0	406	27.20	Bachelor's
192099	Physical Scientists, All Other	76	83	7	9.2	57	43.05	Bachelor's
251199	Postsecondary Teachers, All Other	2,679	3,042	363	13.6	2,155	41.03	Associate's
Total =		3,898	4,343		Avg. = 7.5	Total = 3132	Avg. = 38.74	

* Separations method, includes openings due to growth, labor force exits and occupational transfers; not comparable to replacement method.

** Hourly wages for teaching occupations were calculated using a 40-hour work week for 9½ months per year.

Source: Florida Department of Economic Opportunity, Bureau of Labor Market Statistics - November 2017

Although there is a substantial need for skilled marine resource managers, there are currently no undergraduate programs dedicated to training marine resource managers within Monroe or Miami-Dade Counties, the state of Florida, or the United States. Furthermore, there are no institutions in the State University System (SUS) that offer baccalaureate degree programs utilizing CIP 30.3201 (Marine Science) (https://www.flbog.edu/resources/iud/enrollment_results.php). The current workforce demand for marine resource managers, locally, regionally, and nationally, has been supplied by graduates from academic programs in related fields (e.g. marine biology, oceanography, natural sciences, etc.). There are several universities in Florida that offer related programs. For example, Florida Gulf Coast University (FGCU) offers a Bachelor of Science in Marine Science (CIP 03.0205: Water, Wetlands, and Marine Resource Management) but this program focuses mostly on hard sciences (i.e. biology, chemistry, geology, ecology, oceanography, etc.) and very little on marine resource management. The University of West Florida (UWF) also has a related program offering a Bachelor of Science in Marine Biology (CIP 26.1302: Marine Biology and Biological Oceanography). However, this program requires no course work in policy or management of marine resources but rather focuses on traditional marine biology curriculum centered on biology, physiology, ecology, and behavior. One of our closest neighboring universities, Florida International University (FIU), also has an undergraduate marine biology program within the Department of Biology and a graduate level marine science program. FIU has provided a letter of support for the FKCC BAS-MRM (See Appendix B). Therefore, because there is no program targeted specifically to the needs for marine resource managers, these related fields and associated academic programs are less appropriate than the proposed BAS-MRM. These related programs are mostly conceptual and theoretical with very little hands-on or professional development training, especially with regard to policy and management of marine resources. As evidence to support this statement, recently the Miami-Dade County Office of Resilience within the County’s Department of Regulatory and Economic Resources closed on four positions (see Appendix A for details). Requirements for employment included a bachelor’s degree with experience in environmental science,

sustainability, ecology, water resources, conservation, biology, and environmental performance, measurement or reporting.

Therefore, the College intends to fill the gaps and to supply the growing workforce demand for marine resource managers by developing a baccalaureate level program that specifically targets the marine resource management workforce needs. The BAS-MRM will incorporate hands-on, field-oriented training, including appropriate industry certifications (e.g. American Academy of Underwater Sciences, Motorboat Operators Certification, etc.), and professional development internship opportunities with the requisite conceptual and theoretical knowledge to create a very competitive educational opportunity tailored for future marine resource managers. As reflective practitioners, the recipients of the BAS-MRM will be well positioned for entry-level jobs in the field and their ability to integrate field work with theory and practice will be critical to the success of our regional efforts to conserve and to sustain our fragile marine ecosystems.

3.3 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data information, such as local economic development initiatives, emerging industries in the area or evidence of rapid growth, not reflected in the data presented in appendix tables A.1.1 to A.1.3. For proposed programs without a listed SOC linkage, provide a rationale for the identified SOC code(s).

Recently, voters in the state of Florida passed Amendment 1 for Water and Land Conservation, which pledges 33% of the incentive tax revenue collected over the next 20 years for the acquisition and conservation of land and water resources (<http://www.flsenate.gov/Laws/Constitution#A10S28>).

In addition to Amendment 1, the Florida Keys Stewardship Act (House Bill 0447 introduced by Florida Representative, Holly Raschein) was signed into law by Governor Rick Scott on April 14, 2016. This new law is intended to invest \$25 million per year for 10 years towards the Florida Keys' most significant environmental needs including water projects and land acquisition (<https://www.flsenate.gov/Session/Bill/2016/0447>).

These recent legislative activities provide evidence that marine resource management in Florida, and especially the Florida Keys is of critical importance and that workforce opportunities for marine resource managers has tremendous growth potential in the near future. As the only public institution of higher education in Monroe County - a county that is surrounded by the Florida Keys National Marine Sanctuary and immediately proximal to the Everglades National Park - the College is ideally situated to meet the current and future needs for marine resource managers. Therefore, the development of a Bachelor of Applied Science in Marine Resource Management is timely, has value, and will be beneficial for students, employers, the marine environment, and the economy.

3.4 If the education level for the occupation identified by the Florida Department of Economic Opportunity (FDEO) presented in appendix table A.1.1 is below a bachelor's degree, provide justification for the inclusion of that occupation in the analysis.

With the exception of post-secondary teachers in the state of Florida, all occupations identified by FDEO as related to marine resource management requires a bachelor's degree (Table 2). Although "Post-Secondary Teachers, All Other" is listed on the FDEO Projections as requiring a minimum of an associate's degree, that is not considered to be the standard. According to the Florida College System's *Guidelines on Transfer Agreements and Faculty Credentials and Qualifications*, only faculty members teaching an associate's level course that is not considered to be transferrable can hold a minimum of an associate's as long as they have demonstrated competencies within that specific discipline. All other programs require a minimum of a bachelor's degree and most cases require a master's or doctorate.

PLANNING PROCESS

4.1 Summarize the internal planning process.

In August 2008, in an effort to capitalize on the unique position of the College at the epicenter of marine science, research, and conservation, the College started planning and preparing for bachelor's degrees in several marine related fields. In 2009, the College's Marine Environmental Technology Advisory Committee participated in the initial plans and helped to steer the development and evolution into the current proposed bachelor's degree. In early 2017, a new advisory committee was established to steer the process for development of a new BAS-MRM program (Table 4).

Table 4. The Florida Keys Community College Bachelor of Applied Science – Marine Resource Management Advisory Committee.

Program			Member Name	Organization Affiliation	Position
Marine Resource Management			Dr. Billy Causey (Billy.Causey@noaa.gov)	NOAA Office of National Marine Sanctuaries East Quay Road Key West, Florida 33040	Regional Director Southeast Atlantic, Gulf of Mexico and Caribbean Region
Frequency of Meetings (please check one)			Michael W. Feeley, Ph.D. (Michael.Feeley@nps.gov)	National Park Service South Florida/Caribbean Network 18001 Old Cutler Rd. #419 Palmetto Bay, FL 33157	Marine Ecologist
Monthly	Quarterly	Semi-Annually	Dr. Nicole Haynes McCoy (Nicole.mccoy@fkcc.edu)	Florida Keys Community College 5901 College Road Key West, FL 33040	Natural Resource Policy and Economics Adjunct Instructor of Economics
			Michael Buchman (Mike.Buchman@noaa.gov)	Florida Keys National Marine Sanctuary Key West Office Nancy Foster Florida Keys Environmental Complex 33 East Quay Rd. Key West, FL 33040 Phone: 305-809-4700	Chief of Staff
			Dr. Andrew Bruckner (Andy.Bruckner@noaa.gov)	Florida Keys National Marine Sanctuary Key West Office Nancy Foster Florida Keys Environmental Complex 33 East Quay Rd. Key West, FL 33040 Phone: 305-809-4700	Research Coordinator
			Dr. Refik Orhun (Refik.Orhun@noaa.gov)	NOAA Fisheries Service Southeast Fisheries Science Center 75 Virginia Beach Drive Virginia Key, FL 33149	Research Fishery Biologist
			John Hunt (John.Hunt@MyFWC.com)	Florida Fish and Wildlife Conservation Commission Fish and Wildlife Research Institute 2796 Overseas Highway, Suite 119 Marathon, FL, 33050	Program Administrator
			Gustavo Rios (Gus.Rios@dep.state.fl.us)	Department of Environmental Protection 2796 Overseas Highway Marathon, FL 33050	Program Administrator
			Shelly Kruger (ShellyKrueger@ufl.edu)	Florida Sea Grant University of Florida IFAS Extension, Monroe County 1100 Simonton Street, Suite 2-260, West, FL 33040	Extension Agent

Given the recent state governmental environmental initiatives, the College’s immersion in marine science education and industry, partnerships with regional institutions of higher education (e.g. Florida International University, University and Nova Southeastern University), and the absence of any other public institutions of higher education in the Florida Keys or the College’s service area, the College recognizes and acknowledges that the time is appropriate to launch this academic initiative. Therefore, upon the necessary internal (i.e. Board of Trustees) and external (State Board of Education) approvals, the College intends to launch the proposed BAS-MRM in fall 2020. Funds to implement and support the program will be included in the College’s annual budget.

4.2 Summarize the external planning process.

Although there are no other public college/university campuses within the service area of Florida Keys Community College (i.e. Monroe County, FL) the College has contacted several of the other institutions of higher education (See Section 4.3 below), some of which are partners with the College and serve its graduates (e.g. Florida International University, University of Miami, and Nova Southeastern University).

The College has received many letters of support (See Appendix B) from the primary employers in the region, several of which have representatives on the BAS-MRM Advisory Committee. Some of these agencies include the following:

Federal Agencies

- NOAA Florida Keys National Marine Sanctuary
- NOAA National Marine Fisheries Service
- United States Geological Survey

State Agencies

- Florida Fish and Wildlife Conservation Commission
- Florida Department of Environmental Protection

County

- Monroe County

Municipalities

- City of Key West
- City of Marathon
- Village of Islamorada
- City of Layton
- Key Colony Beach

Non-Governmental Organizations

- National Association of Environmental Professionals
- Florida National Association of Environmental Professionals
- The Nature Conservancy
- Reef Environmental Education Foundation
- Coral Restoration Foundation

Private Businesses

- Amec, Foster, Wheeler Environment and Infrastructure
- Sandy Walters Consulting Inc.

4.3 **List of engagement activities; this list shall include APPRiSe, meetings, and other forms of communication among institutional leadership regarding evidence of need, demand, and economic impact.**

	Date(s)	Institution	Description of activity
APPRiSe	10/3/18		Entered program in APPRiSe (CIP 30.3021)
Public universities in college's service district	3/5/15 3/16/16 2/23/17 5/24/2017 5/21/13	Florida International University Miami Dade College	Vice President Snyder discussed the BAS-MRM program with Vice President, Elizabeth Bejar, via telephone and email. FKCC received a letter of support from FIU (Appendix B.)

	2/28/17		President Gueverra met with President Padron and discussed the BAS-MRM.
	9/13/18		Vice President Snyder discussed the BAS-MRM with Executive Vice President Rodicio via email.
	9/26/2018		Vice President Snyder discussed the BAS-MRM with the Vice Provost for Academic Affairs Julie Alexander via telephone.
			President Gueverra received a Letter of Support (LOS) for the MRM program from Miami-Dade College (See Appendix B).
Regionally accredited institutions in the college's service district	8/17/2017	Nova Southeastern University (NSU)	The FKCC Chief Science & Research Officer (CSRO) discussed BAS –MRM with Dean and Executive Director, National Coral Reef Institute, Dr. Richard Dodge, via telephone and email (See Appendix B).
	8/18/2017	University of Miami (UM) - RSMAS	CSRO communicated with the office of UM- RSMAS Dean, Dr. Roni Avissar via telephone and email about the BAS-MRM and requested a letter of support. Dean Avissar's Office has scheduled a conference call for Sept. 11, 2017 at 2 PM to discuss the LOS and potential

	9/5/2018		<p>articulation of the FKCC BAS-MRM with UM Master of Science in Marine Professional Studies. The meeting was interrupted by hurricane Irma.</p> <p>The CSRO received an email from the Office of Dean Avissar indicating no objections to the proposed BAS-MRM.</p>
	9/28/2018	Florida Atlantic University (FAU)	<p>The CSRO received a Letter of Support from FAU Harbor Branch Oceanographic Institute (Appendix B).</p>
	12/14/2016	Barry University*	<p>FKCC's Office of the President made multiple attempts to set-up meetings with the President to discuss the BAS-MRM program.</p>
	9/11/2018		<p>The CSRO requested an LOS via email from the Dean of Arts and Science at Barry University, Dr. Karen Callaghan but received no reply.</p>
	12/14/2016	Saint Leo University**	<p>FKCC's Office of the President made multiple attempts to set-up meetings with the St. Leo President to discuss the BAS-MRM.</p>
	9/11/2018		<p>The CSRO received an email from Director of the Key West, FL Center, Alania Plowdrey, stating</p>

			support for the MRM program stating the intention to send any prospective marine science students to FKCC for the MRM (See Appendix B).
	10/18/2018	Florida Gulf Coast University	The CSRO emailed FGCU Marine Science Faculty/Program Coordinator, Dr. Felix Jose.
	10/19/2018		The College received a reply from Dr. Jose, stating the proposed BAS-MRM “would be interesting”. He agreed to forward the information to the Marine Science Department Chair, Dr. Greg Tolley.
	10/19/2018		The CSRO emailed the FGCU Office of the Dean of the College of Arts & Science, Dr. Aswani Voltey. To date, no reply.
	10/19/2018	University of West Florida (UWF)	The CSRO emailed the Associate Dean of the Hal Marcus College of Science & Engineering, Dr. Matthew Schwartz. To date, no reply.

*No public universities have satellite campuses in Monroe County.

**St. Leo University has an education center on a military base in Monroe County.

Appendix Table A.1.

INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION OF APPENDIX TABLE A.1: To complete the following table, use the [CIP to Standard Occupational Classification \(SOC\) crosswalk](#) of the U.S. Department of Education to identify the SOC codes for occupations associated with the proposed program’s CIP code. Fill in Table A.1.1 using the employment projections data produced by the Florida Department of Economic Opportunity (DEO), pursuant to Section 445.07, F.S., for the workforce region aligned with the college’s service district for each SOC code associated with the proposed program’s CIP code. The employment projections data may be accessed at <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>. For proposed programs without a listed SOC linkage, identify the appropriate SOC codes for which the program prepares graduates. Insert additional rows as needed. The total job openings column value shall be divided by eight to reflect total annual job openings. The annualized salary shall be calculated by multiplying the average hourly wage times 40, and then multiplying that value times 52.

DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS											
A.1.1	Occupation			Number of Jobs				Salary		Education Level	
	Name/Title	SOC Code	County/Region	Base Year	Projected Year	Level Change	*Total Annual Job Openings (divided by 8 for annual est.)	Avg. Hourly Wage**	Annualized Salary		
	Natural Science Managers	11-9121	23	155	165	10	13	\$51.61	\$107,349	Bachelor’s	
	Zoologists and Wildlife Biologists	19-1023	23	135	135	0	13	\$28.94	\$60,195	Bachelor’s	
	Biological Scientist, All Other	19-1029	23	434	432	0	39	\$40.60	\$84,448	Bachelor’s	
	Environmental Scientists & Specialists, Including Health	19-2041	23	419	486	67	51	\$27.20	\$56,576	Bachelor’s	
	Physical Scientists, All Other	19-2099	23	76	83	7	7	\$43.05	\$89,544	Bachelor’s	
	Postsecondary Teachers, All Other	25-1199	23	2,679	3,042	363	269	\$41.03	\$67,420**	Associate’s	
Total							392	\$38.74	\$77,588		

* Includes openings due to growth and replacement needs

** Hourly wages for teaching occupations were calculated using a 40-hour work week for 9½ months per year.

INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION OF APPENDIX TABLE A.1: To complete the following table, use the Integrated Postsecondary Education Data System of the National Center for Education Statistics to identify the number of degrees awarded by other regionally accredited postsecondary institutions in the college’s service district under the same or related CIP code(s) as the proposed program. The data center is located at <http://nces.ed.gov/ipeds/datacenter/>. Include degrees awarded for the most recent year available and for the four prior years for each program. If the program has not had degrees awarded for five years or more, add the degrees awarded for the years available, and divide by that number of years, for the average.

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM								
A.1.2	Program		Number of Degrees Awarded					
	Institution Name	CIP Code	Prior Year 4 (2011- 12)	Prior Year 3 (2012- 13)	Prior Year 2 (2013- 14)	Prior Year 1 (2014- 15)	Most Recent Year (2015-16)	5-year avg. or avg. of years if < 5 yr.available
	<u>Region 23:</u>							
	Florida International University	NA	0	0	0	0	0	0
	Miami Dade College	NA	0	0	0	0	0	0
	Barry University	NA	0	0	0	0	0	0
	University of Miami	NA	0	0	0	0	0	0
	<u>Out of Region 23 (SUS):</u>							
	Florida Agricultural and Mechanical University	NA	0	0	0	0	0	0
	Florida Atlantic University	NA (Only MS Level)	0	0	0	0	0	0

Florida Gulf Coast University	NA	0	0	0	0	0	0
Florida Polytechnic University	NA	0	0	0	0	0	0
Florida State University	NA	0	0	0	0	0	0
New College of Florida	NA	0	0	0	0	0	0
University of Central Florida	NA	0	0	0	0	0	0
University of Florida	NA	0	0	0	0	0	0
University of North Florida	NA	0	0	0	0	0	0
University of South Florida	NA	0	0	0	0	0	0
University of West Florida	NA	0	0	0	0	0	0

Note: NA = CIP Code Not Offered

Total						0	0
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INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION OF APPENDIX TABLE A.1: To complete the following table, the total in column A should be derived from the total job openings from Table A.1.1 and the totals in columns B and C should be derived from Table A.1.2. Input the figures in the “Total” row in Table A.1.1 for total job openings and Table A.1.2 for most recent year and 5-year average. The range of estimated unmet need should be derived from 1) subtracting the figure in column B from the figure in column A and 2) subtracting the figure in column C from the figure in column A.

ESTIMATES OF UNMET NEED						
A.1.3	DEMAND		SUPPLY		RANGE OF ESTIMATED UNMET NEED	
	(A)	(B)	(C)	(A-B)	(A-C)	
	Total Job Openings (divided by 8)	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference	
Total	392	0	0	392	392	

ITEM: INFO-2

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
March 21, 2019**

Title: Information Item - Notice of Intent – Florida Gateway College

Background:

In accordance with Florida Statute, Section 1007.33, the State Board of Education is required to notify state universities and regionally accredited independent colleges and universities upon receipt of a Letter of Intent from an institution in the Florida College System. From the time the Board of Governors office receives a copy of the Letter of Intent, universities have 60 days to submit objections to the proposed new program or to submit an alternative proposal. Objections or an alternative proposal will be considered by the State Board of Education in making its decision to approve or deny a Florida College System institution's proposal.

Issues to be Considered:

N/A

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

None

Recommended Action:

N/A – UCF has no concerns or objections

Authority for Board of Trustees Action:

Florida Statute, Section 1007.33

Committee Chair or Chairman of the Board approval:

EPC Chairman Garvy approved this agenda item and all supporting documentation

Submitted by: Marshall M. Criser III, Chancellor, Florida Board of Governors

Supporting Documentation: Attachment A: Florida College System – Notice of Intent Memo
Attachment B: Florida Gateway College – Notice of Intent

Facilitator: Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education

Attachment B



NOTICE OF INTENT Form No. BAAC-01

Section 1007.33(5)(a), Florida Statutes, requires Florida College System institutions to submit a notice of intent to propose a baccalaureate degree program to the Division of Florida Colleges at least 100 days prior to the submission of the program proposal. The completed Notice of Intent form shall be submitted by the college president to the Chancellor of the Florida College System at ChancellorFCS@fldoe.org.

The notice of intent requires completion of the following components:

- Program summary
- Program description
- Workforce demand and unmet need
- Planning process
- Appendix table

Florida College System Institution Name: Florida Gateway College
 Florida College System Institution President: Dr. Lawrence Barrett

PROGRAM SUMMARY	
1.1	Program Name: <u>Elementary Education</u>
1.2	Degree type: <input checked="" type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of Applied Science
1.3	How will the program be delivered (check all that apply): <input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online only
1.4	List the counties in the college's service district: <u>Baker, Columbia, Dixie, Gilchrist, Union</u>
1.5	Degree CIP code (4 or 6 digit): <u>13.1202</u>
1.6	Anticipated program implementation date: <u>Fall 2020</u>
1.7	What is the primary associate degree pathway for admission to the program? <u>Associate of Arts</u>
1.8	Is the degree a STEM focus area? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1.9	List program concentration(s) (if applicable):
1.10	Will the program be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Incorporated in Rule 6A-14.095, Site Determined Baccalaureate Access Effective August, 2015

PROGRAM DESCRIPTION

2.1 Describe the program.

The Bachelor of Science (BS) in Elementary Education program at Florida Gateway College is designed as a 2+2 with our existing Associate of Arts (AA) degree. Developed around Florida's Uniform Core Curricula, the BS degree aligns with Florida standards for initial teacher preparation programs. The focus is to prepare educators to teach children in grades kindergarten through six.

Florida Gateway College (FGC) is located in rural North Florida along the I-75 corridor. The public school system is one of the largest employers in each of the five counties within the FGC district. In recent years teacher demand has increased and the five school districts have found it harder to recruit teachers to live and work in a rural school district. Universities that offer a bachelor's degree in elementary education are located in larger cities and graduates tend to seek employment in the urban areas in which they are accustomed to living. Superintendents of the local school systems indicated that they would like a bachelor's degree option for local residents who are committed to living and working in their rural communities.

Local post-secondary students have the option to earn an A.A. degree at FGC in close proximity to their home. However, students who would like to pursue a career in education must travel to attend a public university to complete a bachelor's degree; the closest public university is approximately 50 miles away. FGC recognizes many of our students are not able to relocate and traveling this distance is a financial and logistical burden. In fact, for many students it is simply prohibitive. The other option for local students is to attend a private college through a satellite campus. The private college, located outside the FGC district, has a higher tuition rate than the Florida public universities. The BS in Elementary Education program at FGC is designed to provide affordable, public school access to a degree that would otherwise not be available to place bound students in the area.

Public school superintendents in the FGC district have expressed the desire to hire teachers that have a deeper knowledge in the Science, Technology, Engineering and Mathematics (STEM) content. As a result of dialogue and collaboration with personnel in the public school systems, FGC has proposed a BS in Elementary Education that includes a track to respond to the community need. This degree program will prepare elementary education teachers to have deep knowledge, and robust instructional skills, in STEM content. In turn, the teachers will be able to engage and excite elementary age learners about STEM content.

In addition to STEM emphasis, the BS in Elementary Education program will prepare students to demonstrate the required skills and competencies, as outlined in state statute for initial teacher preparation programs, and complete eligibility for Florida elementary teacher certification (K-6). Teacher candidates will develop instructional skills for teaching diverse populations, which includes special-needs learners.

Graduates will also be eligible for endorsements in Reading (K-12) and English for Speakers of Other Languages (ESOL, K-12).

WORKFORCE DEMAND AND UNMET NEED

3.1 Describe the career path and potential employment opportunities for graduates of the program.

Upon completion of the Bachelor of Science in Elementary Education Program at Florida Gateway College, graduates will be eligible for Florida Elementary Teacher Certification (K-6) and endorsements in Reading (K-12) and English for Speakers of Other Languages (ESOL, K-12). Having demonstrated skills and competencies related research based instructional strategies that are appropriate for students including diverse cultures and varying exceptionalities, graduates will be prepared for the role of teacher in elementary classrooms from kindergarten to grade six. Employment opportunities for graduates of this program include teaching classes in kindergarten through sixth grade in Florida public, charter, and private schools.

3.2 Describe the workforce demand, supply and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from appendix tables A.1.1 to A.1.3.

According to the Florida Department of Economic Opportunity Employment Projections, the demand for elementary teachers in the FGC region is 40 annually. There are no public universities in our district. Therefore, the demand is unmet by local sources. School systems in our district have to recruit teachers from public universities outside of the FGC district.

3.3 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data information, such as local economic development initiatives, emerging industries in the area or evidence of rapid growth, not reflected in the data presented in appendix tables A.1.1 to A.1.3. For proposed programs without a listed SOC linkage, provide a rationale for the identified SOC code(s).

Additional workforce data was collected in December 2015 through direct phone conversations with human resource directors in the five school districts in the FGC district and two school districts which are in the North Florida Community College's (NFCC) district but have adjacent borders to the FGC district. Currently NFCC does not offer a bachelor's of education program. The two school systems outside the FGC district were chosen because they regularly contact FGC concerning assistance with teacher certification. The phone interviews revealed that the school systems in the five county district hired approximately 45 new elementary teachers in the 15-16 school year. Additionally, the two counties adjacent to FGC district hired approximately 30 new elementary school teachers. This

survey was repeated in December 2018 via email or phone contact. There were approximately 70 new elementary teachers hired in the school systems in FGC's district for the 2018-2019 school year. Additionally, there were 35 elementary education teachers hired for the same year in the two adjacent counties. Human resource directors estimate that this is a steady trend with a possible slight increase with upcoming scheduled retirements. They also expressed how difficult it is to recruit teachers to teach in rural counties and would like an affordable option for local place-bound students to get a bachelor's degree in teaching.

-
- 3.4 If the education level for the occupation identified by the Florida Department of Economic Opportunity presented in appendix table A.1.1 is below a bachelor's degree, provide justification for the inclusion of that occupation in the analysis.

N/A

PLANNING PROCESS

- 4.1 Summarize the internal planning process.

Internal discussions about a possible BS degree in Elementary Education began around the 2011-2012 school year. When FGC began the first BS degree in Nursing, the community inquired about a BS in Elementary Education. Because of the regular inquiries, the need became more evident to the administration at FGC. Students asked for a cost effective option that would allow them to continue to live in the community. The situation was monitored by FGC administration over the years that followed.

In July 2015, Dr. Barrett took over the helm of FGC. He immediately began talking to students and community leaders. When the topic of FGC offering a BS in education came up repeatedly, Dr. Barrett turned to the VP of Occupational programs to discuss the possibility of developing this program. Over the fall 2015 semester, VP Hickman, Executive Director, Dr. Carswell engaged in researching the industry demand and student interest. The results were reported to Dr. Barrett in December 2015. Dr. Barrett reviewed the information provided and in January of 2016, Dr. Barrett requested that Dr. Hickman move forward in seeking approval for this program.

During Spring of 2016 the internal planning discussions expanded to include the executive council and Board of Trustees. By the end of Spring semester, collaborative effort included the Office of Institutional Effectiveness and Dr. Dopson, VP of Academic Programs. During the discussions and planning that occurred the job openings as well as the teacher skill set desired by the local school districts the FGC stakeholders decided that an Elementary Education degree with an emphasis in STEM education would best serve the needs of the community. Dr. Carswell was charged with moving forward with the approval process.

Dr. Barrett approached Dr. Carswell during the fall 2018 semester to assess the previously

written but not submitted proposal for a BS in Elementary Education program. Dr. Carswell spoke with AA education faculty and the dean of academic programs about next steps. Everyone agreed that the program is needed and would like to move forward with submitting a proposal. On December 7th a time was set aside to review the previously created documents. After realizing that the original NOI had expired, Dr. Gavin entered into APPRiSe the intent of FGC to submit a proposal to offer a BS in Elementary Education. An active planning process was implemented. Dr. Carswell has asked Ms. Dees to review the program of study. Dr. Barrett and Dr. Dopson are reaching out to nearby colleges and universities. The documents are being prepared for submission.

4.2 Summarize the external planning process.

The external planning process began as a grass roots initiative in September and October, 2015. As Dr. Barrett met with community leaders and public school superintendents in the FGC district, teacher shortages and teacher preparation was a topic that frequently came up. Superintendents in the district communicated with Dr. Barrett that there was a need to offer teacher preparation for students who did not want to leave the area. They also expressed that teaching positions in the STEM areas were very hard to fill. Currently, students who would be interested in remaining in the area and teaching have no public university option for obtaining their degree in teaching. A local teacher preparation program would provide opportunity for local students and ease the burden of recruiting from outside the community on the school districts. After discussions about the need to offer a teacher preparation program at FGC, Dr. Hickman and Dr. Barrett approached representatives from the private institution offering the bachelor's degree in elementary education. During these meetings they discussed the program and informed them of our intent to seek approval for a public school option for local students to obtain a bachelor's degree in elementary education. Ultimately, the college administration decided not to pursue the application process at that time due to initiatives and conversations at the state level and to internal structure changes within the college.

In December 2018, Dr. Gavin added a renewed notice of intent (NOI) to offer a Bachelor's of Science in Elementary Education to APPRiSe. North Florida University (UNF) responded to the NOI. Although UNF is not located in the FGC district, Dr. Dopson reached out to Dr. Kantner via email and phone to address any concerns about the program. Dr. Barrett had a discussion with Dr. Grosskopf, president of North Florida Community College, about the BS Elementary Education program. Dr. Grosskopf is supportive of FGC offering this program and would like to pursue a 2+2 articulation for NFCC students to have a seamless transfer into the program. In an effort to be transparent, Dr. Barrett requested to meet with representatives of Saint Leo University (SLU). Ms. Markham and Ms. Ballew joined Dr. Barrett, Dr. Dopson, Dr. Gavin and Dr. Carswell. During this meeting, Dr. Barrett informed the SLU representatives that FGC intends to develop a BS Elementary Education program. Dr. Barrett allotted time for SLU representative to ask questions of the FGC team. All questions were answered. However, Ms. Ballew indicated that she would like to request an additional meeting that includes an additional representative from SLU. That meeting will be

scheduled by SLU at a later date.

4.3 List of engagement activities; this list shall include APPRiSe, meetings, and other forms of communication among institutional leadership regarding evidence of need, demand, and economic impact.

APPRiSe	Date(s)	Institution	Description of activity
Public universities in college's service district	9/12/16	There are no public universities in the college's service district.	NOI listed in APPRiSe
	12/7/18	There are no public universities in the college's service district.	NOI listed in APPRiSe
	12/10/18	University of North Florida	After being notified that UNF had expressed concerns about FGC offering a BS in Ele. Ed., Dr. Dopson reached out to Dr. Kantner via phone. Dr. Kantner was not available; Dr. Dopson left a message.
	12/14/18	University of North Florida	Dr. Dopson reached out to Dr. Kantner via email. In the email, he explained that the proposed program at FGC is an effort to meet the needs of place-bound students who find transfer to a university outside of our district an extreme hardship.

	12/19/2018	University of North Florida	Dr. Dopson further discussed the intent to apply with the Dean of the Education program at UNF, Dr. Diane Yendol-Hoppey. Dr. Dopson clarified that the majority of our students are not within a commutable distance to UNF, and that FGC offers lower tuition and fees, a more accessible opportunity for our students, and a plan to offer face-to-face courses via a hybrid format.
Regionally accredited institutions in the college's service district	Spring 2016	Saint Leo University	Dr. Hickman met with the representatives at St. Leo University at the beginning of the Spring 2016 semester to inform them that FGC was exploring the option of developing a BS degree in education.
	2/11/16	Saint Leo University	This meeting was followed by a meeting on February 11, 2016 between Dr. Barrett, Ms. Markham and Ms. Roebuck to inform them of the intention of FGC to pursue approval to develop a BS in education.
	1/6/17	Saint Leo University	Dr. Barrett, Dr. Dopson, Dr. Carswell from FGC met with Dr. Storms, Dr. Lamb, Ms. Markham and Ms. Degner from Saint Leo University. Continued articulations between the two institutions and the alternative proposal submitted by Saint Leo University was discussed. Representatives from St. Leo asked for clarification of the proposed program concerning curriculum and certifications. The 2+2 articulation has been beneficial to the students earning bachelor degrees in a variety of programs. Representatives from

			both institutions agreed that the articulation will continue as it covers more than the Elementary Education Program.
	1/7/19	Saint Leo University	Dr. Barrett requested a meeting to discuss FGC's intention to develop a BS in Elementary Education Program. Attending the meeting from Saint Leo University (SLU) was Ms. Markham, Area Director and Ms. Ballew, College of Education Instructor and from FGC Dr. Barrett, Dr. Gavin, Dr. Dopson and Dr. Carswell. SLU representatives had clarifying questions which were answered. A discussion of the BS Business degree occurred as well as discussion about upcoming articulation agreements. The meeting ended with Ms. Ballew stating that she would like to discuss our plans with other SLU representative and would request a meeting which would include them in the discussion.

INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION OF APPENDIX TABLE A.1: To complete the following table, the total in column A should be derived from the total job openings from Table A.1.1 and the totals in columns B and C should be derived from Table A.1.2. Input the figures in the "Total" row in Table A.1.1 for total job openings and Table A.1.2 for most recent year and 5-year average. The range of estimated unmet need should be derived from 1) subtracting the figure in column B from the figure in column A and 2) subtracting the figure in column C from the figure in column A.

ESTIMATES OF UNMET NEED					
A.1.3	DEMAND	SUPPLY	RANGE OF ESTIMATED UNMET NEED		
	(A) Total Job Openings (divided by 8)	(B) Most Recent Year	(C) 5-year average or average of years available if less than 5 years	(A-B) Difference	(A-C) Difference
Total	40	0	0	40	40

Attachment A



State Board of Education

Marva Johnson, *Chair*
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Members
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Michael Olenick
Andrew Pollack
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Richard Corcoran
Commissioner of Education

Kathryn S. Hebda
Acting Chancellor, Florida College System

MEMORANDUM

TO: Mr. Marshall Criser III, Chancellor
State University System of Florida

Dr. Ed Moore, President
Independent Colleges and Universities of Florida

Mr. Samuel Ferguson, Executive Director
Commission for Independent Education

FROM: Kathryn S. Hebda, *[Signature]* Acting Chancellor, Division of Florida Colleges

DATE: February 13, 2019

SUBJECT: **Notice of Intent from Florida Gateway College for a Bachelor of Science in Elementary Education**

The purpose of this correspondence is to inform you that the Division of Florida Colleges (DFC) received a Notice of Intent (NOI) on February 8, 2019, from Florida Gateway College to develop a Bachelor of Science degree in Elementary Education. The NOI is attached for your review.

Section 1007.33, Florida Statutes, requires the DFC to forward the NOI to the chancellor of the State University System (SUS), the president of the Independent Colleges and Universities of Florida and the executive director of the Commission for Independent Education. Please provide this information to the institutions within your respective systems as appropriate. State universities shall have 60 days following receipt of notice by the chancellor of the SUS to submit alternative proposals or objections to the proposed program. Following the 60 day period, independent colleges and universities shall have 30 days to submit alternative proposals or objections.

Please contact Dr. Carrie Henderson at 850-245-9903 or carrie.henderson@fldoe.org if you have questions or concerns.

KH/hb

Attachment

cc: Dr. Lawrence Barrett, President, Florida Gateway College
Dr. Brian Dopson, Vice President, Academic Programs, Florida Gateway College